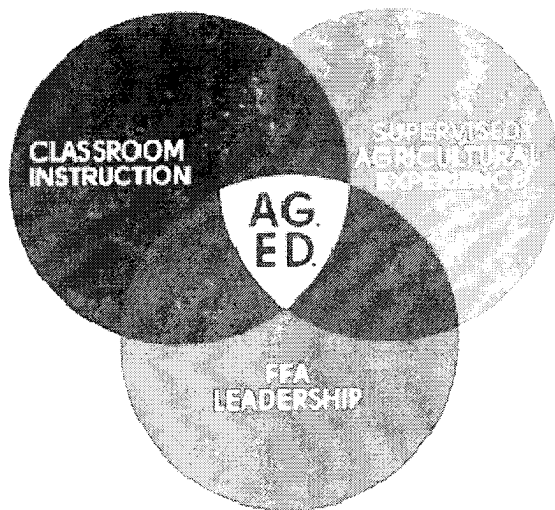


Graduate Internship in Agriculture Education: AGED 539 Project Binder



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Ann Sobrato High School

Section 1

Reflections on Quality Criteria Standards

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Section 1: Reflections on Quality Criteria

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Quality Criteria One

Curriculum and Instruction

Quality Criteria One: **Curriculum and Instruction**

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

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

Agriculture Biology is a laboratory science class that students take as a Freshman. This course focuses on the life functions and relationships of plants and animals. Our major units are; genetics, evolution, physiology, ecology, and cellular biology. This course is going through some changes in order to be more aligned with the new NGSS standards. The ag biology classes are required to take the same benchmarks and finals as the regular biology classes. We meet in a PLC group with the other teachers to discuss common labs and activities for our classes to participate in.

After Ag Biology students have the choice to take Chemistry or Ag Geology for their next science class. We encourage all students to take Ag Geology before chemistry. This is a better stepping stone for them and gives them another year to mature before tackling Chemistry. The major units in this class are; astronomy, weather, California water, geology, earth's history and composition and plate tectonics. For this class we also work very closely with the other geology teachers on campus to make sure our students are getting the same knowledge and are just as prepared for the next science class they will take. We are also revamping this class to match the new NGSS standards.

The Ag Leadership class is taught as a Zero Period. This means that it is before school, starting at 7. Students can take this class for a few different reasons. Students usually take it to be more involved and work on planning FFA events. Students can also take it if their schedule does not allow them to take another ag class, but they would like to stay in our program. In this class they work on public speaking, job skills, planning FFA Events, leadership skills, self-awareness and interpersonal skills.

We have strived in the department to offer our students a variety of courses to choose from and that fit the community's needs for future jobs. PLC meetings, department meetings, and the advisory committee all help direct our curriculum and our instruction. In addition members of the agriculture

department have also played a role in helping re-align the school district's graduation requirements to match A-G requirements as well as include a minimum requirement of at least 1 year of CTE coursework to be completed by every high school student. These success and collaboration with the other departments on campus have led to a well rounded instructional program for our students.

Quality Criteria Two

Leadership and Citizenship Development

Quality Criteria Two:
Leadership and Citizenship Development

At Ann Sobrato High School all students in the Agriculture Program truly have the opportunity to better themselves in leadership, and citizenship development. We provide many school, instructional, and community activities.

All students in the program are required to attend two FFA activities per quarter. Sobrato FFA has numerous activities within the semester that students may attend such as monthly meetings, farm work days, competitions, committees, conferences, and many more. We make sure that students are aware of the activities coming up in various ways. We each have a designated area on our board that always has the updated FFA activities. We also announce them at the beginning of each period so that all students are aware of all the different ways they can get their credit. These activities are worth 10% of their grade. The other 90% of a student's grade is based on the usual classroom instruction and assignments.

We encourage students to participate in more FFA activities than just their required two. I believe that the more students participate in FFA the more it will benefit them. Our chapter participates in all speaking contests, conferences, judging teams, and fairs. We provide numerous opportunities for our students to learn leadership and citizenship skills.

All agriculture courses are graded with 90% classroom instruction, 10% SAE and FFA. Our Program Plan was last created in 2012 and shows all course syllabi and grading criteria. It also shows a detailed responsibility chart for all advisors and every event we attend.

At the beginning of the school year every agriculture course begins with a unit explaining FFA and outlining the activities that students can become involved

in. This is very important to our program since we have a higher proportion of suburban students who do not yet have an understanding of agriculture and FFA. If students are taking more than one agriculture course then they will be educated multiple times on this unit as all teachers teach it.

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

In general the Sobrato Agriculture Program strives to insure that leadership, citizenship, interpersonal and employable skills are being taught along with the classroom curriculum. We require students to participate in FFA in order to gain even more of these skills. I also truly believe that all students deserve to learn employability skills. Not all students are destined to attend college and teaching them skills that they can go out into society and be successful in is very important.

Quality Criteria Three

Practical Application of Agricultural Skills

Quality Criteria Three:
Practical Application of Occupational Skills

At Sobrato High School we pride ourselves on giving students the tools they need to be successful later in life. Whether it is through hands-on experience in class or through their SAE Project.

A Supervised Agricultural Experience project is part of every student's grade in the department. Each class has 5% SAE assignment portion to their overall grade earned in their class. Not only are students graded on having a SAE project they also have opportunities in their classes to obtain experience in work-site simulations. Classes such as ROP Ag Mechanics, ROP Art & History of Floral Design, ROP Veterinary Science, ROP Food Science and ROP Environmental Horticulture all provide these work-site simulations experiences in their respective industries. These courses are geared toward the industry setting and re-enforces the goal of students gaining practical career skills. Some examples of projects these classes have worked on include; landscaping the front of the school, building new pig pens at the farm, floral arrangements for special occasions, catering for an event, and many more! Both of our science based classes like CP Ag Biology and CP Ag Geology use hands on teaching methods in the class to create a work like environment. Many laboratory activities and scientific studies are completed each week.

The Sobrato Agriculture Department documents all SAE and home visits using our Project Visit form and Home Visit Outline. Once a visit is done a copy of the form is filed alphabetically in our Home/Project Visit binder that stays in the department office. All four advisors still need to improve on the number of actual home visits completed within a school year. A majority of our student projects take place at the school farm with very little off campus. This allows very easy access for advisors to visit student projects. School agriculture vehicles are easily available to each advisor to use for off campus project visits or any other

integral activities. We currently own a Ford Freestar Mini-Van, Ford F250 and a Ford Expedition. Fuel is available at the District Bus-Barn and comes out of our AIG funding. Should one of the advisors use personal expenses for travels reimbursement is immediately given either through our FFA ABSO account or AIG funds.

All students complete a business agreement that is written in their FFA Record Book for their SAE project or projects. This agreement is written before their project officially begins. All other aspects of the recordbook are completed as well and used as a tool to help us monitor the students' progress in addition to visits. This year we have officially moved all of our students to the irecordbook. This is a great tool! It allows students to work on their record book in class, as well as having access to it at home.

Our students have access to our school agricultural laboratory (school farm) when needed. Many SAE projects are housed there as well as many class lessons can take place there. Being that we live in an area where there is not very much agriculture production, this gives us the opportunity to show them things we wouldn't otherwise be able to.

The department is also looking into starting up our program again where at least one course will be taught as a "collaborative" class with a Special Education Instructor. This allows those teachers to adapt the lessons to be able to meet the needs of special needs students. The Special Education teacher can work more closely with those identified students while allowing them to be mainstreamed into a CP course.

It is very important to our program that students gain occupational skills and get hands on experience in all of our classes, especially in our ROP courses. The students need life skills and that is what our department strives to deliver. We hope to continue and strengthen this even more in each of our classes.

Quality Criteria Four

Qualified and Professional
Personnel

Quality Criteria Four:
Qualified and Competent Personnel

At Sobrato High School we have 4 fully credentialed agriculture teachers. Two teachers in the department have a clear single subject credential, while myself and one other are working through the BTSA program to clear their credentials. All 4 of us hold a clear specialist credential in Agriculture.

All instructors are involved in the professional organization CATA. We regularly attend all sectional and regional meetings and the annual summer conference. During the summer CATA conference we all register and attend the AgriSkills sessions to enhance our knowledge and skills. In addition to attending CATA meetings, we all attend different trainings throughout district and county.

The agriculture instructors at Sobrato always put in a conscious effort to use a variety of instructional strategies, materials and techniques to enhance student learning. Our school is fortunate to work closely with the Special Education and EL Departments to help us with additional strategies to ensure that we are meeting the needs of all of our learners.

I have attended the annual CATA Conference since I began my teaching career. I have attended the New Professionals conference for the past two years. I have attended many professional development sessions on Common Core and Next Generation Science Standards. Our school also has active Professional Learning Communities (PLCs). We meet once a week for an hour in our PLC groups. I am a part of the Biology, Geology, and Elective PLCs. This allows us to collaborate on intervention strategies, share common labs and practices, analyze data, and much more.

The agriculture program staff members meet every Monday at lunch and often times after school to discuss upcoming events and the needs of our program. During these meetings I take detailed minutes. After the meetings I send the minutes to the other teachers and the Principal. This keeps us all accountable and reminds us of what needs to get done.

Quality Criteria Five

Facilities, Equipment, and Materials

Quality Criteria Five:
Facilities, Equipment and Materials

Ann Sobrato High School opened in 2004, so all of our facilities are fairly new. In 2006 they began construction on our school farm. This included a barn and small greenhouse. We took over the schools shop facility in 2009. Our larger greenhouse and shade house was added in 2012. We also acquired the Food Science class room in 2012.

Last year we recently received a grant, these funds were given to us to purchase a class set of chrome books for the department. We are now in the process of purchasing these tablets to give our students more experience with technology and bring new and exciting things into the classrooms of various topics.

With the addition of Sobrato H.S. to the district, shop materials were split between the two high schools with wood-shop machinery staying at Live Oak H.S. and metal-shop machinery going to Sobrato. Many of the machines were not purchased new with the new school site and were simply transferred over. Some of these machines that were transferred over needed to be updated. To date we have also added a plasma cam to the facility.

Throughout the two ag science laboratory classrooms, science stockrooms, ag office, vet science supply room, shop, foods room and school farm we have the much needed space to store our materials, records, equipment and supplies. We have several filing cabinets in the classrooms and ag office where we keep record books and instructional resources. We use the science stockrooms to store all science laboratory supplies, standing freezer, refrigerator, sinks and dishwasher. The shop has inside and outside storage facilities.

At our school farm there are areas of the barn that house wheelbarrows, shovels, brooms and other cleaning supplies. In addition we have added a C-train storage container and two sheds to the farm to increase storage for our program and the facilities.

We work hard to keep our facilities up to date, clean, and neat. We have monthly farm work days, and classroom/office clean up days throughout the year. Because we have these nice facilities, we want to use them to their full potential for our students. Overall, Sobrato has adequate facilities and equipment to help our students learn various aspects of agriculture and gain hands on experience through our program.

Quality Criteria Six

Community, Business, and
Industry Involvement

Quality Criteria Six:
Community, Business and Industry Involvement

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

We have an Advisory Committee but we are currently working to make it better. This committee helps approve and advise our curriculum in our programs and assist the ag programs with certain projects. This committee includes agricultural community members within the industry, ROP program coordinators and agriculture teachers. The Ag Advisory Committee meets twice a year. The main focus of the Advisory Committee is not to act as Boosters of our organization but rather support and provide resources when needed.

Our community has also formed the Morgan Hill Ag Foundation, otherwise referred to as the "Big Boosters." Each high school has its own Ag Boosters which support and fundraise for the individual FFA Chapters. This foundation supports both Live Oak and Sobrato Agriculture programs. This organization also allows each FFA program to write a grant for an item of need every year. Either the Agriculture teachers or the Ag Boosters may write the grant. In addition the program helps fund a scholarship award that is given to several of our graduates.

The Ag Boosters here at Sobrato is a great help to our program and students. The parents, former parents, and community members work together to provide funding for the students to assist in going to conferences, help with livestock animals, and they also purchase and help support the students at the fair auction. In addition, they hold an annual Crab Feed fundraiser and help support us in the purchasing of supplies for our quarterly drive thru tri tip BBQs.

Our department has started putting on a few community events to help strengthen our bond with the community. The Sobrato FFA has ran a booth for a few years at the local Taste of Morgan Hill event. We also have students assist in many Farm Bureau events and at the local Sportsmen Club Youth Shoot program.

Our most recent and largest development is our Family Farm Fun Day. At this event we invite members of our community to come see our facility and learn about agriculture for free. We provide carnival games, prizes, educational booths, a petting zoo, a plant sale and free food! These events have helped our program become familiar faces as well as spreading agriculture knowledge to our community.

Overall, Sobrato as a high school and an agriculture program strive to continue in building community relationships and ties to help support the achievement of our students.

Quality Criteria Seven

Career Guidance

Quality Criteria Seven:
Career Guidance

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

We are currently working on improving career pathways with our Agriculture course selection at Sobrato. We do have some pathways but still seem to lose students at their sophomore year. They may come back but they have then lost a whole year with the program. Students begin 9th grade with CP Ag Biology. Our sophomore course is CP Ag Geology. However, some students decide to take Chemistry directly after Biology and therefore we lose them. As Sophomores they do not get an elective, so they do not have another option for an ag class. We have managed to maintain four sections of ag geology. We have

added the zero period Agriculture Leadership class to help our students have an opportunity to remain in the program when their schedule would not otherwise allow.

All agriculture courses at Sobrato have an instructional unit on agriculture careers. This is typically when we have students fill in or review and refine their Student Data Sheets. Not only will each class talk more specifically on the different Ag related careers within the industry that the course is focused on, but also about the general agriculture careers in existence. We also use the Ag Career Network through the National FFA Website for our elective classes with our older members. In these classes some teachers are teaching the students to learn how to do online portfolios to take with them when they graduate as program completers even.

The program and school site could both improve in the area of career and college guidance but have made leaps and bounds in this area thus far. Overall this program has a solid foundation for educating students on their options for the future and helping them become well rounded citizens of their community.

Quality Criteria Eight

Program Promotion

Quality Criteria Eight:
Program Promotion

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

We conduct several program promotion activities in the school year. Before 8th grade students enroll for their 9th grade year two advisors and several students attend the local feeder middle schools and do a presentation in their 8th grade science classes. During this we introduce our program and talk about how students can become involved. We also do a sample science lesson so they get a taste of what ag biology will be like.

We also have our own booth at 8th grade preview night and returning student night where we display the many skills that our students have mastered as well as the courses that are offered in the program. All teachers and officers attend both of these nights. We host a Greenhand BBQ for the new members of our chapter about two weeks after school starts. This allows our young members to get to know one another and our officers before the school year begins. It also gives the parents a chance to learn about all of the opportunities the FFA has to offer their students. We have found that greenhands are our most pertinent opportunity at retention of our members.

We try to make it to school board meetings a few times a year either just to talk about our current achievements during the beginning of a meeting for non-agenda items, or to request a larger amount of time for a presentation as an official agenda item. Either way the school board is always appreciative of the positive difference the FFA is making in students' lives. They are kept in communication about upcoming events, fundraisers and achievement. This program has become a showcase for the

district and was even part of our WASC review tour that both school district, board members and staff attended.

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

The Sobrato ag department has created a promotional brochure describing the many opportunities Agricultural Education has to offer. We also have a program outline which indicates all classes and CDE's offered. We are currently trying to work on getting these updated as we have had many staff changes, and have added classes.

This year I worked with two students to develop a new Sobrato FFA website. We had an old outdated website that was very hard to update. We have had great success with the implementation of the new chapter website. This keeps parents up to date on what activities are going on, as well as informs our community members on the past activities.

Overall I feel that we are doing an adequate job promoting our program, although there is still room for improvement. As our chapter continues to grow we will continue to implement new and innovative ways to promote our program.

Quality Criteria Nine

Program Accountability and Planning

Quality Criteria Nine:
Program Accountability and Planning

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

Every year the Sobrato Agriculture Department conducts a review of the agriculture program, whether it is a self assessment review, Advisory Committee review, or a review conducted by the California Department of Education. The department staff sits down to discuss the program goals, needs and wants. We decide on curriculum changes and dates for the year. We also discuss in detail our budget and decide on all expenditures for the year. All items discussed are shared with our administration and Advisory Committee. One thing we do need to get better at reviewing is our program numbers and retention. We often get busy and forget to have a discussion and analyze our numbers once the R-2 report is done.

Our Comprehensive Program Plan was assembled and completed for an on-site review by the California Department of Education in December of 2012. At that time our program was only in its 8th year of existence. Although the Comprehensive Program Plan was officially created for our review by the state, some of the items in the Program Plan are "living documents" and are updated annually. For example, we added a new staff member this year; therefore before

the school year began we updated our staff responsibilities chart. As a department we have had a lot of changes occur since 2012, so we need to continue updating our plan so it is not as difficult to have completed for our next on-site review.

Quality Criteria Ten

Student-Teacher Ratio

Quality Criteria Ten:
Student-Teacher Ratio

Unfortunately, this is an area of much needed improvement for our program. However I do not see this as something that we can overcome any time soon. All classes at Sobrato High School have a maximum of 36 students per teacher regardless of the subject.

We have made strong recommendation to administration and counseling to consider lowering the class size in the shop. It is simply an unsafe situation for the teacher and students. We were able to lower the class sizes to 29-31 students per shop class. This is still a long way from the recommended 20-1 student teacher ratio for the shop but it is a step in the right direction and we will continue to work towards that in coming years.

Our Ag Science classes currently range from 33-36 to one. ROP Floral Design is at 36 to one, ROP Environmental Horticulture has increased in popularity and is currently at 32 to one, ROP Food Science is at 33-36 to one, ROP Veterinary Science is at 36 to one and our Agriculture Leadership is about 36 to one as well. Our classes always start out larger at the beginning of the school year and dwindle down as the semester progresses due to transfer or withdrawal requests.

There are not many elective classes that are hands-on and career oriented in our district. Therefore this makes some of our agriculture electives favorable to students and highly requested. This has helped our retention and helped us to build numbers to become a four person department like we are today. However, with limited facilities and funding we fear we may be capped as we have a lot of our electives that are singletons and growing them to two sections or more would require either hiring a part time teacher or eliminating one of our current courses.

Having the larger class sizes is a big issue when it comes to funding. It is very difficult to furnish all students with materials without needing to charge a lab fee. Currently we request lab donations but with the laws in place for funding of public education from the parent/student side, we have seen a decline in those donations. The department with the other members of the Electives/Vocational Education department are working together to access the funding we need but still adhere to the laws in place.

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

Quality Criteria Eleven

Full Year Employment

Quality Criteria Eleven:
Full Year Employment

Currently the Sobrato Agriculture program does not effectively adhere to Quality Criteria Eleven. Our department instruction definitely extends beyond the regular school day, school year, and school location.

The District recognizes that we do additional work and therefore the school district currently provides all four Ag teachers with a 1.0 unit coaching stipend that is contracted at \$1374.00 for the school year. The district does realize that we teach throughout the summer so they currently offer four \$5,000.00 summer contracts funded through ROP. Since it is through ROP we have to conduct a class and accumulate lab hours. This is very easy for us to accomplish since we are at school so much during the summer anyways with livestock and horticulture projects. Although, they are providing us with some compensation, it is not enough for the amount of work that we are doing.

Last year the union amended the contract in negotiations to guarantee the Agriculture instructors the \$5000.00 for their summer hours and funding was not identified so that even with the dispersal of ROP, it is still protected. This year a member of our department sat in on the stipend committee to work towards a potential 20% extended contract to make our district more competitive in hiring and retaining good agriculture teachers. This has been a huge problem for us. With the cost of living in our area, and the amount of work our ag teachers have to do, we are losing good ag teachers to other schools where they can make more money and have a year round contract.

Our school district does not currently provide any teachers with a project supervision period. I feel that it would be difficult to institute project supervision periods for Ag teachers in our district simply because of the cost factor. Paying a teacher for a period off is a large cost to the district and they do not look favorably on that.

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

Quality Criteria Twelve

Program Achievement

Quality Criteria Twelve:
Program Achievement

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

Award applications have sometimes been a struggle as students often don't want to do the work or are not motivated to complete the applications. We have worked on this by dividing up responsibilities of each area to an advisor and that way the student has some one on one support and motivation. In the area of proficiencies we have had a few regional placing and in 2013 had our very first State Proficiency winner in the area of Turf Grass Management. This year we have a state finalist in the area of Environmental Science and Natural Resources. This is very exciting for me because I have worked with this student a lot to make sure his application was the best it could be. This is really my first experience with proficiency awards.

In the area of Chapter, State and American Degrees we have maintained a steady stream of achievement for our students. With our retention and program numbers, we should have more students reaching these levels of achievement. We need to encourage more students to apply for these degrees.

The CDE events have been very successful for our chapter allowing us to have a Dairy Products, Floral, Nursery/Landscape and Livestock judging teams, as well as Parliamentary Procedure. Our judging teams are continuing to grow, both in students involved and in achievements. I think as our judging teams become more successful, it will motivate more students to become more involved. Though we have not had any state or national champions, it is something we are working towards.

In addition we have students compete in all of the speaking contests, as well as BIG, Co/op, and Opening/Closing Ceremonies. With the help of my department members we have been able to see our students make it to the regional and move on in competitions. We want to continue with these achievements as well as have them move on to bigger and better things. These achievements and successes are a motivator to the remainder of our student population and encourage students to take the challenge themselves.

We are working on extending our achievement to our administration, counselors, and community members as it is important for them to know what good our program is doing for the students. Though our program has had some accomplishments we want to move forward and reaching more and more goals.

Section 2

Support Materials

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Section 2: Support Material

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SUPPORT DOCUMENTS

1. Copies of student Data sheets

SUPPORT MATERIALS

Support Material 1: Student Data Sheets

In our program, student data sheets have always been printed out for students to fill out and then entered by hand. I took over the responsibility for the R-2 report this year, and decided to try having the students enter the information online using their iRecordbook log in information. This was a huge time saver for us.

STUDENT CAREER DATA SHEET

A. Name
 Last Name First Name, MI

B. Gender: Male X Female

C. Date: 6/2/2014

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

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

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

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

 X Agriscience (4070)

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

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

H. Hispanic: Yes No X

Race: (Select Only One)

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

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

Email: gamboajakob@gmail.com

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

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3. Go Into Military Service

Plan Updated: 2013-09-12

Student Number:

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

FRESHMAN YEAR

Course

SOPHOMORE YEAR

Course

JUNIOR YEAR

Course

SENIOR YEAR

Course

Ag Biology
Alg I
English 9
Spanish I
PE 9
Geography

Ag Geo
Geometry
English 10
PE 10
Spanish II
Ag leadership

Ag leadership
Vet

Ag leadership
Hort

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

FRESHMAN YEAR

S.A.E

Size

Pig

SOPHOMORE YEAR

S.A.E

Size

Pig

JUNIOR YEAR

S.A.E

Size

Pig

SENIOR YEAR

S.A.E

Size

Pig

Planned Department Activity (FFA)

FRESHMAN YEAR

FFA meetings
Greenhand
Conf.

SOPHOMORE YEAR

Officer
meetings
MFEALA

JUNIOR YEAR

meetings
Committee
ALA
State

SENIOR YEAR

meetings
State

STUDENT CAREER DATA SHEET

A. Name _____

Last Name

First Name, MI

B. Gender: Male ☒ Female _____

Female _____

C. Date: 6/2/2014

D. Year in Agriculture Program: _____

2

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

E. Grade Level in School: _____

10

(9, 10, 11, 12)

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

Plant & Soil Science (4010)

Animal Science (4020)

☒ Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

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

I plan a career in agriculture

☒ Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Hispanic: Yes _____ No ☒ _____

Race: (Select Only One)

☒ White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

American Indian

Native Hawaiian/Pacific Islander

Filipino

Guamanian

Samoan

Tahitian

2 or More

I. Locator Data:

Street Address: _____

Phone Number: _____

Parent/Guardian Name (Print Full Name For Each)

Mr. _____

Miss/Mrs./Ms. _____

Email: coleton.bennett@yahoo.com

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

Go to the military

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service

Plan Updated: 2012-10-11

Student Number: _____

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

FRESHMAN YEAR

Course

SOPHOMORE YEAR

Course

JUNIOR YEAR

Course

SENIOR YEAR

Course

Ag Mech.

Alg. I

Geography

English 9. cp

Ag. Bio

Pe. 9

English 10 Adv

Spanish I

World history

Geometry

Pe 10.

Ag geology

Ag floral

OF

Ag mechanics

Ag vet
Science.

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

FRESHMAN YEAR

S.A.E

Size

Yard work
Service.

SOPHOMORE YEAR

S.A.E

Size

Donation of
coats and
community
service.

JUNIOR YEAR

S.A.E

Size

Raise a
goat.

SENIOR YEAR

S.A.E

Size

Raise some type
of animal.

Planned Department Activity (FFA)

FRESHMAN YEAR

FFA meeting's
toys for tots
Crab feed

SOPHOMORE YEAR

FFA meeting's
toys for tots.
FFA activities

JUNIOR YEAR

FFA meetings
Crab feed.

SENIOR YEAR

FFA meetings

geometry

adv. English 9

Physical Education

Ag. biology

band

french 1

Alg II

English I.D

Spanish or French

Ag Leadership

Band

AP world History

Vet Science

Ag leadership

Floral Design

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

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Raise a rabbit		Market Goat		Market Goat		Steer	
				Steer			

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

FFA drive through BBQ

Officer

Officer

Meetings

Kick ball game

COLC

COLC

Officer

Officer

MFE

Drive Thru BBQ

ALA

Meetings

ALA

State Conf.

AG bio

Ag. Geo

Floral

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

FRESHMAN YEAR

S.A.E

Size

Rabbit
Raising

SOPHOMORE YEAR

S.A.E

Size

Planter
box

JUNIOR YEAR

S.A.E

Size

planter
box

SENIOR YEAR

S.A.E

Size

Planter
box

Planned Department Activity (FFA)

FRESHMAN YEAR

BBQ
meetings

SOPHOMORE YEAR

Movie Nights
Meetings
BBQ

JUNIOR YEAR

Movie N.
meetings
BBQ

SENIOR YEAR

Movie N
meeting
BBQ

Agriculture Biology

Agriculture
GeologyAgriculture/
Floral
DesignAnimal
Science

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

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E

Size

S.A.E

Size

S.A.E

Size

S.A.E

Size

Raise an Animal

raise an
animalraise an
animalraise an
animal**Planned Department Activity (FFA)**

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

BBQ tickets

None

BBQ tickets

BBQ tickets

Ag Metals and Machines

Ag Biology

Ag Geology

Ag Mechanics

Ag Mechanics

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

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E

Size

S.A.E

Size

S.A.E

Size

S.A.E

Size

Yardwork

Yardwork

Yard work

Yardwork

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

Meeting

Meeting

Meeting

Meeting

None

AG Geology

AG Mechanics

Animal Science

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

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E

Size

S.A.E

Size

S.A.E

Size

S.A.E

Size

None

Yard work

Yard work

Mechanics

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

None

Capture the Flag

Meetings

Meetings

Meetings

BBQ

freshman234

bio.

geo.

vet science

floral

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

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E

Size

S.A.E

Size

S.A.E

Size

S.A.E

Size

pig

pig

pig

steer/pig

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

bio

geology

vet science

floral

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

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Veterinary care (kittens)		Veterinary care (horses)		Vet care		Vet care	

Planned Department Activity (FFA)

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

STUDENT CAREER DATA SHEET

A. Name _____

Last Name

First Name, MI

B. Gender: Male ☒ Female _____

C. Date: 6/2/2014

D. Year in Agriculture Program: _____

2

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

E. Grade Level in School: _____

10

(9, 10, 11, 12)

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

☒ Agriscience (4070)

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

☒ I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Hispanic: Yes _____ No ☒

Race: (Select Only One)

☒ White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

American Indian

Native Hawaian/Pacific Islander

Filipino

Guamanian

Samoan

Tahitian

2 or More

I. Locator Data:

Street Address: _____

Phone Number: _____

Parent/Guardian Name (Print Full Name For Each)

Mr. _____

Miss/Mrs./Ms. _____

Email: _____

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

law

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3. Go Into Military Service _____

Plan Updated: 2013-10-09

Student Number: _____

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

FRESHMAN YEAR

Course

SOPHOMORE YEAR

Course

JUNIOR YEAR

Course

SENIOR YEAR

Course

P.E.	Adv Body Cond	Chem.	Vet science
alg 1	AIG 2	Pre-calc	Alcohol
Geometry	Adv. Eng. 10	Eng 11	Calc. AB
sp english 9	Ag Geo.	Vet science	Economics
Adv. Eng 9	World Hist.	APUSH	Eng 12
ag bio	Spanish 1	Spanish 2	
ceramics			
Foods			
spanish 1			
French			

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

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

Planned Department Activity (FFA)

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

2. Permanent Student Files

SUPPORT MATERIALS

Support Material 2: Permanent Student File

All students enrolled in an agriculture class at Sobrato High School have a permanent file. Below is a picture of how we divide the files by teacher and class periods. In these files we keep record books, applications, Student Data Sheets, and any other important information. At the end of the year we transfer the files to a file cabinet (picture below). We organize them by graduation year and alphabetical order. This is something that our program could work on organizing better, and keeping more updated.



3. Agriculture Course Outlines

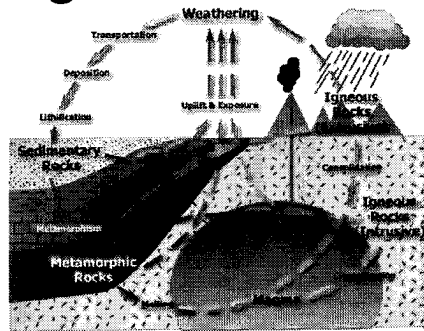
SUPPORT MATERIALS

Support Material 3: Agriculture Course Outlines

Course outlines are updated each year by the teachers who are assigned to teach them. Attached are the course descriptions for the agriculture courses I teach at Sobrato High School:

- Agriculture Geology
- Agriculture Biology
- Agriculture Sales and Services

CP Agriculture Geology



Instructor: Ms. Amador

Voice Mail: (408) 201-6200 ext: 41248

Email: amadora@mhusd.org

Webpage: <https://edmo.do/j/8227bh> Code: azwmzp

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

Required Materials (bring to class every day):

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

Late Work and Make-up policy:

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

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

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

***All Make-Up Work, Labs, and Tests/Quizzes, are to have the words "Excused Absence" and the original assignment date on them.**

tendance Policy:

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

Major Assignments/Activities:

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

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

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

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

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

Grading Categories:

Class work, Homework, Labs and Projects = 30%

FFA & Leadership Activities = 10%

Tests/Quizzes= 40%

Final Exam = 20%

Grading Scale:

90%-100% = A 60%-69% = D

80%-89% = B 0%-59% = F

70%-79% = C

Classroom rules, procedures and expectations:

- Students are expected to be present and prompt to class every day.
- Students are expected to be in class, seated, **with materials**, ready to work **when** the bell rings.
- Students are expected to use all equipment safely, correctly, and as directed.

Ann Sobrato High School Agriculture

- Students are expected to respect the rights of others to learn and the instructor's right to teach.
- Students are expected to **participate** in all lab work and discussions, and **take notes** during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me before or after school or during tutorial for help and for make up work.
- There will be no eating or drinking in class, except for special occasions (i.e. lab activities).

Please sign and return this portion.

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

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

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

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

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

Student Name: _____

Students Signature: _____ Date: _____

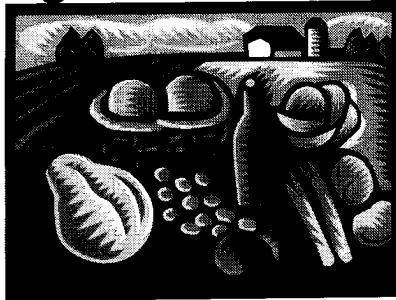
Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Contact Phone #: _____

Parent/Guardian Email: _____

CP Agriculture Biology



Instructor: Ms. Amador

Voice Mail: (408) 201-6200 ext: 41248

Email: amadora@mhusd.org

Website: <https://edmo.do/j/z7t8y2> Code: p27qq2

Course Description: CP Agricultural Biology is a one-year, college preparatory course in lab science devoted to an exploration of the fundamental concepts, principles and processes of the living world. The student is given a systematic and comparative investigation of many representative organisms, from simple to complex, in order to relate to humankind's place in nature's scheme. CP Agricultural Biology exposes students to the dynamic world of Agriscience and what it has to offer, keeping in mind students interests and abilities. FFA and the Supervised Occupational Experience Program are an integral part of the instruction. The inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records. Students have the option of traveling to various colleges and universities throughout the state for FFA activities.

Required Materials (bring to class every day):

- Text: Biology; Glencoe, McGraw-Hill, 2007.
- 1 ½ inch 3-ring binder, with a divider for this class (for various handouts)
- Pen/pencil, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates

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

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

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

***All Make-Up Work, Labs, and Tests/Quizzes, are to have the words "Excused Absence" and the original assignment date on them.**

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

Major Assignments/Activities:

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

A. Biology Binder: Students are required to keep an organized composition notebook for this class as notebook checks will be done each quarter. **Notebooks must be turned in on date announced.** Late notebooks will receive 10% grade deduction for each day late.

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

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

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

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

Grading Scale:

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

Classroom rules, procedures and expectations:

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

(Please sign and return the below portion only)

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

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

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

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

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

Student Name: _____

Students Signature: _____ Date: _____

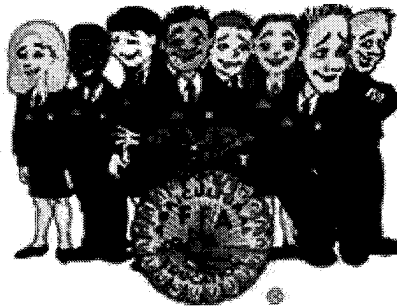
Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Contact Phone #: _____

Parent/Guardian Email: _____

Ag Leadership



Instructor: Ms. Amador

School Phone: (408) 201-6200 ext 41248

Email: amadora@mhusd.org

Course Description: Students will learn leadership skills with FFA as a platform. Public Speaking, Parliamentary Procedure, and Leadership skills will be implemented throughout. Students will have a firsthand experience in running an organization and planning FFA events. In addition, students will also gain valuable leadership skills through the FFA Program, gain hands on experience through an SAE, and enter their project into a record book where they will maintain accurate records throughout the course of the year. With your cooperation, I guarantee we will have fun this year!

Required Materials (*bring to class every day*):

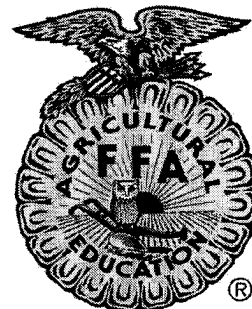
- 3-ring binder and notebook
- Pen/pencil, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates

Late Work and Make-up policy: Students need to turn in homework on the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. If homework is turned in late the homework grade will drop by 10% every day that it is late. If a student is absent they have the same number of days that they were absent to turn in homework for full credit. For example, if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school. If the student is absent is also their responsibility to find out what they missed.

Major Assignments/Activities: Students are required to complete homework, class work, labs, FFA activities and a FFA record book.

Quarter Grading Categories:

- Class work and Homework = 30%
- Lab activities and Projects = 20%
- FFA & Leadership Activities = 10%
- Exams/Quizzes = 30%
- Attendance and Participation = 10%



Ann Sobrato High School Agriculture

Grading Scale:

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

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

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

Ann Sobrato High School Agriculture

Please sign and return this portion.

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

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

- I have read and agree to the information outlined in the course syllabus for Ag Leadership
- I understand that work in this class will include Lab activities, bookwork, note taking, and projects (which will be kept in a binder).
- I understand that my student will need to help plan and participate in FFA activities for portion of their grade.

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

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

Student Name: _____

Students Signature: _____

Date: _____

Parent/Guardian

Name: _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Contact Phone

#: _____

Parent/Guardian

Email: _____

4. Course Gradebooks

SUPPORT MATERIALS

Support Material 4: Course Gradebooks

Grades are entered into an online system called eschool. Students and parents can view updated grades and information on the internet via our home access program. The grade sheets show the FFA and SAE grade portions of the student's grades.

Building: 32 - Ann Sobrato High School Course: 4130450-1 (Bio CP/ Agr) Period: 1
PER1 Report Card Run: 3

Marking Period: Q2 (10/13/2014 - 12/18/2014)								Teacher: Amador							
Student ID	Student Name	#1		#2		#3		#4		#5		#6			
		10/24 CLASS Pts: 15.00 Wgt: 1	10/24 CLASS Pts: 10.00 Wgt: 1	10/24 CLASS Pts: 20.00 Wgt: 1	10/28 CLASS Pts: 10.00 Wgt: 1	10/31 TEST Pts: 17.00 Wgt: 1	10/31 TEST Pts: 17.00 Wgt: 1								
67829	Aguilar, Israel	Average		55.07%	0.00	18.00	10.00	13.00	11.50						
60224	Browne, Alyssa Ann	94.02%		15.00	10.00	20.00	10.00	14.00	14.00						
60013	Bullard, Lynde Kathryn	64.70%		15.00	0.00	15.00	10.00	13.00	12.00						
62536	Camacho, Julianne Marie	93.02%		15.00	10.00	18.00	10.00	14.00	15.00						
105700	Changaran Kumarath, Maya Arun	86.70%		15.00	0.00	18.00	10.00	13.00	14.00						
61056	Chavez, kaylynn Mary	99.73%		15.00	10.00	20.00	10.00	15.00	17.00						
58439	Crumbschof, Tien Marie	75.54%		15.00	10.00	18.00	10.00	14.00	16.00						
67932	Dinh, Ethan	96.25%		15.00	10.00	20.00	10.00	17.00	13.00						
106037	Fields, Jenna Kathryn	103.34%		15.00	20.00	20.00	10.00	16.00	17.00						
59999	Hodges, Grace Nicole	98.72%		15.00	10.00	18.00	10.00	16.00	17.00						
105523	Jim, Megan Nyoung	68.02%		0.00	20.00	10.00	10.00	13.00	14.00						
59735	Juarez, Marcos David	46.98%		12.00	15.00	10.00	10.00	10.50	10.00						
60071	Lopez, Natalia Jysell	96.87%		15.00	20.00	20.00	10.00	14.00	16.00						
56414	Maaske, McKenna Marie	70.82%		15.00	10.00	18.00	10.00	12.00	14.00						
60115	Mateo, Sarai	92.43%		15.00	0.00	18.00	10.00	14.00	16.00						
56720	McKerrow, Alexander Lelahnd	93.76%		15.00	10.00	20.00	10.00	13.00	16.00						
105119	Miller, Hope Vanessa	83.73%		15.00	10.00	20.00	10.00	13.00	11.50						
60160	Minor, Sierra Michelle	84.76%		15.00	10.00	20.00	10.00	13.00	15.00						
59814	Morales, Kayla Marie	92.31%		15.00	10.00	20.00	10.00	15.00	14.00						
67305	Mordue, Shelby Celine Dasilva	92.75%		15.00	10.00	20.00	10.00	12.00	15.00						
65841	Pillai, Srikanth Arun	100.04%		15.00	10.00	20.00	10.00	15.00	17.00						
65216	Ponce, Santiago Azul	101.09%		15.00	10.00	20.00	10.00	17.00	17.00						
102964	Quiroz, Salvador	19.41%		20.00	20.00	10.00	10.00	5.00	0.00						
101002	Raczyla, Kaley Serena	80.29%		15.00	10.00	20.00	10.00	13.00	16.00						
60479	Roth, Tyler Joseph Robert	64.29%		15.00	0.00	20.00	10.00	13.00	14.00						
60504	Ruiz, Nani John Clifford	71.78%		15.00	0.00	15.00	10.00	16.00	15.00						
103991	Santiago, Angelina Martha	46.12%		0.00	0.00	15.00	10.00	8.00	7.00						
59864	Saucedo, Brianna Nicole	88.71%		15.00	10.00	20.00	10.00	11.00	13.50						
103787	Shaw, Darby Lillian	84.67%		15.00	15.00	15.00	10.00	11.00	15.00						
60139	Theveninlyn, Nia Yasmine	77.65%		15.00	15.00	15.00	10.00	13.00	15.00						
59713	Thonyk, Alexander Dylann	92.60%		15.00	10.00	15.00	10.00	15.00	15.00						
60690	Witzel, Kaitlin Taylor	89.35%		15.00	10.00	0.00	10.00	14.00	15.00						
Class Average Percentage		81.42%		89.68%	74.19%	89.22%	100.00%	78.12%	82.35%						
Class Average Points		13.45		7.42	17.84	10.00	13.28	14.00							

Assignment Descriptions Key:			
Asmt	Due Date	Description	Asmt
1	10/24/14	Photosynthesis Flower 2	2
3	10/24/14	Creed	4
5	10/31/14	Benchmark #2 MC	6

Building: 32 - Ann Sobrato High School Course: 4130450-1 (Bio CP/ Agr) Period: 2
PER1 Report Card Run: 3

Marking Period: Q2 (10/13/2014 - 12/18/2014)										Teacher: Amador	
Student ID	Student Name	Average	#7 11/7 CLASS Pts: 15.00 Wgt: 1	#8 11/7 HMMWK Pts: 10.00 Wgt: 1	#9 11/21 TEST Pts: 32.00 Wgt: 1	#10 12/11 PART Pts: 10.00 Wgt: 1	#11 12/15 CLASS Pts: 14.00 Wgt: 1	#12 12/15 CLASS Pts: 35.00 Wgt: 2			
67829	Aguilar, Israel	55.07%	13.00	0.00	23.00	11.00	0.00	0.00			
60224	Browne, Alyssa Ann	94.02%	15.00	10.00	31.00	10.00	14.00	35.00			
60013	Bullard, Lynde Kathryn	64.70%	0.00	10.00	28.00	10.00	0.00	30.00			
62536	Camacho, Julianne Marie	93.02%	15.00	10.00	31.00	10.00	6.00	35.00			
105700	Changaran Kumarath, Maya Arun	86.70%	15.00	10.00	26.00	10.00	6.00	35.00			
61056	Chavez, Kaylynn Mary	99.73%	15.00	10.00	34.00	10.00	14.00	35.00			
58439	Crumbschof, Tien Marie	75.54%	13.00	0.00	26.00	10.00	13.00	35.00			
67932	Dinh, Ethan	96.25%	15.00	10.00	31.00	10.00	14.00	35.00			
106037	Fields, Jenna Kathryn	103.34%	15.00	10.00	34.00	12.00	14.00	35.00			
59999	Hodges, Grace Nicole	98.72%	15.00	10.00	31.00	11.00	11.00	35.00			
105523	Jim, Megan Nayoung	68.02%	0.00	0.00	30.00	10.00	5.00	35.00			
59735	Juarez, Marcos David	46.98%	0.00	0.00	21.00	7.00	0.00	0.00			
60071	Lopez, Natalia Jysell	96.87%	15.00	10.00	32.00	11.00	14.00	35.00			
56414	Maaske, McKenna Marie	70.82%	0.00	0.00	26.00	10.00	7.00	35.00			
60115	Mateo, Sarai	92.43%	15.00	10.00	31.00	11.00	8.00	35.00			
56720	McKerrow, Alexander Lelahnd	93.76%	15.00	10.00	30.00	10.00	14.00	35.00			
105119	Miller, Hope Vanessa	83.73%	12.00	10.00	26.00	10.00	0.00	30.00			
60160	Minor, Sierra Michelle	84.76%	15.00	10.00	21.00	10.00	14.00	30.00			
59814	Morales, Kayla Marie	92.31%	15.00	10.00	28.00	11.00	8.00	33.00			
67305	Mordue, Shelby Celine Dasilva	92.75%	15.00	10.00	32.00	10.00	8.00	35.00			
65841	Pillai, Srikanth Arun	100.04%	15.00	10.00	34.00	12.00	0.00	35.00			
65216	Ponce, Santiago Azul	101.09%	15.00	10.00	34.00	10.00	14.00	35.00			
102964	Quiroz, Salvador	19.41%	0.00	0.00	10.00	0.00	0.00	0.00			
101002	Raczyla, Kaley Serena	80.29%	15.00	10.00	26.00	0.00	8.00	35.00			
60479	Roth, Tyler Joseph Robert	64.29%	0.00	0.00	29.00	7.00	14.00	0.00			
60504	Ruiz, Nani John Clifford	71.78%	13.00	0.00	30.00	7.00	0.00	35.00			
103991	Santiago, Angelina Martha	46.12%	0.00	0.00	24.00	11.00	0.00	0.00			
59864	Saucedo, Brianna Nicole	88.71%	15.00	10.00	27.00	11.00	14.00	35.00			
103787	Shaw, Darby Lillian	84.67%	12.00	10.00	29.00	11.00	7.00	0.00			
60139	Theveninly, Nia Yasmine	77.65%	15.00	0.00	33.00	11.00	7.00	15.00			
59713	Thonyk, Alexander Dylann	92.60%	15.00	10.00	30.00	10.00	14.00	35.00			
60690	Witzel, Kaitlin Taylor	89.35%	15.00	10.00	30.00	10.00	5.00	35.00			
Class Average Percentage		81.42%	75.63%	65.63%	88.67%	95.00%	56.47%	77.95%			
Class Average Points		11.34	6.56	28.38	9.50	7.91	27.28				

Assignment Descriptions Key:			
Asmt	Due Date	Description	Description
7	11/07/14	Ecology Foldable 8	Ecology Vocab
9	11/21/14	Benchmark #3	FFA Activities 2nd Quarter
11	12/15/14	Final Review	Review foldable

Building: 32 - Ann Sobrato High School Course: 4130450-1 (Bio CP/Agr) Period:

PER1 Report Card Run: 3

Marking Period: Q2 (10/13/2014 - 12/18/2014) Teacher: Anador

Student ID	Student Name	Average	#13 12/15 FINAL Pts: 25.00 Wgt: 1	#14 12/15 FINAL Pts: 50.00 Wgt: 1
67829	Aguilar, Israel	55.07%	14.00	22.00
60224	Browne, Alyssa Ann	94.02%	19.00	47.00
60013	Bullard, Lynde Kathryn	64.70%	16.00	35.00
62536	Camacho, Julianne Marie	93.02%	23.00	43.00
105700	Changaran Kumarath, Maya Arun	86.70%	20.00	47.00
61056	Chavez, Karilynn Mary	99.73%	23.00	50.00
58439	Cumbischof, Tien Marie	75.54%	18.50	43.00
67932	Dinh, Ethan	96.25%	24.50	48.00
106037	Fields, Jenna Kathryn	103.34%	25.00	55.00
59999	Hodges, Grace Nicole	98.72%	25.50	49.00
105523	Im, Megan Nayoung	68.02%	14.50	41.00
59735	Juarez, Marcos David	46.98%	12.00	29.00
60071	Lopez, Natalia Jysell	96.87%	20.50	44.00
56414	Maaske, McKenna Marie	70.82%	22.50	48.00
60115	Mateo, Sarai	92.43%	19.00	40.00
56720	McKerrow, Alexander Lelahnd	93.76%	20.00	44.00
105119	Miller, Hope Vanessa	83.73%	15.00	45.00
60160	Minor, Sierra Michelle	84.76%	13.00	41.00
59814	Morales, Kayla Marie	92.31%	19.00	47.00
67305	Mordue, Shelby Celine Dasilva	92.75%	21.00	43.00
65841	Pillai, Srikanth Arun	100.04%	24.00	54.00
65216	Ponce, Santiago Azul	101.09%	21.00	52.00
102964	Quiroz, Salvador	19.41%	0.00	21.00
101002	Raczyla, Kaley Serena	80.29%	23.00	43.00
60479	Roth, Tyler Joseph Robert	64.29%	23.00	46.00
60504	Ruiz, Nani John Clifford	71.78%	20.00	43.00
103991	Santiago, Angelina Martha	46.12%	9.50	23.00
59864	Saucedo, Brianna Nicole	88.71%	19.00	38.00
103787	Shaw, Darby Lillian	84.67%	26.50	39.00
60139	Theveninlvn, Nia Yasmine	77.65%	22.00	50.00
59713	Thoryk, Alexander Dylann	92.60%	16.50	40.00
60690	Witzel, Kaitlin Taylor	89.35%	21.50	46.00
Class Average Percentage		81.42%	76.38%	84.75%
Class Average Points			19.09	42.38

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
13	12/15/14	Written Final	14	12/15/14	Multiple Choice Final

Building: 32 - Ann Sobrato High School **Course: 8120050-1 (Ag Sal&Serv/ROP CP)** **Period:**
PERO **Report Card Run: 3**
Marking Period: Q2 (10/13/2014 - 12/18/2014) **Teacher: Anador**

Student ID	Student Name	Average	#1 10/24 CLSPA Pts: 10.00 Wgt: 1	#2 11/7 CLSPA Pts: 10.00 Wgt: 1	#3 11/7 ASIGN Pts: 40.00 Wgt: 1	#4 11/10 ASIGN Pts: 10.00 Wgt: 1	#5 11/13 ASIGN Pts: 10.00 Wgt: 1	#6 11/13 ASIGN Pts: 10.00 Wgt: 1
100626	Arenas, Daisy	82.77%	10.00	10.00	40.00	10.00	10.00	10.00
58152	Aslam, Zuhra Hamid	95.86%	10.00	10.00	40.00	10.00	10.00	10.00
63455	Beatacourt, Manuel de Jesus	65.91%	10.00	10.00	0.00	10.00	10.00	10.00
60960	Calivo, Emmanuel Alii	92.65%	10.00	10.00	35.00	10.00	10.00	10.00
57142	Cruise, Caitlyn Nichole	98.71%	10.00	9.00	40.00	10.00	10.00	10.00
105793	Enciso-Gonzalez, Eliseo	95.11%	10.00	10.00	40.00	10.00	10.00	10.00
54422	Foley, Hannah	84.95%	10.00	10.00	40.00	10.00	10.00	10.00
66700	Frank, Elise Clare	65.73%	10.00	10.00	0.00	10.00	10.00	10.00
105158	Frank, Jacob Daniel	74.01%	10.00	7.00	35.00	10.00	10.00	10.00
103029	Funk, Elizabeth Virginia	81.55%	10.00	10.00	0.00	10.00	10.00	10.00
60625	Govea, Alicia Jezebel	90.90%	10.00	10.00	0.00	10.00	10.00	10.00
62620	Grajales, Gina Angel	90.90%	10.00	10.00	40.00	10.00	10.00	10.00
59894	Habina, Hope Elizabeth	70.60%	10.00	8.00	0.00	0.00	8.00	10.00
57123	Habina, Loryn Olivia	75.80%	10.00	10.00	0.00	0.00	10.00	10.00
58048	Heninger, Derrick Charles	78.23%	10.00	8.00	30.00	10.00	5.00	10.00
60609	Huang, Kerry	98.15%	10.00	10.00	40.00	10.00	10.00	10.00
57181	Juarez, Mitch Vincente	91.01%	10.00	10.00	35.00	10.00	10.00	10.00
66620	Lozano, Juan Eduardo	77.50%	10.00	10.00	0.00	10.00	10.00	10.00
58185	Marquez, Joel	82.33%	10.00	10.00	35.00	10.00	10.00	10.00
55851	Perez, Christopher	95.65%	10.00	10.00	35.00	10.00	10.00	10.00
64208	Sanchez Michaels, Serena Renee	91.60%	10.00	10.00	40.00	10.00	10.00	10.00
68454	Santos, Ashley	83.46%	10.00	10.00	0.00	10.00	10.00	10.00
58072	Silvas, Erika Nicole	93.42%	10.00	10.00	35.00	10.00	10.00	10.00
102561	Smith, Marissa Janelle	98.10%	10.00	8.00	35.00	10.00	10.00	10.00
105358	Vazquez, Alexa	97.47%	10.00	10.00	35.00	10.00	10.00	10.00
105359	Vazquez, Ixel	94.17%	10.00	10.00	35.00	0.00	10.00	10.00
105474	Villalvir Cabrera, Jennifer Xiomara	74.63%	10.00	10.00	35.00	0.00	0.00	10.00
Class Average Percentage		86.14%	100.00%	95.56%	68.33%	81.48%	86.30%	100.00%
Class Average Points			10.00	9.56	27.33	8.15	8.63	10.00

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
1	10/24/14	10/13-10/24	2	11/07/14	10/27-11/7
3	11/07/14	Resume	4	11/10/14	Grade Reflection
5	11/13/14	Resume Peer Reflections	6	11/13/14	Day of Respect Reflection

Building: 32 - Ann Sobrato High School **Course: 8120050-1 (Ag Sal&Serv/ROP CP)** **Period:**
PERO **Report Card Run: 3**
Marking Period: Q2 (10/13/2014 - 12/18/2014) **Teacher: Anador**

Student ID	Student Name	Average	#7 11/18 CLSPA Pts: 10.00 Wgt: 1	#8 11/21 ASIGN Pts: 5.00 Wgt: 1	#9 12/2 ASIGN Pts: 20.00 Wgt: 1	#10 12/5 CLSPA Pts: 10.00 Wgt: 1	#11 12/5 ASMT Pts: 5.00 Wgt: 1	#12 12/15 PART Pts: 10.00 Wgt: 1
100626	Arenas, Daisy	82.77%	10.00	5.00	0.00	10.00	4.50	7.00
58152	Aslam, Zuhra Hamid	95.86%	10.00	5.00	19.00	10.00	6.00	10.00
63455	Beatacourt, Manuel de Jesus	65.91%	10.00	5.00	0.00	9.00	5.00	7.00
60960	Calivo, Emmanuel Alii	92.65%	10.00	5.00	0.00	10.00	6.00	10.00
57142	Cruise, Caitlyn Nichole	98.71%	8.00	5.00	17.00	8.00	5.00	12.00
105793	Enciso-Gonzalez, Eliseo	95.11%	10.00	5.00	18.00	10.00	5.00	10.00
54422	Foley, Hannah	84.95%	10.00	5.00	0.00	10.00	5.00	10.00
66700	Frank, Elise Clare	65.73%	10.00	5.00	0.00	10.00	1.00	10.00
105158	Frank, Jacob Daniel	74.01%	10.00	5.00	0.00	10.00	4.50	10.00
103029	Funk, Elizabeth Virginia	81.55%	10.00	5.00	20.00	10.00	0.00	11.00
60625	Govea, Alicia Jezebel	90.90%	10.00	5.00	20.00	10.00	6.00	11.00
62620	Grajales, Gina Angel	95.55%	10.00	5.00	20.00	10.00	6.00	10.00
59894	Habina, Hope Elizabeth	70.60%	9.00	5.00	0.00	10.00	4.50	12.00
57123	Habina, Loryn Olivia	75.80%	10.00	5.00	0.00	10.00	3.50	12.00
58048	Heninger, Derrick Charles	78.23%	8.00	0.00	0.00	8.00	5.00	10.00
60609	Huang, Kerry	98.15%	9.00	5.00	20.00	10.00	5.00	10.00
57181	Juarez, Mitch Vincente	91.01%	10.00	5.00	0.00	10.00	5.00	10.00
66620	Lozano, Juan Eduardo	77.50%	10.00	5.00	0.00	10.00	6.00	7.00
58185	Marquez, Joel	82.33%	10.00	5.00	20.00	10.00	1.50	10.00
55851	Perez, Christopher	95.65%	10.00	5.00	0.00	10.00	6.00	13.00
64208	Sanchez Michaels, Serena Renee	91.60%	10.00	5.00	15.00	10.00	4.50	10.00
68454	Santos, Ashley	83.46%	10.00	5.00	18.00	10.00	5.00	10.00
58072	Silvas, Erika Nicole	93.42%	10.00	5.00	20.00	10.00	4.00	11.00
102561	Smith, Marissa Janelle	98.10%	8.00	5.00	19.00	10.00	5.00	11.00
105358	Vazquez, Alexa	97.47%	10.00	5.00	17.00	10.00	5.00	10.00
105359	Vazquez, Ixel	94.17%	10.00	5.00	20.00	10.00	5.00	10.00
105474	Villalvir Cabrera, Jennifer Xiomara	74.63%	10.00	5.00	0.00	9.00	5.00	10.00
Class Average Percentage		86.14%	97.04%	96.30%	48.70%	97.78%	91.85%	101.48%
Class Average Points			9.70	4.81	9.74	9.78	4.59	10.15

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
7	11/18/14	11/10-11/21	8	11/21/14	Life Goals
9	12/02/14	Resume Corrections	10	12/05/14	12/1-12/12
11	12/05/14	part. pro quiz	12	12/15/14	FFA Activities Quarter 2

Building: 32 - Ann Sobrato High School Course: 8120050-1 (Ag Sal&Serv/ROP CP) Period:
PERO Report Card Run: 3

Marking Period: Q2 (10/13/2014 - 12/18/2014) **Teacher:** Amador

Student ID	Student Name	Average	#13 12/15 PROJ Pts: 100.00 Wgt: 1	#14 12/15 ASMT Pts: 25.00 Wgt: 2
100626	Arenas, Daisy	82.77%	100.00	18.00
58152	Aslam, Zina Hamid	95.86%	100.00	21.00
63455	Betancourt, Manuel de Jesus	65.91%	100.00	17.00
60960	Calvo, Emmanuel Alii	92.65%	100.00	25.00
57142	Cruise, Caitlyn Nichole	98.71%	100.00	24.00
105793	Endiso-Gonzalez, Eliseo	95.11%	100.00	24.00
54422	Foley, Hannah	84.95%	100.00	17.00
66700	Frank, Elise Clare	65.73%	100.00	15.00
105158	Frank, Jacob Daniel	74.01%	85.00	15.00
103029	Funke, Elizabeth Virginia	81.55%	85.00	24.00
60625	Govea, Alicia Jezebel	90.90%	85.00	18.00
62620	Grajales, Gina Angel	95.55%	100.00	21.00
59894	Habina, Hope Elizabeth	70.60%	100.00	18.00
57123	Habina, Loryn Olivia	75.80%	100.00	22.00
58048	Heminger, Derick Charles	78.23%	100.00	18.00
60609	Huang, Kerry	98.15%	100.00	24.00
57181	Juarez, Mitch Vincente	91.01%	100.00	24.00
66620	Lozano, Juan Eduardo	77.50%	100.00	24.00
58185	Marquez, Joel	82.33%	100.00	12.00
55851	Perez, Christopher	95.65%	100.00	25.00
64208	Sanchez Michaels, Serena Renee	91.60%	100.00	19.00
68454	Santos, Ashley	83.46%	100.00	22.00
58072	Silvas, Erika Nicole	93.42%	100.00	20.00
102561	Smith, Marissa Janelle	98.10%	100.00	25.00
105358	Vazquez, Alexa	97.47%	100.00	25.00
105359	Vazquez, Ixel	94.17%	100.00	24.00
105474	Villalvir Cabrera, Jennifer Xiomara	74.63%	100.00	15.00
Class Average Percentage		86.14%	98.33%	82.37%
Class Average Points			98.33	20.59

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
13	12/15/14	Reflection Box	14	12/15/14	Written Final

Building: 32 - Ann Sobrato High School **Course: 4130850-4 (Geology/Ag Emph CP)** **Period:**
PER4 **Report Card Run: 3**

Marking Period: Q2 (10/13/2014 - 12/18/2014) Teacher: Anador

Student ID	Average	#1 10/31 ASMT Pts: Wgt: 1	#2 10/31 ASMT Pts: Wgt: 1	#3 11/3 ASMT Pts: Wgt: 1	#4 11/3 ASMT Pts: Wgt: 1	#5 11/7 ASMT Pts: Wgt: 1	#6 12/8 ASMT Pts: Wgt: 1
62750	62.93%	197.00	12.50	40.00	0.00	12.00	25.00
105024	79.07%	155.00	18.50	40.00	0.00	12.00	25.00
58659	67.17%	225.00	17.50	40.00	8.00	12.00	25.00
58079	85.36%	189.00	13.50	20.00	0.00	14.00	25.00
66700	72.35%	80.00	15.00	30.00	10.00	15.00	25.00
56093	87.30%	169.00	15.00	40.00	10.00	15.00	25.00
58378	56.26%	0.00	11.50	0.00	0.00	0.00	25.00
57913	70.37%	179.00	12.00	30.00	0.00	0.00	25.00
58008	93.65%	241.00	19.50	40.00	10.00	15.00	25.00
58338	54.35%	0.00	21.50	32.00	0.00	14.00	0.00
59203	78.69%	188.00	10.50	40.00	10.00	15.00	25.00
57890	71.04%	148.00	20.00	40.00	10.00	15.00	25.00
102671	83.60%	223.00	17.50	40.00	0.00	0.00	25.00
104392	88.07%	210.00	15.50	40.00	10.00	12.00	25.00
57975	88.92%	225.00	18.00	40.00	0.00	12.00	25.00
60689	65.04%	0.00	21.00	38.00	10.00	15.00	25.00
57834	71.10%	0.00	12.00	40.00	10.00	15.00	25.00
64075	75.28%	107.00	11.00	38.00	10.00	15.00	25.00
56547	79.56%	194.00	12.00	20.00	0.00	12.00	25.00
105343	56.79%	199.00	20.50	38.00	10.00	15.00	0.00
63269	76.99%	217.00	19.00	40.00	0.00	12.00	25.00
67083	72.45%	180.00	17.00	40.00	0.00	12.00	0.00
105359	76.12%	0.00	20.00	40.00	10.00	0.00	25.00
101250	77.34%	60.00	22.50	38.00	10.00	15.00	25.00
57860	104.00	104.00	16.00	35.00	8.00	0.00	25.00
57019	18.60%	0.00	3.00	0.00	0.00	0.00	0.00
Class Average Percentage		58.36%	63.38%	84.52%	52.31%	70.26%	84.62%
Class Average Points		134.23	15.65	33.81	5.23	10.54	21.15

Assignment Descriptions Key:

Asmt	Due Date	Description
1	10/31/14	Astronomy Book 2
3	11/03/14	Notebook Check 4
5	11/07/14	Sub Paper 6

Building: 32 - Ann Sobrato High School **Course: 4130850-4 (Geology/Ag Emph CP)** **Period:**
PER4 **Report Card Run: 3**

Marking Period: Q2 (10/13/2014 - 12/18/2014) Teacher: Anador

Student ID	Average	#7 12/8 ASMT Pts: Wgt: 1	#8 12/10 ASMT Pts: Wgt: 1	#9 12/11 PART Pts: Wgt: 1	#10 12/15 ASMT Pts: Wgt: 1	#11 12/15 FINAL Pts: Wgt: 2	#12 12/15 FINAL Pts: Wgt: 2
62750	62.93%	25.00	0.00	0.00	0.00	20.00	9.00
105024	79.07%	25.00	35.00	10.00	0.00	30.00	8.00
58659	67.17%	0.00	40.00	7.00	10.00	23.00	10.00
58079	85.36%	25.00	38.00	10.00	50.00	36.00	12.00
66700	72.35%	25.00	30.00	12.00	0.00	30.00	5.00
56093	87.30%	25.00	40.00	11.00	70.00	30.00	12.00
58378	56.26%	25.00	0.00	10.00	0.00	28.00	7.00
57913	70.37%	25.00	35.00	10.00	0.00	17.00	7.00
58008	93.65%	25.00	40.00	10.00	70.00	29.00	12.00
58338	54.35%	25.00	30.00	7.00	0.00	35.00	9.00
59203	78.69%	25.00	27.00	10.00	30.00	27.00	8.00
57890	71.04%	25.00	10.00	0.00	40.00	29.00	8.00
102671	83.60%	25.00	37.00	10.00	0.00	32.00	8.00
104392	88.07%	25.00	35.00	9.00	50.00	36.00	8.00
57975	88.92%	25.00	35.00	10.00	25.00	36.00	10.00
60689	65.04%	25.00	35.00	0.00	30.00	36.00	10.00
57834	71.10%	25.00	40.00	7.00	70.00	36.00	11.00
64075	75.28%	25.00	35.00	7.00	70.00	29.00	11.00
56547	79.56%	25.00	30.00	11.00	0.00	34.00	9.00
105343	56.79%	0.00	35.00	7.00	20.00	32.00	8.00
63269	76.99%	25.00	0.00	0.00	40.00	37.00	8.00
67083	72.45%	25.00	30.00	7.00	70.00	36.00	10.00
105359	76.12%	25.00	35.00	10.00	70.00	34.00	11.00
101250	77.34%	25.00	30.00	7.00	15.00	40.00	10.00
57860	72.57%	25.00	35.00	7.00	10.00	33.00	9.00
57019	18.60%	0.00	0.00	7.00	0.00	23.00	3.00
Class Average Percentage		72.35%	88.46%	75.38%	40.66%	76.08%	74.68%
Class Average Points		22.12	28.35	7.54	28.46	31.23	8.95

Assignment Descriptions Key:

Asmt	Due Date	Description	Asmt	Due Date	Description
7	12/08/14	Plate Tectonics Experimental Design Lab	8	12/10/14	Notebook Check
9	12/11/14	FFA Activities 2nd Quarter	10	12/15/14	Final Study Guides
11	12/15/14	Multiple Choice Final	12	12/15/14	Written Final

SUPPORT MATERIALS

Support Material 5: Completed SAE Supervision Forms

Project Supervision Forms are a record of a meeting between an advisor and the students. This form is signed and copied so that everyone has a copy. This is especially important to make sure that students and parents are aware of any directions that the advisor is giving. This is also a good way to make sure that parents are getting information about their student's project.

The following are ten SAE forms of current ag students.

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2015

Name of Student: Morissa Smith
Type of Project: Breeding Goats

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

- | N/A | Yes | No | |
|-------------------------------------|--------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Student was present. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Clean pen/project area. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Clean, fresh water and feed available. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Project has been well maintained. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Crop/Animal appears to be in good health. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Animal appears to have been worked with. |

2. RECOMMENDATIONS MADE: _____

- looks good!

3. ADDITIONAL NOTES: _____

Market Animal Information: Weight: _____ Avg. Daily Gain: _____
Days to Fair: _____ Projected Fair Weight: _____

Student's Signature: _____ Date: _____

Advisor's Signature: amy an Date: _____

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: _____

Name of Student: Brady Schmidt
Type of Project: Herdsmen

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

- | N/A | Yes | No | |
|-------------------------------------|--------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Student was present. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Clean pen/project area. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Clean, fresh water and feed available. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Project has been well maintained. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Crop/Animal appears to be in good health. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Animal appears to have been worked with. |

2. RECOMMENDATIONS MADE: _____

- area needs to be cleaner
- cleaned every day
- in cleanup of area

3. ADDITIONAL NOTES: _____

Market Animal Information: Weight: _____ Avg. Daily Gain: _____
Days to Fair: _____ Projected Fair Weight: _____

Student's Signature: _____ Date: _____

Advisor's Signature: am an Date: _____

RECORD OF SUPERVISED AGRICULTURAL PROGRAM
Year of Graduation: 2015

Name of Student: Maddie Wersmann
Type of Project: Marat Lamb

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student was present.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clean pen/project area.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clean, fresh water and feed available.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Project has been well maintained.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Crop/Animal appears to be in good health.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE:

- Keep walking, + working with
- Wash more often

3. ADDITIONAL NOTES:

Great job

Market Animal Information: Weight: _____ Avg. Daily Gain: _____
Days to Fair: _____ Projected Fair Weight: _____

Student's Signature: Ann Cunn Date: _____
Advisor's Signature: _____ Date: _____

RECORD OF SUPERVISED AGRICULTURAL PROGRAM
Year of Graduation: 2015

Name of Student: Joel Marquez
Type of Project: Marquet Hog

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student was present.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clean pen/project area.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clean, fresh water and feed available.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Project has been well maintained.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Crop/Animal appears to be in good health.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE:

- Continue working with
and exercising
- wash daily

3. ADDITIONAL NOTES:

Great job

Market Animal Information: Weight: 210 Avg. Daily Gain: 2
Days to Fair: 15 Projected Fair Weight: 240

Student's Signature: _____ Date: _____
Advisor's Signature: Ann Cunn Date: _____

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2017

Name of Student: Gabriel Reyes
Type of Project: Home garden

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student was present.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clean pen/project area.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clean, fresh water and feed available.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Project has been well maintained.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Crop/Animal appears to be in good health.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE:

- weeds need to be pulled
- more water

3. ADDITIONAL NOTES:

Great job!

Market Animal Information: Weight: _____ Avg. Daily Gain: _____
Days to Fair: _____ Projected Fair Weight: _____

Student's Signature: _____ Date: _____

Advisor's Signature: Allen Can Date: _____

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2017

Name of Student: Jash Canica
Type of Project: Home Garden

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student was present.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clean pen/project area.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clean, fresh water and feed available.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Project has been well maintained.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Crop/Animal appears to be in good health.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE:

- weeds need to be pulled
- need more water

3. ADDITIONAL NOTES:

Great job!

Market Animal Information: Weight: _____ Avg. Daily Gain: _____
Days to Fair: _____ Projected Fair Weight: _____

Student's Signature: _____ Date: _____

Advisor's Signature: Allen Can Date: _____

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2017

Name of Student: Segea Sanchez
Type of Project: Grader

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student was present.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clean pen/project area.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clean, fresh water and feed available.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Project has been well maintained.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Crop/Animal appears to be in good health.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE:

- Good job keep it up!
- Try to expand

3. ADDITIONAL NOTES:

Market Animal Information: Weight: N/A Avg. Daily Gain: _____
Days to Fair: _____ Projected Fair Weight: _____

Student's Signature: _____ Date: _____

Advisor's Signature: Allen An Date: _____

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2016

Name of Student: Juan Hernandez
Type of Project: Scrap metal business

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

N/A	Yes	No	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student was present.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clean pen/project area.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clean, fresh water and feed available.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Project has been well maintained.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Crop/Animal appears to be in good health.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Animal appears to have been worked with.

2. RECOMMENDATIONS MADE:

Great job! Thanks
for allowing me to come
see your work.

3. ADDITIONAL NOTES:

Market Animal Information: Weight: _____ Avg. Daily Gain: _____
Days to Fair: _____ Projected Fair Weight: _____

Student's Signature: _____ Date: _____

Advisor's Signature: Allen An Date: _____

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2016

Name of Student: Cody Carpenter
Type of Project: Market Pig

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

- | | | | |
|-------------------------------------|-------------------------------------|--------------------------|---|
| N/A | Yes | No | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Student was present. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Clean pen/project area. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Clean, fresh water and feed available. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Project has been well maintained. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Crop/Animal appears to be in good health. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Animal appears to have been worked with. |

2. RECOMMENDATIONS MADE:

- continue working with pig
- walk daily

3. ADDITIONAL NOTES:

Feed as much as possible

Market Animal Information: Weight: 175 Avg. Daily Gain: 2
Days to Fair: 17 Projected Fair Weight: 210

Student's Signature: _____ Date: _____

Advisor's Signature: Allen Date: _____

RECORD OF SUPERVISED AGRICULTURAL PROGRAM

Year of Graduation: 2016

Name of Student: Bailey Vargas
Type of Project: Market Pig

Condition(s) Found at Time of Visit

1. GENERAL CONDITION OF PROJECT:

- | | | | |
|--------------------------|-------------------------------------|--------------------------|---|
| N/A | Yes | No | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Student was present. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Clean pen/project area. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Clean, fresh water and feed available. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Project has been well maintained. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Crop/Animal appears to be in good health. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Animal appears to have been worked with. |

2. RECOMMENDATIONS MADE:

- continue to work with
- walk before feeding

3. ADDITIONAL NOTES:

Pig will not make
weight at this rate

Market Animal Information: Weight: 170 Avg. Daily Gain: 1.7
Days to Fair: 17 Projected Fair Weight: 200

Student's Signature: _____ Date: _____

Advisor's Signature: Allen Date: _____

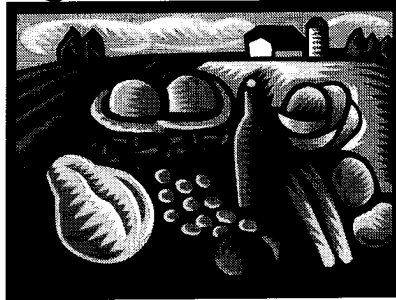
6. SAE Project and FFA Statements in Syllabus

SUPPORT MATERIALS

Support Material 6: SAE Project and FFA Statement in Syllabus

SAE Project and FFA expectations are clearly listed in the course syllabus. These are given to the students at the beginning of the year and must be signed by their parents. Each student must complete 30 hours of work with their SAE Project, complete a record book, and do a presentation of their project. All students are required to participate in 2 FFA Activities per quarter, and it counts for 10% of their grade. Attached is an example of a course syllabus with the SAE and FFA grade component highlighted, as well as the board approved statements.

CP Agriculture Biology



Instructor: Ms. Amador

Voice Mail: (408) 201-6200 ext: 41248

Email: amadora@mhusd.org

Website: <https://edmo.do/j/z7t8y2> Code: p27qq2

Course Description: CP Agricultural Biology is a one-year, college preparatory course in lab science devoted to an exploration of the fundamental concepts, principles and processes of the living world. The student is given a systematic and comparative investigation of many representative organisms, from simple to complex, in order to relate to humankind's place in nature's scheme. CP Agricultural Biology exposes students to the dynamic world of Agriscience and what it has to offer, keeping in mind students interests and abilities. FFA and the Supervised Occupational Experience Program are an integral part of the instruction. The inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records. Students have the option of traveling to various colleges and universities throughout the state for FFA activities.

Required Materials (bring to class every day):

- Text: *Biology*; Glencoe, McGraw-Hill, 2007.
- 1 ½ inch 3-ring binder, with a divider for this class (for various handouts)
- Pen/pencil, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates

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

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

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

***All Make-Up Work, Labs, and Tests/Quizzes, are to have the words "Excused Absence" and the original assignment date on them.**

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

Major Assignments/Activities:

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

A. Biology Binder: Students are required to keep an organized composition notebook for this class as notebook checks will be done each quarter. **Notebooks must be turned in on date announced.** Late notebooks will receive 10% grade deduction for each day late.

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

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

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

Grading Categories:

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

Grading Scale:

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

Classroom rules, procedures and expectations:

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

**SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM
(SAEP)
DEFINITION, TYPES, AND MINIMUM ACCEPTABLE
CRITERIA FOR CALIFORNIA SECONDARY SCHOOLS
AGRICULTURAL EDUCATION PROGRAMS**

A Supervised Agricultural Experience Program (SAEP) for students enrolled in California Secondary School Agricultural Education Programs is an individually designed sequence of practical agricultural activities which occur out-of-class, meet established minimum criteria, are supervised by a qualified vocational agriculture teacher, and which develop competencies related to the agricultural career selected by the student.

There are several types of Supervised Agricultural Experiences which a student might incorporate into a SAE program. A SAE program can legitimately be comprised of a single type of SAE or it might be a mixture of two more types.

The types are:

1. **Ownership/Entrepreneurial/Productive**

SAEs in this category may be individually owned or they may be partnerships, cooperatives, or other forms of group ownership. They are mini-enterprises in agricultural production or agribusiness and may relate to any of the six Agricultural Education program areas. They may be conducted on school property or off school property. A key feature is that the student(s) engaged in this type of SAE invariably have a financial investment or risk in it.

2. **Paid Placement**

SAEs in this category involve only those situations where the student is employed in an agricultural job and is compensated for hours of labor. To determine if the job is agriculturally related, a positive answer to the following question must be made: "Does a knowledge of agriculture enhance the employability in the career selected?" The compensation may be set wage or salary or it might be comprised of other forms such as barter for feed, rent, equipment payments, or other inputs required to conduct the program. In any case, the form and amount of compensation must be a matter of record. The agricultural job may be in agricultural production or agribusiness and may relate to any of the seven Agricultural Education program areas.

3. **Unpaid Placement**

SAEs in this category consist only of those situations where the student is employed in an agricultural job for experience only and is not compensated in any other manner for hours of labor. The agricultural job may be agricultural production or

Appendix O

- either/and a. at least one additional type of SAEP
- b. more numbers of same type of SAE

Third Year of Enrollment

- review and modify SAEP plan as necessary
- 225 hours of self-labor
- maintain records
- develop and practice at least 10 additional competencies; list in SAEP records
- either/and
 - a. at least one additional type of SAE
 - b. more numbers of the same type of SAE
 - c. Substitute a new type of SAE for another which is to be discontinued

Fourth Year of Enrollment

- review and modify SAEP plan as necessary
- 225 hours of self-labor
- maintain records
- develop and practice at least 10 additional competencies; list in SAEP records
- either/and
 - a. at least one additional type of SAE
 - b. More numbers of the same type of SAE
 - c. Substitute a new type of SAE for another which is being discontinued

5. A student's SAEP must be supervised by the Agricultural teacher who shall confer with the student at the SAE site(s) at least once per grading period while the SAE is being conducted.
6. The student's participation in SAE and the quality of the SAE program shall be a planned part of the student grading system for the Agricultural Education program
7. Students must keep records on their SAEP in the California Agricultural Education record book.
8. A student's SAE ownership will have a potential for producing a financial return.
9. At least 75% of the student's self-labor in an SAE must be conducted outside the school's usual class hours.
10. Competencies developed through SAE must contribute to the student's employability in an agricultural occupation related to the student's career goal.

Instruction

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

AR 6145

Definitions

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

1. The program is supervised or financed by the school district.
2. Students participating in the program represent the school district.
3. Students exercise some degree of freedom in the selection, planning or control of the program.
4. The program includes both preparation for performance and performance before an audience or spectators.

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

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

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

1. It is a teacher-graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.
2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

Eligibility Requirements

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

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

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

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

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

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.7 - Sexual Harassment)

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

(cf. 3260 - Fees and Charges)

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

Eligibility Requirements**Grades 7 and 8**

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

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale with no failing grade
2. Not have received an "F" grade in the previous marking period
3. Maintenance of appropriate behavior during the period of eligibility

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

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

BP 6145

-WEB SITES

California Association of Directors of Activities: <http://www.cadal.org>

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

MORGAN HILL UNIFIED SCHOOL DISTRICT

Morgan Hill, California

Instruction

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

E 6145b

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

Responsibility

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

Other School Sponsored Activities

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

Requirements

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

1. A student shall have received a 2.0 grade point average on a 4.0 scale in the previous regularly scheduled, whole school marking period.
2. A student shall maintain a record of appropriate behavior during the period of eligibility.
3. A student shall be making satisfactory minimum progress toward meeting the high school graduation standards.

Minimum Progress toward Meeting Graduation Requirements

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

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

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

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

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

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

Communication of Eligibility Requirements

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

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

APPROVED: November 23, 1998
REVISED: April 10, 2000
REVISED: May 14, 2001
REVISED: July 22, 2002
REVISED: August 11, 2003
REVISED: August 9, 2004
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MORGAN HILL UNIFIED SCHOOL DISTRICT

Morgan Hill, California

Instruction

VOCATIONAL EDUCATION

BP 6178

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

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

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

(cf. 4131 - Staff Development)

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

Expenditures of Supplemental Funding

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

(cf. 3440 - Inventories)

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

(cf. 6146.1 - High School Graduation Requirements)

Legal References:

Student Organizations and Equal Access AR 6145.5

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

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

1. The meeting shall be voluntary and student-initiated.
2. There shall be no sponsorship of the meeting by the school or staff. The school or staff shall not promote, lead, or participate in a meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes shall not constitute sponsorship of the meeting.
3. Employees of the school shall be present at religious meetings only in a non participatory capacity.
4. The meeting shall not materially and substantially interfere with the orderly conduct of educational activities within the school.
5. Nonschool persons shall not direct, conduct, control, regularly attend activities of student groups.

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

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

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

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

Hazing

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

Student Organizations and Equal Access BP 6145.5

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

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

Limited Open Forum

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

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

MHUSD Cross References:

1321 Solicitation of Funds from and by students

1325 Advertising and Promotion

1330 Use of School Facilities

3452 Student Activity Funds

3515.2 Disruptions

5145.2 Freedom of Speech/Expression:

Publications Code

Legal References:

EDUCATION CODE

GOVERNMENT CODE

ORIGINAL PROPOSAL: November 21, 1996

Most Recent Revision: May 19, 1997

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

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

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

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

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

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

1. The activities of the FFA component of the instructional program shall be designed to assist the student to achieve the objectives of the class or course.
2. Participation in the FFA activity shall be required of every student enrolled in vocational agriculture and shall contribute to the grade earned in the course.

Appendix L

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

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

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

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

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

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

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

7. FFA Program of Activities

SUPPORT MATERIALS

Support Material 7: FFA Program of Activities

Our FFA Program of Activities is updated every year. It is the responsibility of the chapter officers to work with me to make sure that it is done in a timely manner at the beginning of the year. This document is put in the comprehensive program plan, and made available to members, parents, school administration, and the school board.

SOBRATO FFA

"Building Tomorrow Today"

2014-2015



Program of Activities

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PRESIDENT'S MESSAGE

Making a mark on the world starts with a very simple task: building tomorrow today. By this I mean taking future endeavors and making them your present actions. We often find ourselves hesitant to put our plans into action, even if they are our biggest dreams. What is holding us back? We question whether we belong, whether what we are doing is right, or whether we should be doing it in the first place.

We are better than this. We are capable of great and incredible things. When we do anything, we should accept every challenge, go forward with confidence and never give up on ourselves or how much we can accomplish.

As we go into our tenth year as a chapter, Sobrato FFA is ready to accept all the new challenges that we face and take our past accomplishments and use them to better our chapter. We will not back down and we are confident in giving our members an exciting year full of encouragement and enthusiasm. So my message to my fellow members is to always try your hardest and make sure to do the best in what you believe in because only you can build your tomorrow today.

Zuha Aslam
2014-2015 Sobrato FFA Chapter President

ABOUT OUR OFFICERS

Zuha Aslam
President



Zuha is a junior at Sobrato High School and holds her Chapter FFA Degree. Her past SAE's include a market goat (which she showed at the Santa Clara County Fair) and breeding rabbits. She has attended conferences such as State Conference, Chapter Officer Leadership Conference, and MFE/ALA. She was on the Livestock Judging Team. Her goals as Chapter President are to get as many people involved and have a great experience as a Sobrato FFA member.

Mitch Juarez
Vice President



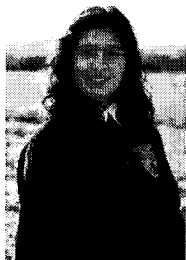
Mitch is a junior at Ann Sobrato High School and has received his Chapter Degree. His past SAE projects consisted of two market lambs, both of which he successfully showed at the Santa Clara County Fair. He attended GLC, the regional and sectional creed contest, MFE/ALA, and the California State Leadership Conference, and competed in Livestock Judging. His biggest goal as Chapter Vice President is to teach students that FFA is just not farming, but a great leadership opportunity that is a lot of fun.

Joel Marquez
Secretary



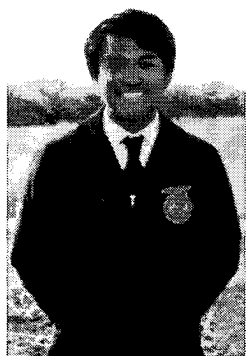
Joel is a sophomore at Sobrato High School and is proud to hold his Greenhand Degree. His past SAE project was a market hog, which he brought to the Santa Clara County Fair. He served as a Greenhand Officer and is a member of the Milk Quality and Dairy Foods CDE team. He was a participant in B.I.G. and the sectional Creed Speaking competition. His biggest goal as Chapter Secretary is to take lots of pictures, document our chapter history, and create a beautiful, excellent scrapbook.

Ixel Vazquez
Treasurer



Ixel is currently a sophomore at Ann Sobrato High School. Her past SAE project was a vegetable garden. She has participated in the Milk Quality and Dairy Foods contest. Her goal as chapter treasurer is to get more students actively involved in Sobrato FFA.

Emmanuel Calivo
Reporter







Emmanuel is currently a sophomore at Ann Sobrato High School and has received his FFA Greenhand Degree. His past SAE project was a market goat, which he exhibited at the Santa Clara County Fair. He has participated in the Milk Quality and Dairy Foods and Parliamentary Procedure CDE teams, and attended the California State Conference. As your 2014-2015 Reporter, his goal is helping the local community become more aware of the importance of agriculture and Sobrato FFA's activities.

Derick Heninger
Sentinel



Derick is currently a sophomore at Sobrato High School. He holds his Greenhand FFA degree. His past SAE project was two market lambs which he showed at Santa Clara County Fair. He has also had the opportunity to attend the Greenhand and State FFA Conferences. He has participated in the Opening/Closing Ceremonies and Livestock Judging Competitions. As your 2014-2015 Sentinel, Derick's goal is to help make the meetings more exciting and efficient.

ABOUT OUR ADVISORS

<p>Mrs. Calabretta</p> 	<p>Currently serving as the Agriculture & Elective Department Chair, Mrs. Calabretta is in her seventh year of teaching here at Ann Sobrato High School and is excited to see last year's students continue to grow as well as welcome new students into the FFA. Mrs. Calabretta graduated from Cal Poly San Luis Obispo with a Bachelor's Degree in Agriculture Science with an emphasis on Animal and Plant Sciences. She is teaching Agriculture Geology, Floriculture and ROP Horticulture this year. She is also the advisor for the lamb SAE projects. She also will be coaching Co/Op Marketing, Floriculture, and the Nursery Landscape CDE's this year. Mrs. Calabretta is grateful for her great students and supportive department!</p>
<p>Mr. Martin</p> 	<p>Mr. Martin is a sixth year teacher in the Sobrato Agriculture Department this year. Mr. Martin graduated from Cal Poly San Luis Obispo with a Bachelor's Degree in Dairy Science and later completed his credential for Agriculture Education. Mr. Martin is teaching ROP Food Science, Agriculture Mechanics, and Ag Metals and Machineries. He overlooks all SAE animal projects and will coach the Opening/Closing, Extemporaneous Public Speaking, and Livestock Judging CDEs. Mr. Martin is looking forward to a great year with Sobrato FFA.</p>
<p>Ms. Amador</p> 	<p>Ms. Amador is excited to be in her second year at Ann Sobrato High School. She graduated from Modesto Junior College with an AS Degree in Animal Science and from Cal Poly San Luis Obispo with a BS Degree in Agriculture Science with a concentration in Agriculture Business. She is currently working on her Master's degree in Agriculture Education. Ms. Amador is teaching all Agriculture Biology and Geology classes this year. She is the swine project advisor and will coach the Parliamentary Procedure and Milk Quality and Dairy Foods CDEs this year, in addition to Best Informed Greenhand. Ms. Amador is excited to be part of the Sobrato team.</p>
<p>Ms. Whitmyre</p> 	<p>As a graduate of the Sobrato FFA program, Ms. Whitmyre is from Morgan Hill, California, and is currently in her first year as a teacher at our school. She showed goats, sheep, pigs, and steers as a member of our chapter and served as a chapter officer. She graduated from Cal-Poly San Luis Obispo with a degree in Ag Science with a concentration on Animal Science and is currently working on her Master's Degree in ag education. She is the advisor for beef and goat SAE projects. She teaches Ag Biology as well as Veterinary Science, and is the coach for the Vet Science CDE team as well as Impromptu and Prepared Public Speaking.</p>

MORGAN HILL SCHOOL DISTRICT BOARD OF TRUSTEES

Don Moody.....	President
Shelley Thomas.....	Vice President
Rick Badillo.....	Trustee
Bob Benevento.....	Trustee
Amy Porter Jensen.....	Trustee
Claudia Rossi.....	Trustee
Ron Woolf.....	Trustee

SOBRATO HIGH SCHOOL ADMINISTRATION AND STAFF

Debbie Padilla.....	Principal
Courtney Macko.....	Assistant Principal
Kevin Miller	Assistant Principal
Vera Gomes	Assistant Principal
Molly Edgar	Principal's Secretary
Mitzi Clark	AP's Secretary
Andrea Bird	Counselor
Ted Thomas	Counselor
Itzel Coronel Velazco	Counselor
Edie Atkins	Counseling Secretary
Marla Carrol	ASB
Sue Baynes	ASB
April Roland	Athletic Director
Terri Knudsen.....	Librarian
Lorraine Soto	Campus Supervisor
Lynn Rodriguez.....	Campus Supervisor
Connie Soriano.....	Campus Supervisor
Vickie Brummel.....	Attendance
Lynette Secolo	Registrar/Office Specialist
Diane Suchomel	Attendance/Receptionist
Margarita Ramirez.....	Receptionist
Maureen Slocum	Health Office

SOBRATO HIGH SCHOOL FFA AGRICULTURE BOOSTERS

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

- President – Debbie Livermore
- Vice President – David Funke
- Secretary – Cheryl Foreman
- Treasurer – Graham Williams
- Communications Chair – Shirley Scocca

COMMITTEES AND CHAIRPEERSONS

To correspond and assist in attaining the Sobrato FFA Chapter Goals, the officer team has developed a set of committees. These committees will help promote awareness in the community, improve functions and events, and help the chapter function more effectively.

Scrapbooking Committee

Committee Chair: Erika Silvas

Purposes: To help develop the chapter scrapbook by taking pictures at FFA events from and by assembling the scrapbook pages.

Fundraising Committee

Committee Chair: Caitlyn Cruise

Purposes: To help create and manage chapter fundraising throughout the school year.

Courtesy Corps

Committee Chair: Loryn Habina

Purposes: To help keep meetings orderly, and assist in set up and take down of all meetings.

Community Service

Committee Chair: Alicia Govea

Purposes: To build a relationship between the chapter and the local community

Public Relations

Committee Chair: Razan Turminini

Purposes: To increase awareness of the chapter in the community by advertising and providing promotional activities.

Farm Management

Committee Chair: Beth Funke

Purposes: To maintain organization at the school farm and to manage monthly farm workdays.

Social Media

Committee Chair: Christopher Perez

Purposes: To get in touch with the public and other students attending Sobrato by mangaging the chapter website and social media pages.

CHAPTER GOALS

1. ORGANIZATION

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

2. EFFICIENT & RESPECTFUL COMMUNICATION

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

3. EVENTS

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

4. RECRUTMENT & INCREASED INVOLVEMENT

- To advocate FFA, the officers will advertise every event by creating posters and announcing them to our FFA members. We will inform non FFA members about FFA and how it is an enjoyable organization that helps people learn leadership and lifelong skills.
- After obtaining new members comes the task of promoting FFA amongst these members. We will increase involvement levels within our membership with the goal of attaining a larger, more active membership.

INTRODUCTION TO THE FFA

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

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

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

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

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

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

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

MISSION AND STRATEGIES

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

To accomplish this mission, FFA:

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

FFA CODE OF ETHICS

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

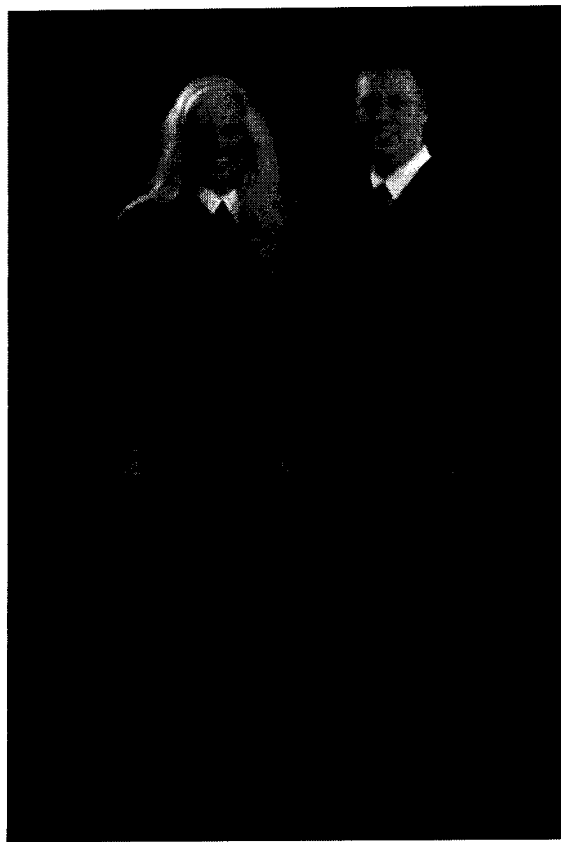
FFA members conduct themselves at all times to be a credit to their organization, chapter, school, community and family. As a FFA member, I pledge to:

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

FFA OFFICIAL DRESS

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

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



PROPER USE OF THE FFA JACKET

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

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

FFA EMBLEM

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



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

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

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

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

The **eagle** is a national symbol which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

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

FFA CREED

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

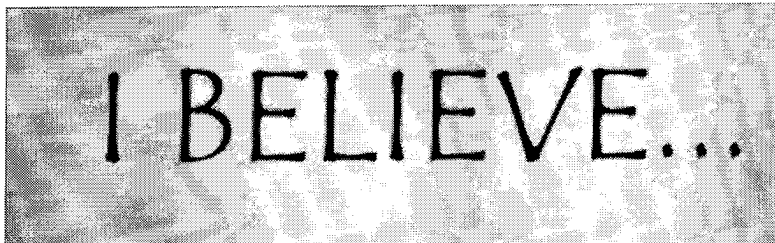
I believe in the future of agriculture, with a faith born not words but of deeds – achievements won by the present and past generations of agriculturalists; in the promise of better days through better ways, even as the better things we now enjoy have come to from the struggles of former years.

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

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

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

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



FFA DEGREES

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

Greenhand FFA Degree

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



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

Chapter FFA Degree

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



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

State FFA Degree

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



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

American FFA Degree

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



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

PROFICIENCY AWARD AREAS

Agricultural Communications

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

Agricultural Mechanics Design and Fabrication

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

Agricultural Mechanics Repair and Maintenance

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

Agricultural Mechanics Energy Systems (Agricultural Power)

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

Agricultural Processing

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

Agriculture Sales Entrepreneurship/Placement

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

Agricultural Services

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

Beef Production Entrepreneurship/Placement

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

Dairy Production Entrepreneurship/Placement

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

Diversified Agricultural Production

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

Diversified Crop Production Entrepreneurship/Placement

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

Diversified Horticulture Entrepreneurship/Placement

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

Diversified Livestock Production Entrepreneurship/Placement

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

Emerging Agricultural Technology

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

Environmental Sciences and Natural Resources Management

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

Equine Science Entrepreneurship/Placement

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

Fiber Crop Production

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

Floriculture

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

Food Science and Technology

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

Forage Production

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

Forest Management and Products

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

Grain Production Entrepreneurship/Placement

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

Home and/or Community Development

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

Landscape Management

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

Nursery Operations

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

Outdoor Recreation

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

Pomology Production Entrepreneurship/Placement

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

Poultry Production

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

Sheep Production

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

Small Animal Production and Care

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

Specialty Animal Production Entrepreneurship/Placement

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

Specialty Crop Production

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

Swine Production Entrepreneurship/Placement

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

Turf Grass Management

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

Vegetable Production Entrepreneurship/Placement

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

Viticulture Production Entrepreneurship/Placement

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

Wildlife Production and Management Entrepreneurship/Placement

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

CAREER DEVELOPMENT EVENTS

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

Best Informed Greenhand
Cooperative Marketing
Creed Speaking
Extemporaneous Public Speaking
Floriculture
Impromptu Public Speaking
Job Interview

Livestock Evaluation
Milk Quality and Dairy Foods
Nursery Landscape Judging
Opening/Closing Ceremonies
Parliamentary Procedure
Prepared Public Speaking
Veterinary Science



CAREER DEVELOPMENT EVENT FIELD DAYS

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

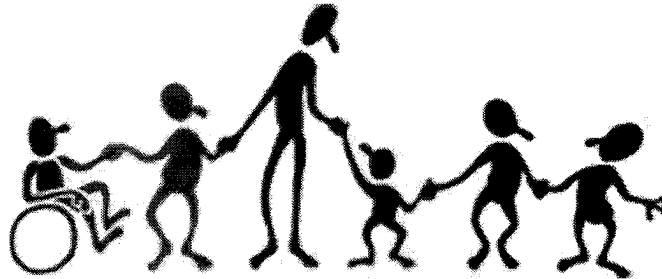
- Cal Poly State Finals
- Chico State
- Fresno State
- Merced College
- Modesto Junior College
- Reedley Field Day
- UC Davis
- Consumnes River College

COMMUNITY SERVICE ACTIVITIES

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

Toys for Tots
Morgan Hill Grange Breakfast
Battaglia Tree Farm
Ag Industry Events
Uesegi Farms Pumpkin Patch

Helping Murphy's Middle School Garden
Volunteering at VA Hospital
Volunteering at local soup kitchen
ALS Ice Bucket Challenge



FUNDRAISING ACTIVITIES

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

Drive Thru BBQ's
Sobrato FFA Apparel
Crab Feed

Food Fair
Kiss a Pig
Cattleman's Dinner

FFA LEADERSHIP CONFERENCE OPPORTUNITIES

Greenhand Conference – Paso Robles (Freshman)

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

Each student will:

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



Made for Excellence – Monterey (Sophomores)

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



Students will learn to:

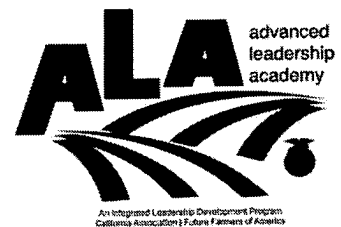
- Identify the relationship between excellence and personal choices.
- Identify three pillars associated with excellence-talent, skill and will.
- Identify life skills needed for experiencing excellence.
- Identify the relationship between will power, personal interests and values.
- Describe success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

Advanced Leadership Academy –Monterey (Juniors and Seniors)

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

ALA Objectives:

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



State FFA Conference – Fresno

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

Sacramento Leadership Experience – Sacramento (Seniors)

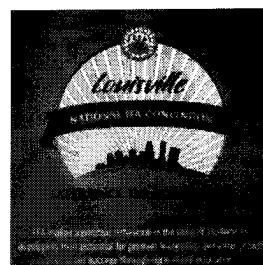
The Sacramento Leadership Experience is California FFA's capstone leadership conference for FFA members. 40 of the best graduating senior FFA members are selected annually to participate. Students step into the role of one of California's 40 Senators. Students are assigned a specific California district,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

During their time in Sacramento students learn and participate in the following activities:

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

National Convention – Louisville, Kentucky

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



Washington Leadership Conference– Washington DC

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



2014-2015 FFA BUDGET

Expenses

Officer Supplies.....	\$300
Blue Tape	\$200
FFA Week.....	\$300
Meetings.....	\$2000
Jackets and Scarves.....	\$400
Judging Contests.....	\$4000
Banquet.....	\$4000
Leadership Conference.....	\$8000
Fair.....	\$1000
Officer Retreat.....	\$700
Scrapbook.....	\$1000
BBQ tires.....	\$200
Baskets.....	\$1000
Drive Thru BBQ.....	\$36000
Farm Supplies.....	\$1000
Community Service.....	\$200
Food Fair.....	\$1000
Greenhand BBQ.....	\$200
Mugs.....	\$1700
T-shirts.....	\$1300
Sweatshirts.....	\$2500
Hats.....	\$800
Pens/pencils.....	\$500
Christmas Tree.....	\$100
Staff Breakfast.....	\$400
Farm Fun Day.....	\$1500
Microphones Stand & Microphones.....	\$500
POA.....	\$200
Technology (flash drive and camera).....	\$300
Vehicle Supplies (First aid kit and Jumper cables.....	\$200

Total Expenses: \$71,250

2014-2015 FFA BUDGET

Receipts

Banquet.....	\$250
Leadership Conference.....	\$5000
Drive-thru BBQ.....	\$60000
Food Fair.....	\$3000
Promotional Items.....	\$7300
Farm Fun Day.....	\$200
Christmas Tree Farm.....	\$400

Total: \$75,975

Total Expenses: \$71,25

Estimated Net Profit: \$4,725

SOBRATO FFA CHAPTER OFFICER DUTIES

PRESIDENT

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

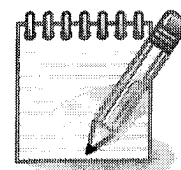


VICE PRESIDENT

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

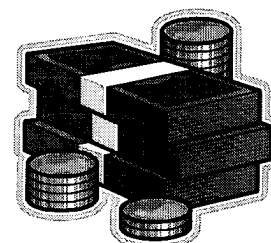
SECRETARY

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



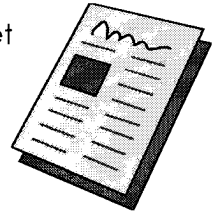
TREASURER

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



REPORTER

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



SENTINEL

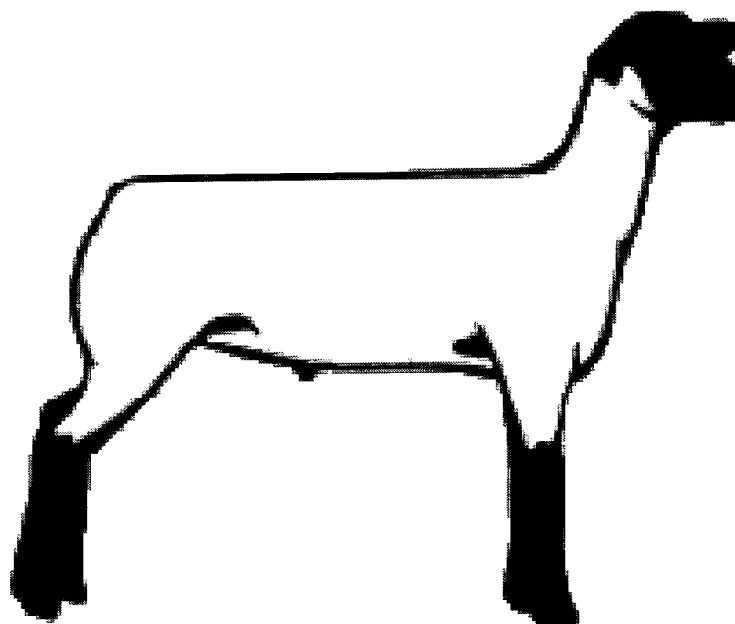
- Assist the president in maintaining order during meetings
- Get the FFA paraphernalia and supplies for each meeting
- Welcome members and guests at meetings and functions
- Reserve the meeting room and keep it comfortable
- Take charge of candidates for degree ceremonies
- Assist with special activities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

MEETING SCHEDULE

Sobrato FFA holds one meeting per month on the second Wednesday of each month, with the exception of the Chapter Awards Banquet in May.

- September 10, 2014
- October 8, 2014
- November 12, 2014
- December 10, 2014
- January 14, 2014
- February 11, 2014
- March 11, 2014
- April 8, 2014
- May 7, 2014 (Chapter Awards Banquet)





MARKET LAMB PROJECT PLAN

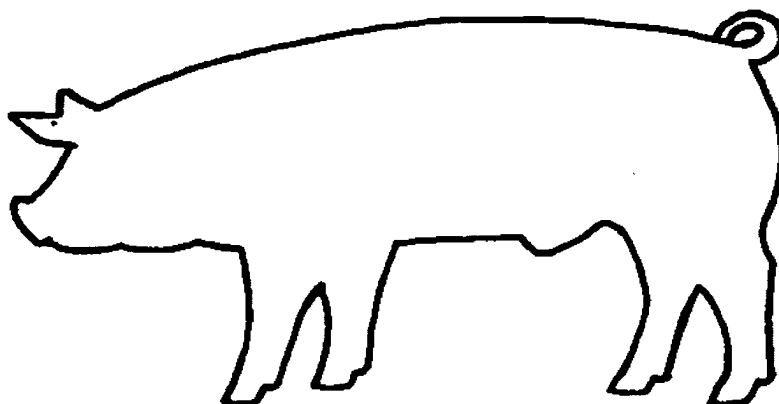
Estimated Expenses:

Cost of Animal	\$ 250
Feed	\$ 120
Veterinary Supplies	\$ 5
Show Supplies	\$ 10
Insurance.....	\$ 13
Fair Entry Fees	\$ 6
Sales Commission (\$5/lb. @ 135lbs)	\$ 30
Total Estimated Expenses	\$ 434

Estimated Receipts:

Sale of Animal.....	\$ 675
<i>(Auction averaged \$5.00/lb. in 2009)</i>	

Estimated Net Profit..... \$ 241



MARKET HOG PROJECT PLAN

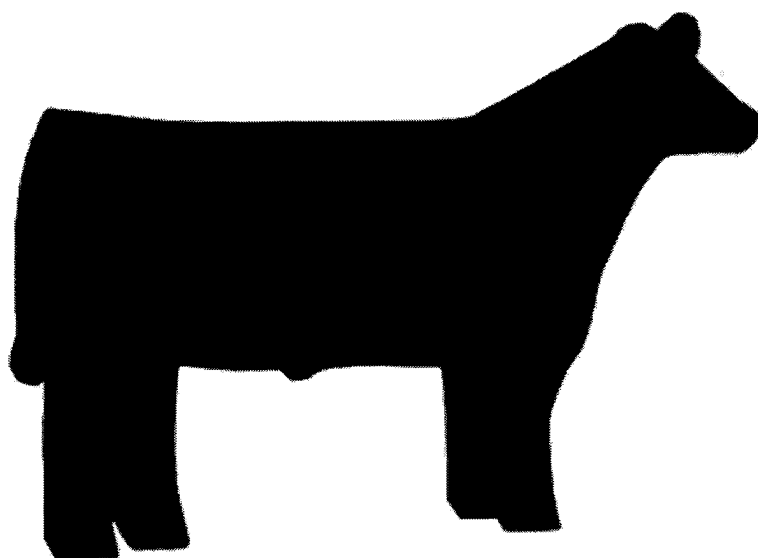
Estimated Expenses:

Cost of Animal	\$ 300
Feed	\$ 180
Veterinary Supplies	\$ 5
Show Supplies	\$ 10
Miscellaneous Equipment.....	\$ 20
Insurance.....	\$ 13
Fair Entry Fees	\$ 6
Sales Commission (\$2.50/lb. @ 250lbs)	\$ 30
Total Estimated Expenses.....	\$ 564

Estimated Receipts:

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

Estimated Net Profit..... \$ 161



MARKET STEER PROJECT PLAN

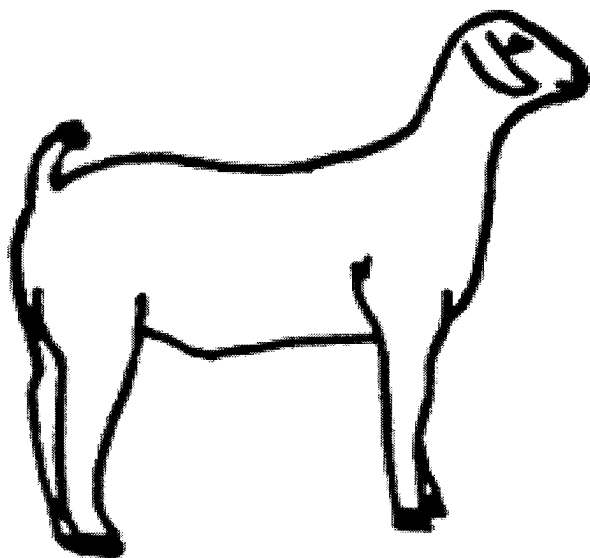
Estimated Expenses:

Cost of Animal	\$ 1,000
Feed	\$ 1,000
Veterinary Supplies	\$ 25
Show Supplies	\$ 50
Insurance.....	\$ 25
Fair Entry Fees	\$ 9
Sales Commission (\$2.50/lb. @ 1200lb)	\$ 120
Total Estimated Expenses.....	\$ 2,229

Estimated Receipts:

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

Estimated Net Profit..... \$ 771



MARKET GOAT PROJECT PLAN

Estimated Expenses:

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

Estimated Receipts:

Sale of Animal.....	\$ 630
<i>(Auction averaged \$5.00 / pound in 2009)</i>	

Estimated Net Profit..... \$ 253

HISTORY OF SOBRATO FFA

State FFA Degree Recipients

2007 Lynda Pospishek

2008 Kathleen Lawson
Jenenetta Mariscan
Matthew Votaw
Kirsti Whitmyre

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

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

State Degree Recipients Cont.

2011 Lyza Harried
Christina Gumbin
Jaime Keck
Cavan Howay
Jesse Govea
Amy McBirney
Bryan Gomes

2012

2013 Lindsey Ellenburg
Joseph Garibaldi
Nicholas Guglielmo
Austin Heiser
Hugo Naranjo Torres
Jennifer Perryman
Jacob Pignone
Jessica Post
Morgan Rowe
John Soto
Monica Topete
Kathryn Wedl

2014 Andrew Boggiano
Jordon Bono
Joyanna Longoria
Christopher Perez
Kerry Huang
Taylor Miller

History of Sobrato FFA

American Degree Recipients

2010 Nick Alvarado
Kathleen Lawson
Jenenetta Marisclan
Ashley Pipkin
Kaiti Whitmyre
Kirsti Whitmyre
2011 Christina Cefalu
Briana Wallash
Sarah Martin
2012 Taylor Burbank
Joey Cassibba
Sarah Haller
Bryan Gomes
2013 Cavan Howay
Jesse Govea
2014 Jacob Pignone
Joseph Garibaldi

Past Sobrato Presidents

04-05 Jenenetta Marisclan
05-06 Jenenetta Marisclan
06-07 Lynda Pospishek
07-08 Kirsti Whitmyre
08-09 Christina Cefalu
09-10 Christina Cefalu
10-11 George Kalu
11-12 Mckenna Miles
12-13 Thomas Burbank
13-14 Austin Heiser

SOBRATO FFA CONSTITUTION AND BYLAWS

ARTICLE I: NAME & PURPOSE

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

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

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

ARTICLE II: ORGANIZATION

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

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

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

ARTICLE III: MEMBERSHIP

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

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

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

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

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

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

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

Section G: All advanced members must have a SAE.

ARTICLE IV: EMBLEMS

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

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

ARTICLE V: MEMBERSHIP DEGREES & PRIVILEGES

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

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

Section B: Greenhand Degree. Minimum qualifications for election:

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

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

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

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

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

Section E: American FFA Degree. Minimum qualifications for election:

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

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

ARTICLE VI: OFFICERS

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

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

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

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

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

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

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

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

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

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

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

Section L: Duties of the Chapter Officers.

President

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

Vice President

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

Secretary

1. Prepare and read the minutes of meetings.
2. Have available for the president the list of business for each meeting.
3. Attend to official correspondence.
4. Count and record rising vote when taken.

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

Treasurer

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

Reporter

1. Gather and classify chapter news.
2. Prepare news notes and articles for publications or broadcast.
3. Contact local newspaper, provide with a cut mat of the emblem and supply FFA news.
4. Send news note to state reporters.
5. File clippings and pictures of chapter activities and keep a chapter scrapbook.
6. Serve as chapter historian. Complete the chapter scrapbook.
7. Assist in maintaining a chapter bulletin board.
8. Supply materials for reports.
9. Assist with planning and arranging chapter exhibits.
10. Arrange for FFA participation in local radio or TV programs.
11. Prepare chapter newsletter.

Sentinel

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

Historian

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

Advisor

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

Section M: Greenhand Officers

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

ARTICLE VII: MEETINGS

Section A: Regular meetings shall be held once a month during the school year.

Special meetings may be called at any time including summer.

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

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

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

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

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

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

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 a conflict with the State Association Constitution or that of the National Organization of FFA.

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

CHAPTER POINT SYSTEM

1. Meetings
 - A. Attendance = 20
 - B. Banquet = 25
2. Local Activities = 15
 - A. Greenhand BBQ
 - B. Active Committee Member
 - C. Cattlemen's Dinner
 - D. Taste of Morgan Hill
 - E. FFA Week
 - F. 8th Grade Preview Night
 - G. Open House Night
 - H. Farm Workday = 20
 - I. Mushroom Mardi Gras
 - J. Grange Hall
 - K. Veteran's Breakfast
 - L. Toys for Tots 1 toy = 5
 - M. Christmas Tree Farm
 - N. Christmas in the Park
 - O. Spring Auction
 - P. Care Package 1 item = 5
 - Q. Movie Night
3. Sectional Activities = 30
 - A. Opening & Closing Ceremonies
 - B. Best Informed Greenhand Contest (BIG)
 - C. Cooperative Marketing (COOP)
 - D. Chapter Farmer Ceremonies
 - E. Parliamentary Procedure
 - F. Creed Speaking
 - G. Prepared Public Speaking
 - H. Extemporaneous Speaking
 - I. Job Interview Contest
 - J. Project Competition
 - K. Sectional Officer Application
 - L. Section Awards
 - M. RCD Speech Contest*
 - N. RCD Soil Judging Contest

4. Conferences = 20
 - A. Made For Excellence (MFE)
 - B. Advanced Leadership Academy (ALA)
 - C. Greenhand Leadership Conference
 - D. National Convention
 - E. Regional Officer Leadership Conference (ROLC)
 - G. Sectional Officer Leadership Conference (SOLC)
 - H. Chapter Officer Leadership Conference (COLC)
 - I. Sacramento Leadership Experience (SLE)
 - J. State FFA Conference
5. Fairs = 20
(Livestock Projects, Mechanics,
Floral, Educational Displays)
 - A. Santa Clara County Fair
 - B. Santa Cruz County Fair
 - C. San Benito County Fair
6. Regional Activities = 15
 - A. Region FFA Meeting
 - B. Region Contests
 - C. Regional Officer Application
 - D. Region Awards
7. State Activities = 15
 - A. State Contests
 - B. State Officer Application
 - C. State Degree
 - D. State Awards
8. Judging Teams = 15
 - A. Field Days
 - I. Davis, Modesto, Fresno, Cal Poly, Reedley, Merced Etc.
9. Fundraisers
 - A. Drive Thru BBQ 2 Tickets = 5pts
 - B. Food Fair = 5pts
 - C. Donkey Basket Ball 2 Tickets= 5pts
 - D. Corn Fed 2 Items = 10pts
 - E. Golf Tournament 1 Entry = 5pts
 - F. Bulb Sale 2 Items = 5pts
 - G. Spring Auction = 5pts
 - H. Crab Feed Tickets = 5pts

**Sobrato FFA Calendar of Activities
August 2014**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Dairy Cattle show	2 Small & Large Round Robin
3 Auction	4	5	6	7	8	9
10	11	12	13	14 First Day of School	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 Greenhand BBQ	5	6 SOLC
7 SOLC	8	9 Santa Cruz Fair	10 Santa Cruz Fair & FFA Meeting	11 Santa Cruz Fair	12 Santa Cruz Fair	13 Santa Cruz Fair
14 Santa Cruz Fair	15	16	17	18 Drive Thru BBQ	19	20
21	22	23	24	25 Kickball @ Sobrato	26	27
28	29	30				

October 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 San Benito Fair	4 San Benito Fair
5 San Benito Fair	6	7	8 FFA Meeting/ Haunted House	9	10	11 COLC @ Hollister
12 COLC @ Hollister	13	14	15	16 Greenhand Conference	17	18
19	20	21	22	23 Opening/ Closing @ Sobrato	24	25
26	27	28	29		31 FFA National Convention	

November 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 FFA National Convention
2	3	4	5	6 Drive Thru BBQ	7	8
9	10	11	12 FFA Meeting	13 Sectional B.I.G/Co-Op @ Sobrato	14	15
16	17	18 Chapter Degree Ceremony @ Gilroy	19	20	21	22
23	24	25	26	27	28	29

December 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Toys for Tots Start	2	3	4 Sectional Job Interview @Gilroy	5	6
7	8	9	10 FFA Meeting	11	12	13
14	15	16	17	18	19 Winter Break Starts	20
21	22	23	24	25	26	27
28	29	30				

January 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 Winter Break Ends	6	7	8	9	10
11	12	13	14 FFA Meeting	15	16	17
18	19	20	21	22 State Degree	23	24
25 MFE/ALA	26 MFE/ALA	27 Farm Work Day	28	29	30	31

February 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 All FFA Award Apps Due	3 Regional Prof. Award Scoring @ SLO	4	5 Drive Thru BBQ	6	7
8	9 FFA Week →	10	11 FFA Meeting	12	13	14
15	16	17	18	19	20	21
22 South Coast Regional Officer Screening @ SLO	23	24 Sectional Parliamentary Procedure @ Sobrato	25	26	27	28 Santa Clara Field Day and Project Comp @Hollister

March 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7 Crab Feed Davis FD
8	9	10	11 FFA Meeting	12	13	14
15	16	17	18	19	20 South Coast Region FFA Meeting @King City	21 Merced FD
22	23	24	25	26	27	28 MJC FD
29 State Degree Banquet	30	31 Farm Work Day				

April 2015

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

May 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2 State FFA Finals @ Cal Poly SLO
3	4	5 Santa Clara FFA Sectional Officer Elections @ Campbell	6	7 FFA Banquet	8	9
10	11	12	13 Salinas Fair →	14	15	16
17 Last Day of Salinas Fair	18	19	20	21 Drive Thru BBQ	22	23
24	25	26	27	28	29	30

June 2015

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

8. Recruitment Program

Recruitment Activities and Materials

1. 8th Grade Preview Night
 - a. Highlight the agriculture program to incoming 8th grade students and parents.
2. Middle School Presentations
 - a. Attend local feeder school with school counselors
 - b. Present information on the Agricultural program and FFA
 - c. Pass out promotional information
 - d. Discuss class options as an incoming 9th grade student
3. Campus Food Fairs
 - a. FFA sells Tri-Tip sandwiches at lunch during Food Fair.
4. Family Farm Community Day
 - a. Carnival Games
 - b. Food
 - c. Agriculture Education Stations
 - d. Plant Sale
5. Community Service Events
 - a. Grange Breakfasts
 - b. Fair Gala
 - c. Yoplait Yogurt Breast Cancer Lids
 - d. Toys for Tots Toy Drive
 - e. Morgan Hill Christmas Tree Celebration/Parade

**Are you ready for hands on
learning?
Interested in taking Ag Biology
Next Year?**

We would love to have you!

Name: _____

Student I.D. _____

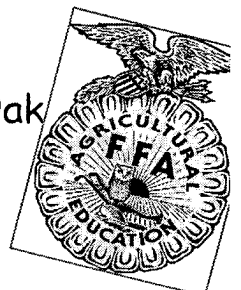


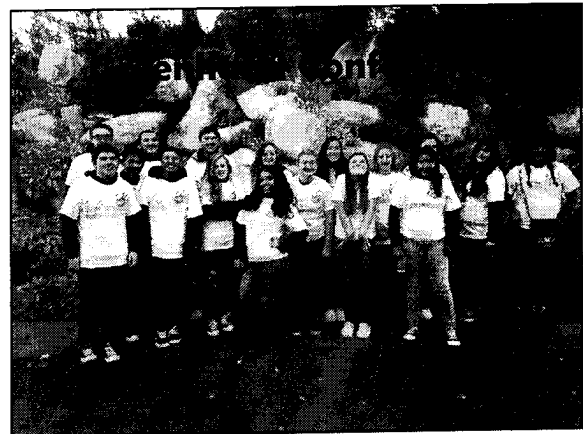
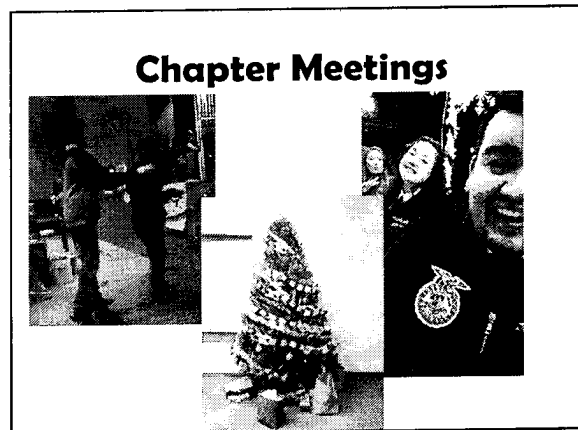
Yes _____

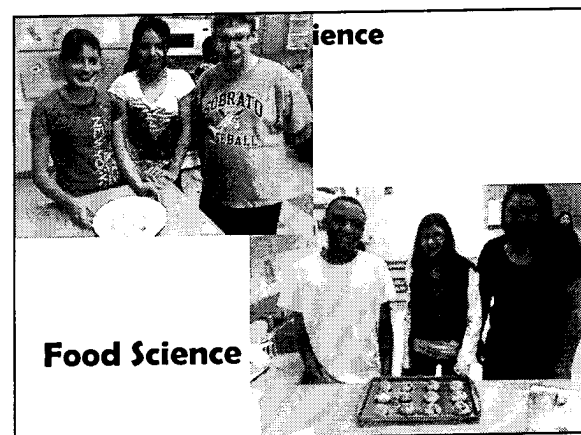
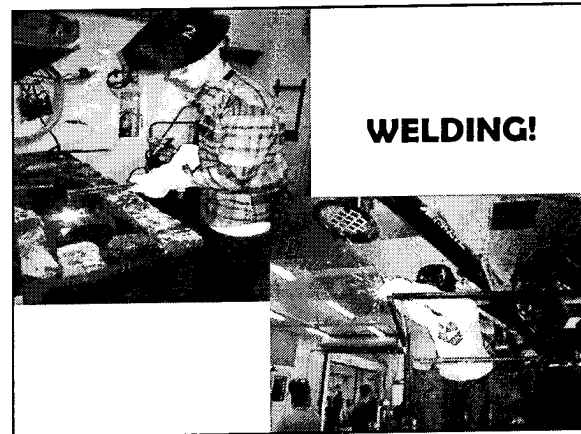
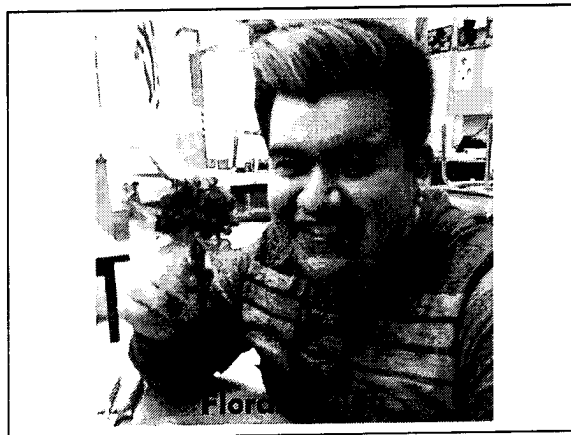
No _____

(circle one)

Sobrato / Live Oak

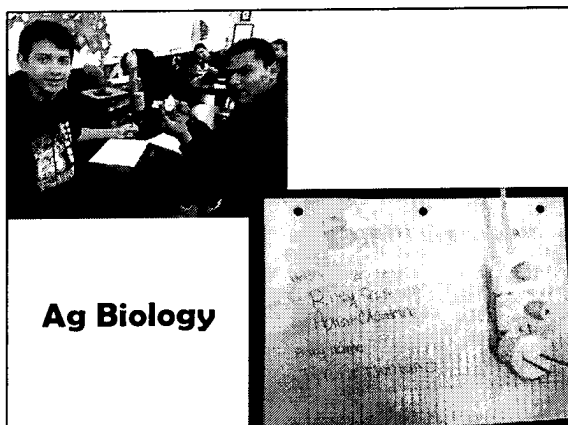




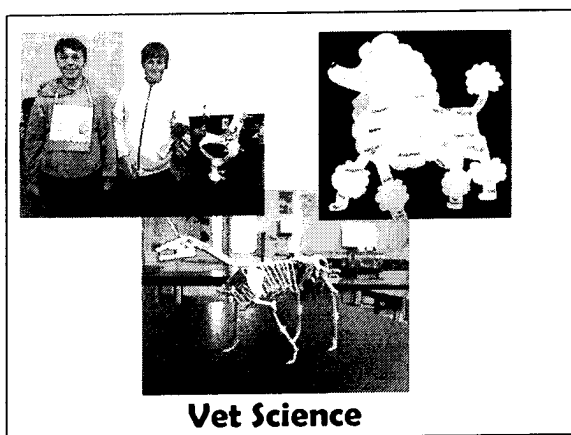




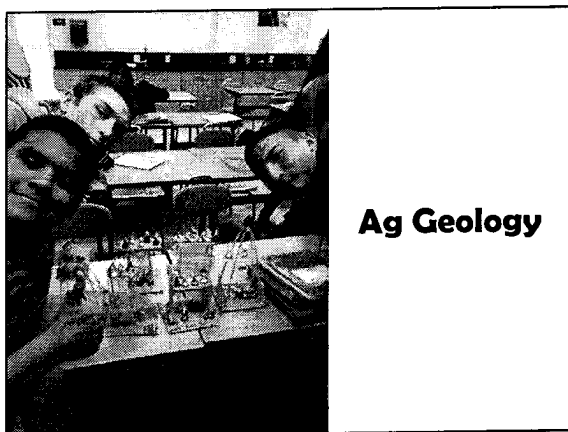
Vet Science



Ag Biology



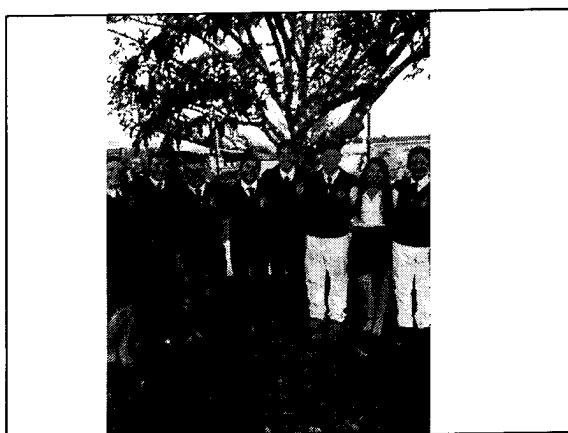
Vet Science



Ag Geology



traight from the Farm!!!



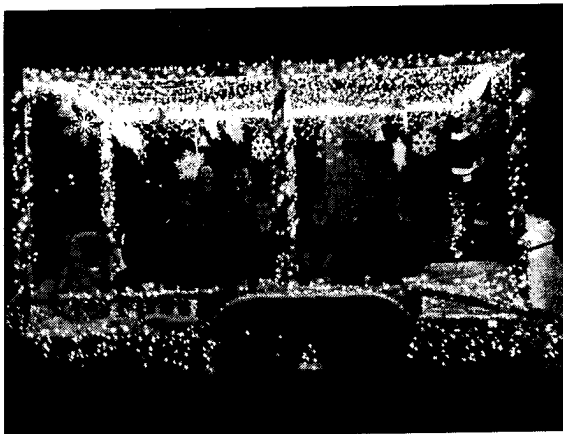
Homecoming Parade



9-11 Memorial

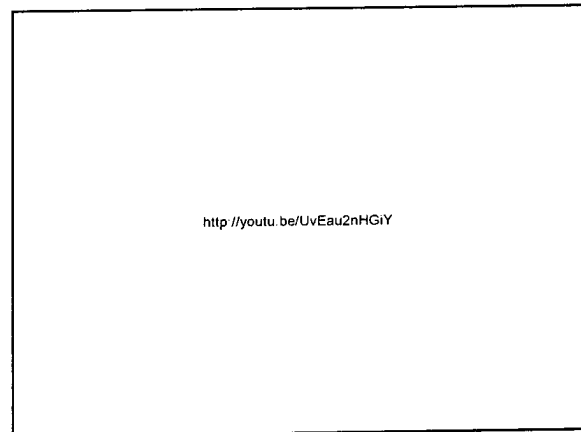


County Fair



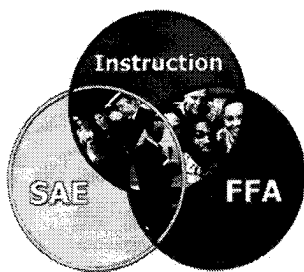
Opening and Closing Contest





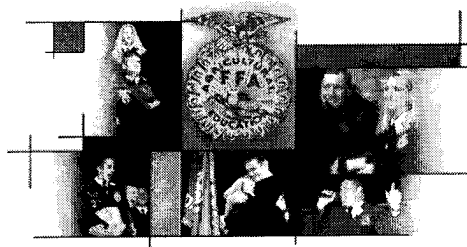
**Agricultural Education *IS*
related to the classroom!**

There are three components that are key to the success of the Agricultural Education program. It is an *integral* part which means that each component reinforces what the students learn in the classroom—students relate to the curriculum in a way that they become an extension of classroom instruction.



Above are the three components in Agricultural Education. Classroom and laboratory experience, hands-on experience with SAE, and leadership development with FFA.

**Don't Hesitate...Get
involved Today!!**



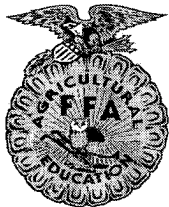
For more information on our Agriculture
Education program contact:

Mrs. Krafft, Ms. Salo or Mr. Martin
401 Burnett Avenue
Morgan Hill, CA 95037
408-201-6200 ext: 41248

**Ann Sobrato
High School**

**Agricultural
Education...
What's in it
for you?**





Ann Sobrato High School

Agricultural Education Program

INTRODUCTION – The purpose of this outline is to acquaint you with the opportunities offered by the Ann Sobrato High School Agricultural Education Department so that your son/daughter will be able to take full advantage of these opportunities.

NATIONAL FFA ORGANIZATION – is an organization for all students studying agriculture education, the purpose of which is a learning tool to strengthen the “Hands – On” part of the high school agricultural education curriculum.

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM – this is the project the student has taken on related to their agriculture program. They will be keeping records on the transactions related to the project (i.e. hours, receipts, expenses, etc.)

ADVISORS AND PROJECT AREAS –

Agriculture Sciences, Beef, Horses, Poultry.....Mrs. Krafft
Agriculture Sciences, Sheep, Goats, Rabbits.....Ms. Salo
Agriculture Mechanics, Agriculture Science, Swine, Dairy Cattle.....Mr. Martin

What is taught in the beginning Agricultural Education Courses?

AGRICULTURE SCIENCES (Ag Biology and Ag Geology 1-2)

California Agriculture
Importance and Purpose of Agriculture
Breed Identification
Terminology
Selection and Anatomy
New Trends and Career Opportunities
Special Projects – “Hands On” Experience
FFA Organization
Record Book
Supervised Agricultural Experience Programs

Ag Biology

Evolution Cell Biology
Genetics Ecology
Physiology

Ag Geology

Earth’s Place in the Universe
Dynamic Earth Processes
Energy in the Earth System
Biogeochemical Cycles
Structure and Composition of the Atmosphere
California Geology

AGRICULTURE MECHANICS 1-2

Student Projects – 4th Quarter
Materials and Fasteners
Hand & Power Tool Usage
Tool Sharpening & Maintenance
Cold Metal Working
Safety

Concrete
Plumbing
Equipment/Machinery Operation
Basic Drafting
Electricity
Welding

RESOURCES

Student Research & Experience Projects
Career Education and Research
Plant Science Growing Grounds
Guest Speakers and Field Study Tours
Agriculture Computer Lab
Floral Design Laboratory

Science Lab Equip. – Video Microscope, Microscopes
Laboratory Exercises - Computer Simulated Dissection
Agriculture Mechanics Laboratory
Greenhouses
Career Development Events and Field Days

CLASSES OFFERED

CP Agriculture Biology
CP Agriculture Geology
Veterinary Science
Environmental Horticulture

Art and History of Floral Design
ROP Agriculture Mechanics
Agriculture Metals and Machinery

SUPPORT DOCUMENTS

9. FFA Chapter Scrapbook

SUPPORT MATERIALS

Support Material 9: FFA Chapter Scrapbook

Below is a picture of our FFA Scrapbook, and a few pictures of a few of the pages our chapter Historian is working on for this year. We present this scrapbook at the Spring Regional Meeting in King City every year.



10. Summer Activities Calendar

SUPPORT MATERIALS

Support Material 10: Summer Activities Calendar

Our summer activities calendar includes the schedule for our summer class, livestock meetings, the county fair, officer retreat and the summer CATA conference. We team teach a summer ROP Class in order to earn out summer stipend (not an extended contract).

~ June 2014 ~							Jul 2014 ▶
◀ May 2014	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1		2	3	4	5	6	7 Calabretta and Amador out of Town
8	Calabretta and Amador out of Town	9	10 Class 9am-11am E114 Weigh – 11am-12pm	11 Class 9am-11am E114 Show Practice 11am-12pm Fair Entries Due	12	13	14
15	Martin out of Town	16 Martin out of Town	17 Class 9am-11am SHOP Weigh – 11am-12pm Martin out of Town	18 Martin Out of Town	19 Class 9am-11am SHOP Show Practice 11am-12pm Martin Out of Town	20 Martin Out of Town	21 Martin Out of Town
22	All Teachers out of Town	23 All Teachers out of Town	24 All Teachers out of Town	25 All Teachers out of Town	26 All Teachers out of Town	27 All Teachers out of Town	28 Martin and Amador out of Town
29	Amador out of town	30	Notes: Phone Numbers: Calabretta – (805)878-1718 Martin – (209) 201-2856 Amador – (209) 485-4857				

More Calendars from WinCalendar Jul 2014 Aug 2014 Sep 2014

~ July 2014 ~							Aug 2014 ▶
◀ Jun 2014	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Class 9am-11am E114 Weigh - 11am-12pm	2 Class 9am-11am E114 Show Practice 11am-12pm	3	4	5
		Officer Retreat?	Officer Retreat?	Officer Retreat?			
6		7	8 Class 9am-11am E114 Weigh - 11am-12pm	9 Class 9am-11am E114 Show Practice 11am-12pm	10	11	12
		Officer Retreat?	Officer Retreat?	Officer Retreat?	Officer Retreat?		
13		14	15 Class 9am-11am E114 Weigh - 11am-12pm	16 Class 9am-11am E114 Show Practice 11am-12pm Fair Meeting 6pm	17	18	19 Calabretta out of Town
					Calabretta out of Town	Calabretta out of Town	
20		21	22 Class 9am-11am E114 Weigh - 11am-12pm	23 Class 9am-11am E114 Show Practice 11am-12pm SHOW DAY 4pm-7pm	24	25	26 Fair
Calabretta out of Town							
27 Fair		28 Fair	29 Fair	30 Fair	31 Fair	Notes:	

~ August 2014 ~							Sep 2014 ▶
◀ Jul 2014	Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 Fair	2 Fair
3 Fair		4 Farm Clean Up 9am-12pm	5	6	7	8	9
10		11	12	13	14	15	16
17		18	19	20	21	22	23
24		25	26	27	28	29	30
31	Notes:						

11. Graduate Follow up Survey and Results

SUPPORT MATERIALS

Support Material 11: Graduate Follow Up Survey and Results

The graduate follow up survey is sent out to students in the fall semester after they have graduated. These students are surveyed so that we can enter this information into the R-2 Report. This is something our program also needs to work on. I think we could receive more results if we sent it out through an email form that they can complete very quickly.

**Agriculture Department
Graduate Follow-up**

Name: _____

Address: _____

Phone: _____

1. What are you doing at the present time?

_____ Attending school

_____ Full-time

_____ Part-time

_____ Ag Major

_____ Non- Ag Major

_____ In the military

_____ Homemaker

_____ Other _____

_____ Working

_____ Full-time

_____ Part-time

_____ Not working

_____ Looking for work

_____ Not looking for work

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

3. What is your job title or job description?

4. Which statement best applies to your present occupation?

_____ I am using most of the skills I learned in the agriculture program.

_____ I am using some of the skills I learned in the agriculture program.

_____ I am not using any of the skills I learned in the agriculture program.

5. What type of school are you currently attending?

_____ Community College

_____ 4-year college

_____ Adult education

_____ Trade/technical school

_____ Private business school

_____ Other _____

6. What is your major course of study? _____

Agriculture Department

Program Completer Follow-up Results for _____

The following indicates information gathered from Program Completers of the Agriculture Program

Percent of
Students agree
With statement.

Which statement best applies to the students present occupation.

- _____ I am using **most** of the skills I learned in the agriculture program at.
 _____ I am using **some** of the skills I learned in the agriculture program.
 _____ I am not using any of the skills I learned in the agriculture program.

How the students rated the training & career guidance/counseling they received in the agriculture program.

Training

- _____ Excellent
 _____ Good
 _____ Fair
 _____ Poor

Career guidance/counseling

- _____ Excellent
 _____ Good
 _____ Fair
 _____ Poor

Which activities in the FFA program that the students thought were valuable.

- _____ Officer and committee chairman experience
 _____ Judging contests
 _____ Advanced degree and proficiency awards
 _____ Participation in chapter activities, working with others
 _____ Livestock raising, shows, fairs, etc.
 _____ Other: Leadership Conference, National Convention, Overall experience

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

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

Past students rated the facilities and equipment used at agriculture program.

Facilities

- _____ Overcrowded
 _____ Modern
 _____ Adequate square space
 _____ Out-of-date

Equipment

- _____ Modern
 _____ Well-maintained
 _____ Poorly maintained
 _____ Out-of-date
 _____ Adequate amount of equipment
 _____ For all students in class.
 _____ Not adequate equipment

Graduate Follow-Up Results

Sobrato Agriculture Department

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

% of students
agree with
statement

Which statement best applies to the students present occupation.

<u>45%</u>	I am using most of the skills I learned in the agriculture program.
<u>50%</u>	I am using some of the skills I learned in the agriculture program.
<u>5%</u>	I am not using any of the skills I learned in the agriculture program.

How the students rated the training & career guidance/counseling they received in the agriculture program.

Training

<u>20%</u>	Excellent
<u>80%</u>	Good
<u>0%</u>	Fair
<u>0%</u>	Poor

Career Guidance/Counseling

<u>45%</u>	Excellent
<u>50%</u>	Good
<u>5%</u>	Fair
<u>0%</u>	Poor

Which activities in the FFA program that the students thought were valuable.

<u>85%</u>	Officer and committee chairman experience
<u>70%</u>	Judging contests
<u>80%</u>	Advanced degree and proficiency awards
<u>100%</u>	Participation in chapter activities, working with others
<u>100%</u>	Livestock raising, shows, fairs, etc.
<u>45%</u>	Other: Leadership Conferences, National Convention, Overall experience

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

<u>80%</u>	Learning skills related to future Ag employment
<u>100%</u>	Development of responsibility
<u>55%</u>	Learning record keeping
<u>40%</u>	Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

Past students rated the facilities and equipment used at the agriculture program.

Facilities

<u>10%</u>	Overcrowded
<u>90%</u>	Modern
<u>90%</u>	Adequate square space
<u>10%</u>	Out-of-date

Equipment

<u>80%</u>	Modern
<u>85%</u>	Well-maintained
<u>15%</u>	Poorly maintained
<u>20%</u>	Out-of-Date
<u>80%</u>	Adequate amount of equipment for all students in class
<u>20%</u>	Not adequate equipment

Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

Graduate Follow-up

CA0525 Morgan Hill - Ann Sobrato
Ann Sobrato HS
401 Burnett Ave.
Morgan Hill, CA 95037

Graduates for Spring: 2013



Last Name	First Name	Graduate Status
Haller	Niamh	Two Year College-Ag Major
Burback	Thomas	Four Year College-Ag Major
Carrillo Maldonado	Sebastian	Two Year College-Non-Ag Major
Miles	Mckenna	Four Year College-Non-Ag Major
Guglielmo	Nicholas	Two Year College-Non-Ag Major
Magallanez	Vanessa	Two Year College-Non-Ag Major
Aguilar	Monelle	Two Year College-Ag Major
Arreola	Lazaro	Location or Position Unknown-
Garibaldi	Joseph	Four Year College-Ag Major
Bueno	Andrew	Location or Position Unknown-
Curiel	Eduardo	Four Year College-Non-Ag Major
Fernandez	Kevin	Location or Position Unknown-
Bonton	Napoleon	Location or Position Unknown-
Pignone	Jacob	Four Year College-Ag Major
Perryman	Jennifer	Two Year College-Ag Major
Post	Jessica	Two Year College-Ag Major
Wedl	Kathryn	Two Year College-Non-Ag Major
Williams	Nicholas	Four Year College-Ag Major
Soto	John	Two Year College-Non-Ag Major
Rowe	Morgan	Two Year College-Non-Ag Major
Spain	Mikayla	Four Year College-Non-Ag Major
Tercero	Phillip	Employed - Fulltime-Non-Ag Job
Robinson	Navonta	Location or Position Unknown-
Vasquez	Viviana	Four Year College-Non-Ag Major
Martinez	Andrew	Employed - Parttime-Non-Ag Job
Foreman	Cole	Four Year College-Ag Major

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Count: 26

Site developed and maintained by the California FFA Association.

12. Comprehensive Program plan

SUPPORT MATERIALS

Support Material 12: Comprehensive Program Plan

The Comprehensive Program Plan is a large binder that holds all of the information to our agriculture program. It is updated every year and a copy is kept in our Regional FFA Supervisors officer.

I have included the Comprehensive Program Plan as is. Our program has had many staff changes, classes added and other changes recently. Because of this parts of the plan are old and outdated.

See Appendix

13. Advisory Committee Meeting Agendas and Minutes

SUPPORT MATERIALS

Support Material 13: Advisory Committee Meeting Agendas and Minutes

Our program has recently worked on improving our advisory committee. We are still only meeting once a year, and would like to meet at least one more time. It is important to keep advisory meeting agendas to keep our focus and get things accomplished while we have these valuable committee members with us.

Ann Sobrato FFA Ag Advisory Committee Meeting

A G E N D A

**Monday
5/12/2014**

5:30pm

ASHS Rm E114

- Call to Order
- Welcome and Introductions
- Approval of Previous Meeting Minutes
- Old Business
 - Course Updates
 - CTE Community Relationships
 - Job Shadows/Internships
- New Business
 - Review Bylaws
 - Select Committee Positions
 - Course Updates
- Open Topics
- Adjournment

Sobrato High School Agriculture Department

Advisory Committee Meeting Minutes

The meeting was on May 12th at 5:30 pm

Members in attendance: Margret Graham, Sue Vilinueva, Mitchell Kirk, Joe Martin, Adeline Amador, Tanya Calabretta, Cherie Cohen, and Vera Gomes

Approval of Minutes: Minutes were approved with a motion by Mitchell Kirk and a Second by Joseph Martin

Meeting Intros and Business:

The meeting started with introductions and formalities of the committee including dispersion of Advisory Manual, position openings and bylaws.

Committee members have to be approved by the School Board

- The school board meeting is May 27th
- Tanya will confirm names that are present and add names of possible members for the future.
- Vera will communicate about where on the agenda the item will be
- Sue would like to be listed under Morgan Hill Chamber of Commerce Educational Committee
- Margret Graham will be our Food Science industry representative

Committee positions need to be filled

- Chair Person is Mitchell Kirk
- Vice Chair Person is Tanya Calabretta
- Secretary is Adeline Amador

By laws were reviewed and adopted with a motion made by Mitchell Kirk and a second by Joseph Martin.

Course Updates

Ag Biology –Students are finishing up Physiology. The class has some time before finals, possible intro to livestock units, reviewing for finals, and SAE project presentations.

Ag Mechanics – The classes are doing a lot of farm work including; laying irrigation pipe and planting trees. They are finishing up their final projects. They also made projects to be raffled off for the Fair Gala and the crab feed.

Metals – Just finished their electrical and plumbing units and are now working on welding. They are also doing some farm work, although less complicated than the ag mechanics classes.

Vet science – This year they did a lot of hands on learning with the lambing, processing litters of pigs, castration, tail docking, and pulling pigs.

Leadership – Put on Farm Fun Day including carnival games, food, prizes, and a petting zoo. It was in the newspaper on the front page. They are hoping for it to grow next year. It is all free, even the food. The kids in leadership enjoyed giving back to the community and showing what our department does. Sue would like to help with publicizing the event for next year with the help of the Media person from the

garden club. Margaret will also be willing to help and ask others to help also.

Food Science – Just finished the meat unit which included; grading meat, the meat industry and free range and grass fed vs. conventional methods. The Grain unit will be next.

Geology – The geology classes are doing a big mapping project as their final project. They are working on focusing on common core and tying it more into ag for next year.

Horticulture – They had great success growing heirloom tomatoes this year. They had a great plant sale at the Farm Fun Day. The shade house is full of plants. They are also working on planting stuff that can be used in the classroom for floral.

Floral – The floral class is super busy with a lot of jobs. They made flower arrangements for the academic decathlon, Leis for the MHUSD retirement reception, centerpieces for the crab feed and banquet, Corsages and boutonnieres for prom, and many more. The students are also working on their digital portfolios. The class also went on a field trip to the SF Floral Market and the DeYoung Museum. The teachers all asked that the industry representatives tell them about what is happening in the industry and what our kids need to know. Margret offered some possible field trip ideas including Tolamo, and Del Monico Foods.

Open Forum:

Getting water at the farm – The well we have can run our farm, we would need to put in a boost pump and storage tanks. The estimate was given at \$120,000. Joe thinks that the cost will come down a little. We plan on putting in drip and micro irrigation, put in some trees, rotational crops and permanent crops. Joe expressed the plan for the farm: 1.56 acres fruit bearing trees, .67 acres citrus trees including cuties, .67 acres nuts and a pizza garden. The plan is to teach students water saving techniques. If we can raise half the money we think the district will help. For the water to be considered ag land and to be given that rate the product must be sold.

Donations – Mitchell is willing to draft a letter to Chappell Pumps in Gilroy to see if they are willing to donate anything. Cal Color and Kawahara Nursery were also mentioned as possible places to get donations. Sue said that Andy Mariani is a orchardist and part of the rare fruit growers and would possibly be a good contact.

Any other ideas for possible advisory committee members please email Tanya.

The meeting was adjourned at 6:43.

14. Advisory Committee Constitution and By-Laws

SUPPORT MATERIALS

Support Material 14: Advisory Committee Constitution and By-Laws

This past year Sobrato High School edited and updated the constitution and by-laws of our advisory committee.

Bylaws

Ann Sobrato Agriculture Department Advisory Committee Bylaws

Article I: Name

The name of this Advisory Committee shall be Sobrato Agriculture Advisory Committee.

Article II: Purpose

The purpose of this Advisory Committee shall be to advise, assist, support and advocate for the Sobrato Agriculture program on matters that will strengthen instruction and expand learning opportunities for students.

Article III: Members

Section 1. Members shall be selected and appointed by the Board and/or Administration. The current Advisory Committee may suggest potential members.

Section 2. Members shall represent a cross-section of the industry or occupation for which training is provided and the community served by the program. (Instructor(s) and/or administrator(s) may serve as ex officio members of the committee.)

Section 3. Member terms will be three years with one-third of the membership appointed each year. No member will serve consecutive terms. A former member may be reappointed after a one-year absence from the committee.

Section 4. Membership terms will begin immediately following the final meeting of the school year.

Article IV: Officers

Section 1. Officers shall be a Chairperson, Vice Chairperson and Secretary. These officers shall be the Executive Council for the Advisory Committee.

Section 2. The duties of Officers shall be those commonly ascribed to these offices.

Section 3. Officers shall be elected by simple majority at the final meeting of the school year and shall assume their offices immediately following the meeting. Officers may be reelected.

Article V: Meetings

Section 1. The Advisory Committee shall comply with the Department of Career and Technical Education program requirements for minimum number of meetings. Additional meetings shall be scheduled as necessary to accomplish the Program of Work.

Section 2. A quorum shall consist of a simple majority of appointed members.

Section 3. Decisions will commonly be made by consensus. A formal vote shall be taken when a decision is to be forwarded to the instructor or administration as a recommendation.

Article VI: Subcommittees

Section 1. Subcommittees shall be appointed by the Chairperson as needed to accomplish the Program of Work.

Section 2. Subcommittees shall be of the size necessary to carry out their assigned tasks.

Section 3. Subcommittees shall elect their own chairpersons.

Article VII: Parliamentary Authority

Except as otherwise provided in its Bylaws and standing rules, the Advisory Committee shall be governed in its proceedings by the current edition of Robert's Rules of order, Newly Revised.

Article VIII: Amendment of Bylaws

These Bylaws may be amended at any meeting of the Advisory Committee by a two-thirds (2/3) vote, provided that the amendment has been submitted to Advisory Committee members in writing at least thirty (30) days in advance of the meeting.

Bylaws adopted 5/12/2014

Bylaws amended 5/12/2014

15. Proficiency Standards

SUPPORT MATERIALS

Support Material 15: Proficiency Standards

At Sobrato High School we have proficiency standards for all programs offered in the agriculture department. Many of our classes are ROP. In these classes students are required to meet the proficiency standards to be awarded certificates at the end of the course.

Please see program plan tab "L"

16. Teaching Credentials

SUPPORT MATERIALS

Support Material 16: Teaching Credentials

I hold the following California Teaching Credentials:

- Specialist Instruction Credential in Agriculture
- Single Subject Teaching Credential in Agriculture
 - o Cleared through BTSA in 2015



COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

ADELINE AMADOR

is hereby awarded a

Preliminary Single Subject Teaching Credential: New Credential Type

AUTHORIZED SUBJECT(S):

Agriculture,

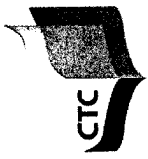
SUBJECT MATTER AUTHORIZATION(S):

Agriculture,

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 07/02/2013 to 08/01/2018

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov



COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

ADELINE AMADOR

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture): New Credential Type

AUTHORIZED SUBJECT(S):

Agriculture

SUBJECT MATTER AUTHORIZATION(S):

Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 07/02/2013 to 08/01/2018

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov

17. Calendar of Activities

SUPPORT MATERIALS

Support Material 17: Calendar of Activities

Every year we create a calendar of FFA Activities for the year. It is distributed at the beginning of the year to the FFA officers and advisors at the officer retreat.

California Agricultural Education Calendar

June 2014

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

July 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Officer Retreat	2 Officer Retreat	3	4	5
6	7	8 Class 9-11am	9 Class 9-11am	10	11	12
13	14	15 Class 9-11am	16 Class 9-11am Fair Meeting 7pm	17	18	19 Stills due 9am-5pm
20	21	22 Class 9-11am	23 Class 9-11am Practice Show 4pm	24	25	26 Pen Setup 9am-6pm
27 Vet Check Sheep&Goats 7am-9pm Weigh In Goats 11am-12pm Sheep 12 15pm-1 45pm Swine 2pm-4pm Steer 4:15pm-5:15pm	28 Goat Show Starts 9am	29 Sheep Show Starts 9am	30 Swine Show Starts 9am	31 Poultry Check In 7-9am Steer Show Starts 9am		

August 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Dairy Cattle Show	2 Large Animal

					9am	Round Robin 9am Small Animal Round Robin 12pm Awards
3 Auction 10am	4 Farm Clean Up 8:30am	5	6	7 New Teacher Orientation 9am- 3pm	8	9
10	11	12	13	14 First Day of School	15	16 Sobrato 10yr Gala
17	18	19 *SC Section CATA - 4:30pm Location TBD	20	21	22	23
24	25	26	27	28 FFA Greenhand BBQ 3:15pm??? Back to School Night 6pm	29 ASB Movie Night 7:30-8:30pm	30
31						

September 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Labor Day-No School	2	3	4	5	6 *South Coast SOLC (Atascadero)
7 *South Coast SOLC (Atascadero)	8	9 *Santa Cruz County Fair (Santa Cruz)	10 FFA Meeting 6pm Booster Meeting 6pm *Santa Cruz County Fair (Santa Cruz)	11 *Santa Cruz County Fair (Santa Cruz) Club Advisor/Pres Mtg September 11 th Memorial	12 *Santa Cruz County Fair (Santa Cruz)	13 *Santa Cruz County Fair (Santa Cruz)
14 *Santa Cruz County Fair (Santa Cruz)	15	16	17	18 Drive Thru BBQ 4- 7pm	19 Club Day Sadies Dance	20
21	22	23	24	25	26	27
28	29	30				

October 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Food Fair *San Benito County Fair (Fairgrounds)	4 *San Benito County Fair (Fairgrounds)
5 *San Benito County Fair (Fairgrounds)	6	7 Senior Auction	8 FFA Meeting 6pm Boosters Meeting 6pm	9	10 End of 1 st Qtr El Toro Bowl	11 *South Coast COLC (Hollister HS)

3/9/2015

12 *South Coast COLC (Hollister HS) *South Coast CATA Meeting Hollister HS)	13	14 Greenhand Conference	15 PSAT Exam	16 Greenhand Conference	17	18
19	20	21	22	23 *Santa Clara Opening and Closing 4:30 (Morgan Hill)	24	25
26	27	28	29	30 FFA National Conference	31 FFA National Conference	

November 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 FFA National Conference
2	3 Red Ribbon Week →	4	5	6 Drive Thru BBQ 4- 7pm	7	8
9	10	11 Veteran's Day No School	12 FFA Meeting 6pm (rehearsals are going on) Boosters Meeting 6pm	13 *SC Section BIG/COOP - 4:30 (Sobrato) *SC Section Chapter Degree Numbers and JI Materials due (Gilroy)	14 Fall Play→	15
16	17	18 Day of Respect *Santa Clara Section Chapter Degree- 5:30 (Gilroy)	19	20	21 Fall Play→ KFC Food Fair Blood Drive Band Concert	22
23	24 No School	25 No School	26 No School	27 No School Thanksgiving	28 No School	29
30						

December 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Toys for Tots Start	2	3	4 *SC Section JI Contest 4:30 (Gilroy)	5 Winter Formal	6
7	8	9	10 FFA Meeting 6pm Boosters Meeting 6pm	11	12	13
14	15 *South Coast	16 Finals	17 Finals	18 Finals	19	20

3/9/2015

Calendar (1).htm

	Region Roadshow (San Luis Obispo)			End of Semester 1		
21	22 No School	23 No School	24 No School	25 No School	26 No School	27
28	29 No School	30 No School	31 No School			

January 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 No School	2 No School	3
4	5 First Day of Semester 1	6	7 Spring Musical Audition	8 Spring Musical Audition	9	10
11	12	13	14 FFA Meeting 6pm Booster Meeting 6pm	15)	16	17
18	19 Martin Luther King Jr No School	20	21	22 *SC CATA/ State Degree - Gilroy 4:30 (Gilroy)	23 MFE/ALA	24 MFE/ALA
25 MFE/ALA	26 MFE/ALA	27	28	29	30 Mardi Gras Dance	31

February 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Homecoming Week→ *ALL FFA AWARD APPS DUE TO BEARDS OFFICE (Cal Poly)	3 CASHEE *Regional Prof. Award Scoring - SLO HS 9:00 (Greg Beard)	4 CASHEE	5 Drive Thru BBQ 4- 7pm	6	7
8	9 FFA Week→	10	11 FFA Meeting 6pm Boosters Meeting 6pm	12 *SC PC PPTs Due to Sobrato *Santa Clara Speech Manuscripts due to Hollister	13	14
15	16 No School	17 No School	18 No School	19 No School	20 No School	21
22 *South Coast Regional Officer Screening 3pm (San Luis Obispo)	23 *South Coast CATA Meeting - San Luis Obispo (San Luis Obispo)	24 *SC Section PP 4:30 (Sobrato HS)	25	26	27	28 *Santa Clara Leadership Field Day (Hollister) *Santa Clara Section Project Comp (TBD)

March 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7 Crab Feed
8	9	10	11 FFA Meeting 6pm Boosters Meeting 6pm	12	13	14
15	16	17 CASHEE Food Fair	18 CASHEE	19	20 Spring Musical End of Quarter 3 *South Coast Region Spring FFA Mtg. (King City)	21
22	23	24	25	26)	27 Spring Musical	28
29 *State Degree Banquet V/LA/SC/MB: 1pm SB/SLO 330pm (Clark Center)	30 Battle of the Sexes Week	31				

April 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Mock Wedding	2 Rally Band Concert	3 No School	4
5	6 No School	7 No School	8 No School	9 No School	10 No School	11
12 Farm Community Day	13	14	15 FFA Meeting 6pm Booster Meeting 6pm	16 State FFA Conference	17 State FFA Conference	18 State FFA Conference
19 State FFA Conference	20 State FFA Conference	21 State FFA Conference	22 Senior Beach Day	23	24)	25
26	27 Multicultural Week→	28 AP Session	29 AP Session	30		

May 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Food Fair	2 *State FFA Finals (Cal Poly) Prom
3	4 AP Testing→	5 *Santa Clara FFA	6	7 FFA Banquet	8	9

		Officer Elections (Campbell) 4:30 PM				
10	11 AP Testing→	12	13 *Salinas Valley Fair (Salinas)	14 *Salinas Valley Fair (Salinas) Band Concert	15 *Salinas Valley Fair (Salinas)	16 *Salinas Valley Fair (Salinas)
17 *Salinas Valley Fair (Salinas)	18	19	20 Senior Disney Trip→	21 Drive Thru BBQ 4- 7pm	22	23
24	25 Memorial Day No School	26	27	28	29	30
31						

June 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3 Gradualtion 4:30pm	4 Last Day Semester 1	5	6
7	8 *SC CATA Planning Meeting - Kelly's 4:30 (Santa Clara Section)	9	10	11	12	13
14	15	16	17	18	19	20
21	22 *CATA Conference (Cal Poly SLO)	23 *CATA Conference (Cal Poly SLO)	24 *CATA Conference (Cal Poly SLO)	25 *CATA Conference (Cal Poly SLO)	26 *CATA Conference (Cal Poly SLO)	27
28	29	30				

18. Professional Growth and Development

Support Material 18: Professional Growth and Development

This is a list of the Professional Growth and Development Activities I have participated in.

- CATA Summer Conference
- New Professionals Institute
- Common Core English Training
- Common Core Electives Training
- Google Workshops
- CATA Roadshow
- Weekly Professional Learning Community Meetings
- All Sectional and Regional CATA Meetings
- Faculty and Department Meetings
- Academic language – Whole Brain Training
- Accommodations and Modifications Training
- Biology NGSS Training Series
- Geology NGSS Training Series
- BTSA

SUPPORT DOCUMENTS

19. R-2 Report

SUPPORT MATERIALS

Support Material 19: R-2 Report

I am in charge of updating our chapters R-2 Report. This gives us an accurate report of the students and classes in our program.

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[Contact Us](#)
[Feedback](#)
[Privacy Policy](#)
[Terms of Use](#)

Select a school: << Select a School >>

▼ GO >

Data for Year: 2014-2015**School:**

CA0525 Morgan Hill - Ann Sobrato

Ann Sobrato HS

401 Burnett Ave.

Morgan Hill, CA 95037

[Get Map](#)[Web Site](#)

Teachers: 3

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	36	Life Science
Ag Biology	Ag Biology	36	Does Not Meet
Ag Biology	Ag Biology	36	Life Science
Ag Biology	Ag Biology	36	Life Science
Ag Biology	Ag Biology	36	Life Science
Ag Biology	Ag Biology	36	Life Science
Ag Mechanics	Ag Mechanics	27	Does Not Meet
Ag Mechanics	Metals and Machines	36	Does Not Meet
Ag Mechanics	Metals and Machines	36	Not Entered
Agriscience II	Ag Geology	27	Physical/Earth Sci.
Agriscience II	Ag Geology	27	Physical/Earth Sci.
Animal Science	Vet Science	36	Does Not Meet
O.H./Floral	History of Art and Floral Design	36	Other
O.H./Floral	Horticulture	36	Other
Other Ag	Ag Geology	36	Physical/Earth Sci.
Other Ag	Ag Geology	26	Physical/Earth Sci.
Other Ag	Ag Leadership	36	Not Entered
Other Ag	Food Science	36	Does Not Meet
Other Ag	Food Science	36	Does Not Meet
	TOTAL	647	
	Average Class Size	34.1	

FFA Students by Pathway:

<u>Pathway</u>	<u>Count</u>
Ag Bus Mgt	16
Ag Mech.	78
Agriscience	390
An. Science	23
Forestry/NR	1
O.H.	40
Plant/Soil Sci.	6

554

FFA Students by Grade Level:

<u>Grade Level</u>	<u>Count</u>
9	222
10	119
11	122
12	59
13	14
14	12
15	6
Total	554

FFA Students by Years in Ag:

<u>Years in Ag</u>	<u>Count</u>
1	315
2	122
3	70
4	23
5	10
6	10
7	4
Total	554
Average Years	1.8

Freshman Persistence:

Cohort Year: 2011-2012

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	61	43%
2	38	27%
3	23	16%
4	20	14%
Freshman Cohort Students	142	
Average Years Completed	2.0	

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

[View Ed Data](#)

Congressional District 19
 Assembly District 30
 State Senate District 17
 County Santa Clara
 County-District-School Code 43695830102368

Site developed and maintained by the California FFA Association.

20. Travel Requests

SUPPORT MATERIALS

Support Material 20: Travel Request

Attached is an example of the travel request paperwork that is submitted to our site administration as well as the district. The example included is for the Floral Field Trip to the De Young Museum and the San Francisco Floral Market.

Instruction

SCHOOL SPONSORED TRIPS

E 6153c

MORGAN HILL UNIFIED SCHOOL DISTRICT

DISTRICT SCHOOL-SPONSORED/SCHOOL-RELATED TRIP REQUEST

(To be submitted by principal to District Office Educational Services Division at least two weeks prior to planned trip.)

SCHOOL: Ann Sobrato High School

TEACHER: Tanya Calabretta SUBJECT/GRADE: FFA-Floral

DATE OF TRIP: 3/20/2014 LEAVING TIME: 6am RETURN TIME: 6pm

DESTINATION/EVENT: De Young Museum and San Francisco Flower Market

NUMBER OF STUDENTS: 35 NUMBER OF CHAPERONES: 6

METHOD OF TRANSPORTATION: ☐ School Bus Number of buses 1 ^{Charter}

☒ Private Vehicle (Subject to principal's authorization
& provisions in Board Policy)

PURPOSE OF TRIP: To see the aspects of art and how it plays a role in the floral design industry. Also to see the floral market in action.

LEARNER OBJECTIVES OF TRIP: Art History and design standards as well as to understand the volume the industry does and how it reflects in our local economy.

DESCRIPTION OF PRE-TRIP ACTIVITIES: Class activities and lessons

DESCRIPTION OF FIELD TRIP ACTIVITIES: Museum visit and observation worksheet and tour of the flower market with reflection assignment.

DESCRIPTION OF FOLLOW-UP ACTIVITIES: Class activities and addition to their online digital portfolios.

TRANSPORTATION COST: 1100.00 OTHER COSTS: 400

CHARGE TO BUDGET ACCOUNT NO.: ROP Floral

DEPARTMENT/SUPERVISOR APPROVAL: 

PRINCIPAL'S APPROVAL: _____ ☐ *APPROVED ☐ NOT APPROVED

COMMENTS: _____

*Approval includes certification that funds are available in the appropriate budget category.

Copy Distribution: **Original** – Educational Services **Yellow** – Principal **Pink** – Teacher

APPROVED: December 12, 2000

REVISED: September 30, 2006

REVIEWED: March 13, 2007

MORGAN HILL UNIFIED SCHOOL DISTRICT

Morgan Hill, California

MORGAN HILL UNITIFIED SCHOOL DISTRICT

ANN SOBRATO HIGH SCHOOL

Request for Substitute Approval – Professional Leave
Inservice/Staff Development and Workshops/Conferences
and Other District Approved Activities

DIRECTIONS: Complete the following form to acquire approval when requesting a substitute for Professional Leave. All substitute requests must be registered in the substitute system, even if it is covered inside and no substitute is needed.

Requestor's Name Tanya Calabretta Date 3/5/2014

Department Agriculture/Science

Name of Conference, Workshop, etc. Floral De Young Museum Field Trip

Date(s) Needed 3/20/2014

Guiding Principle (check one):

☒ Standards, Expectations and Assessments

☐ Personalization

☐ Learning

☒ Culture and Environment

☐ Life Long Learning

☐ Professional Development and Collaboration

☐ Continuous Improvement

Purpose, Rationale, Objective To chaperone students on a trip to enhance their understanding of art history and it's impact on floral design. Also to go to the flower market and explore the in and outs of the wholesale floral industry.

PROGRAM TO BE CHARGED ROP

Approval by Department Chair:  Date: 3/5/14
(Signature)

Approval by Principal: _____ Date: _____
(Signature)

Ann Sobrato High School

STUDENT PARTICIPATION REQUEST

- Excuse lists must be turned into the Attendance office **10** full school days prior to the event.
- List must include signatures of the requestor and the High School Principal prior to being turned into the Attendance Office (**PLEASE PLAN ACCORDINGLY**)
- Lists must include date and time to be excused.
- Please list all students' first and last name and student ID number in **alphabetical order**.

3/5/2014

Today's Date

3/20/2014

Date of Activity**Flora-De Young Museum**

Name of Activity

FFA-Floral**Class/ Group**

9/20/2014 33

of Students Excused

San Francisco

Location of Activity

Tanya Calabretta

Name of Requestor

Requestor's Signature

From: Gam

To: 6pm

Times to be Excused

Approval of Activity:

Principal's Signature _____

Date _____

STU ID #	LAST NAME	FIRST NAME
----------	-----------	------------

51121	1	1
51122	1	1
51123	1	1
51124	1	1
51125	1	1
51126	1	1
51127	1	1
51128	1	1
51129	1	1
51130	1	1
51131	1	1
51132	1	1
51133	1	1
51134	1	1
51135	1	1
51136	1	1
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51187	1	1
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51191	1	1
51192	1	1
51193	1	1
51194	1	1
51195	1	1

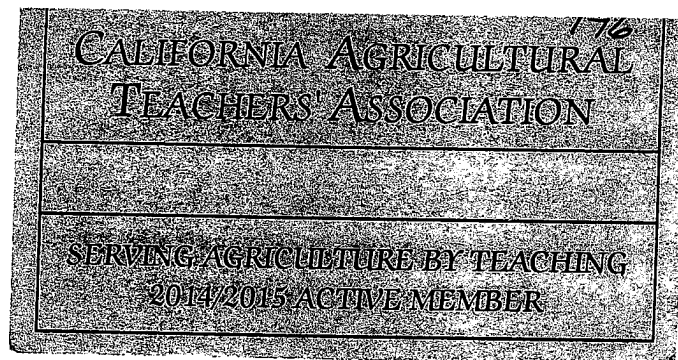
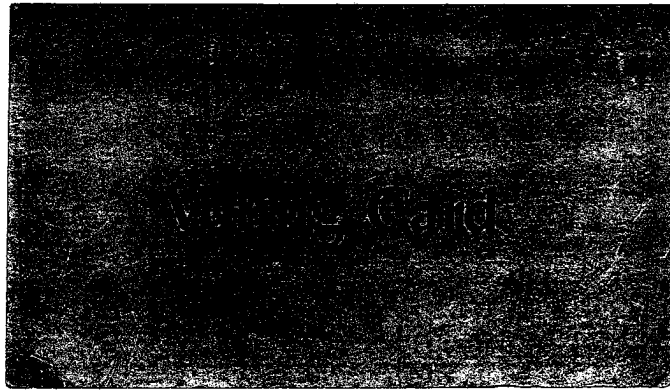
1. Check eligibility requirements for students requesting participation in activity (2.0 GPA and positive attendance)
2. Distribute list to staff (staff has the opportunity to request students be moved from the list if the students are not being successful in a particular class)
3. Final list distributed to staff 4 school days prior to the activity
4. SASI attendance coded appropriately prior to activity

21. CATA Membership Card

SUPPORT MATERIALS

Support Material 21: CATA Membership

My CATA membership has been paid through the 2015-2016 school year. Attached is a copy of my membership card.



22. Report to Administration

SUPPORT MATERIALS

Support Material 22: Report to Administration

Attached is a letter I wrote to my principal thanking her for letting me attend the New Professionals conference. It is important to show my administration that when they approve for us to be absent from school so much, that it is in fact beneficial.

November 24, 2014

Dear Ms. Debbie Padilla,

I wanted to thank you for giving me the opportunity to attend the New Professionals Conference. It was an extremely fun and motivating training and I am very excited to start implementing new ideas in my classes.

At the training we covered implementing Common Core Standard in Science, training chapter officers, how to work with different personalities, and much more! This conference really gave me some new tools to use as a new teacher. Over the two days I got to work with colleagues, who are also new teachers, from throughout the state. We all shared ideas, and practices in our classrooms.

Again, thank you so much for the opportunity to attend this conference. I am excited for the upcoming year, and ready to implement new ideas!

Sincerely,

Adie Amador

23. Five Year Acquisition List

SUPPORT MATERIALS

Support Material 23: The Five Year Acquisition List

The Five Year Acquisition List is part of the Comprehensive Program Plan. This documents lists our goals for major purchases and projects for the next five years.

Five Year Plan of Facility and Equipment Acquisition
Sobrato Ag Department

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Landscape Horticulture Area	Orchards	Stock Trailer 2 (obtained 2011)	Additional foods freezer	Ag Computer Lab or iPad Lab
Steer Pens (obtained 2013)	Cover steer pens (1 obtained 2013)	Cover Arena	Update of Foods Room Equipment	Outdoor Learning lab for all courses
Portable steer chute (obtained 2012)	Towing Capacity Ag Vehicle (4 th vehicle)	Enhanced seating at the farm	Dump Trailer	
Pull Behind BBQ (obtained 2012)	Walk-In or Additional Floral/Foods Cooler	Wash Rack and Expanded Barn	Fencing for farm expansion	
Google Tablets	Covered Horticulture Learning Lab	Covered Vehicle Area	Expanded poultry facility	

24. Operating Budget for Department

SUPPORT MATERIALS

Support Material 24: Operating Budget for Department

This year I am managing the Agriculture Incentive Grant, Perkins, and the ASB FFA Account. Attached is our Agriculture Incentive Grant Budget for this year, the Perkins budget for our district (our purchases highlighted), and an example of our ROP class budget. Any money that has not been spent this year for Perkins or AIG has to be spent by April 1st. This year we are lucky in that our district has a lot of extra Perkins and ROP money that they are trying to get spent, so we are able to make some big purchases that we have been needing.

PERKINS						
Supplies (4310)						
Across all sectors	\$7,800	Lynda.com				
Amador/Martin	\$2,000	Greenhouse	Heating Installation/irrigation			
Ravizza	\$1,200	OSHA	Liscensing fees			
Row	\$650	Camera/Lens				
Werkman	\$200	Vision Software				
Surplus	\$4,336	To be determined				
	\$14,186					
Equipment (4400)						
Across all sectors	\$1,600	(2) Network Printers	For Arts/Media/Entertainment			
Amador/Martin	\$800	Manure Spreader				
Amador/Martin	\$766	Wash Station	Carla Jones			
McDonald	\$7,000	iMacs				
Surplus	\$993	To be determined				
	\$11,159					
Conferences (5220)						
Professional Development	\$4,940	To remain current to industry standards				
Bus Trips (5727)						
Field Trips	\$11,107	Visit workplaces				

Fund :010 CostCent:635004	GENERAL FUND HORTICULTURE	2014-2015 Budget	2014-2015 Actual	Resource:0000	2014-2015 Encumbran	UNRESTRICTED OR UNDEFINED	CALC: 3-4 2014-2015 Balance
4310	CLASSROOM/OFFICE SUPPLIES						
	010-0000-0-4310-00-6000-1000-635004-034-0000	2,500.00	58.66		741.34		1,700.00
	SEED/SOIL/PLANTS/TOOLS	2,500.00					
	TOTAL:	2,500.00	58.66		741.34		1,700.00
4400	NONCAPITALIZED EQUIPMENT						
	010-0000-0-4400-00-6000-1000-635004-034-0000	1,500.00					1,500.00
	HEATING UNIT GREENHOUSE	1,500.00					1,500.00
	TOTAL:	1,500.00					1,500.00
	TOTAL: 4xxx	4,000.00	58.66		741.34		3,200.00
	*TOTAL:1000-5999	4,000.00	58.66		741.34		3,200.00
Fund :010 CostCent:635006	GENERAL FUND ART & HISTORY OF FLORAL DESIGN			Resource:0000		UNRESTRICTED OR UNDEFINED	
4310	CLASSROOM/OFFICE SUPPLIES						
	010-0000-0-4310-00-6000-1000-635006-034-0000	4,500.00			4,500.00		
	BLOSSOM VALLEY FLORAL	2,000.00					
	FLORAL SUPPLY SYNDICATE	2,500.00					
	TOTAL:	4,500.00			4,500.00		
4400	NONCAPITALIZED EQUIPMENT						
	010-0000-0-4400-00-6000-1000-635006-034-0000	3,000.00					3,000.00
	FLORAL COOLER	3,000.00					3,000.00
	TOTAL:	3,000.00					3,000.00
	TOTAL: 4xxx	7,500.00			4,500.00		3,000.00
	*TOTAL:1000-7999	7,500.00			4,500.00		3,000.00
**TOTAL:1000-5999							
**TOTAL:1000-6999							
**TOTAL:1000-7999							
**TOTAL:8000-8999							

spend Invoice paid
may 1st
submitted

supplies
for next year

Object	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance Used
Beginning balance					
9110 CASH IN COUNTY TREASURY	0.00	2,664.83-	2,664.83-	0.00	2,664.83-
TOTAL Beginning balance	0.00	2,664.83-	2,664.83-	0.00	2,664.83-
Current year revenue					
8590 ALL OTHER STATE REVENUE	17,489.00	0.00	0.00	0.00	17,489.00
TOTAL Current year revenue	17,489.00	0.00	0.00	0.00	17,489.00
*TOTAL Beginning balance + Revenue	17,489.00	0.00	0.00		*
Expense					
CostCent:701000 VOC AG I					
4200 BOOKS & REFERENCE MATERIALS	417.56	0.00	0.00	0.00	417.56
4310 CLASSROOM/OFFICE SUPPLIES	5,903.32	359.09	359.09	4,958.32	585.91
5220 CONFERENCE EXPENSES	4,946.28	4,330.00	4,330.00	2,060.69	1,444.41-
5300 DUES AND MEMBERSHIPS	600.00	0.00	0.00	0.00	600.00
5450 OTHER INSURANCE	716.70	875.67	875.67	0.00	158.97-
5726 INTERPROG-FUEL	1,903.70	1,099.37	1,099.37	0.00	804.33
5728 INTERPROG-VEHICLE REPAIRS	1,000.00	716.26	716.26	0.00	283.74
5800 PROF/CONSULTING OPERATE EXP	2,001.44	0.00	0.00	0.00	2,001.44
TOTAL CostCent:701000	17,489.00	7,380.39	7,380.39	7,019.01	3,089.60
TOTAL Expense	17,489.00	7,380.39	7,380.39	7,019.01	3,089.60
**Fund balance	0.00	7,380.39-	7,380.39-		**

Fund :060 RESTRICTED	CostCenter: 701000 VOC AG INCENTIVE GRANT		ALLOCATION	
			17,489.00	
4310 SUPPLIES				
	PO-400332 AMADOR, ADDIE	300.00		
	PO-400330 CALABRETTA, TANYA	500.00		
	PO-400333 COHEN, CHERIE	300.00		
	RQ-401691 JOHNSON LUMBER	1,305.00		
	RQ-401689 LEITZEL, STEVEN	500.00		
	PO-400331 MARTIN, JOE	500.00		
	RQ-400406 NASCO	1,000.00		
	RQ-401688 TRACTOR SUPPLY	1,000.00		
		5,317.41		
5200 CONFERENCE				
	PO-410273 CATA	420.00		
	PO-410675 CATA	3,785.00		
	PO-410374 CAL POLY STATE UNIV	125.00		
	RQ-401687 HOLIDAY INN EXPRESS	2,060.69		
		6,390.69		
5450 INSURANCE				
	TF-400129 VEHICLE LIABILITY	875.67		
5726 FUEL				
	TF-400012 JULY	310.35		
	TF-400027 AUG	54.26		
	TF-400066 OCT	135.47		
	TF-400086 DEC	141.98		
	TF-400118 JAN	157.30		
	TF-400119 FEB	300.01		
		1,099.37		
5728 VEHICLE REPAIRS				
	TF-400013 JULY WORK ORDERS	716.26		
	TOTAL EXPENDITURE AND ENCUMBRANCE	14,399.40	3,089.60	BALANCE

25. Budget Process

Support Material 25: Budget Process

All department money is allocated at the beginning of the year to each department. The department chairperson is in charge of this. I am part of the Electives department as well as the science department. This budget is usually used for general classroom supplies (paper, pens, rubberbands, post it notes, etc.) Each class also has an ASB account for lab and activity supplies. We can ask for donations to help fill our ASB accounts but we cannot require it, so sometimes it is a challenge.

26. Chair Person's Duties and Responsibilities

Support Material 26: Department Chair Person's Duties and Responsibilities

I currently do not serve as the department chair. At Sobrato High School the agriculture department falls under the Electives department. One of the other ag teachers serves as that department chair. Each department chair receives a 3.0 stipend as well as a period off. Below is the duties of the department chairpersons.

APPENDIX F

DEPARTMENT CHAIRPERSONS

Structure and Selection

- A. A department Chairperson elected for a two-year term by the members of that discipline will represent disciplines with 18 or more sections
- B. Disciplines with nine (9) or more sections but fewer than 18 sections will be represented by a Discipline Representative elected by the members of that discipline.
- C. Disciplines with fewer than 9 sections shall be merged with other disciplines or departments upon mutual consent of the association and District.
- D. For individuals with split assignments, voting will be proportional based upon sections/discipline. They will, however, attend department meetings with the discipline that represents their majority assignment.

Compensation

Department Chairpersons will be paid a 2.0 unit stipend with the appropriate experience factor.

Disciplines and Departments

For 2009/2010, the disciplines and departments within the district are designated as: English (including ESL), Math, Science, Social Studies, Physical Education, Special Education, and Vocational Education, Applied & Fine Arts.

Expectations of Department Chairpersons

- A. Attend biweekly meetings for Department Chairpersons.
- B. Represent Department at "Open House".
- C. Represent Department at 9th Grade student orientation.
- D. Hold monthly departmental meetings and give copy of minutes or agenda to Principal.
- E. Become familiar with changes in the curriculum of the department and keep department members updated.

- F. Advise Principal on possible departmental problems.
- G. Advise Principal on teaching assignments and schedules within his/her department after taking input from members of the department.
- H. Make recommendations to Principal about major departmental changes.
- I. Manage departmental budget.
- J. Review departmental course outlines and course descriptions yearly and make/recommend changes when necessary.
- K. Maintain inventory of department textbooks and inform Principal of location of said textbooks.
- L. Help with WASC departmental review.
- M. Coordinate and maintain department work orders.
- N. Be a part of the interview team on prospective department members, or appoint a designee when needed.

27. Chart of Responsibilities

SUPPORT MATERIALS

Support Material 27: Chart of Responsibilities

At the beginning of each year our department sits down to discuss the chart of responsibilities. We have had new teachers for the past two years, so it important to reevaluate it every year.

Staff Responsibilities
Ann Sobrato High School
Agriculture Department
20114-2015

				Tanya	Joe	Adie	Kirsti
CURRICULUM							
				Dept.	FFA	FFA	FFA
				Head	Advisor	Advisor	Advisor
Agriculture Biology						L	L
Agriculture Geology				L		L	
ROP Environmental Horticulture				L			
ROP Veterinary Science							L
ROP Ag Leadership						L	
Agriculture Mechanics					L		
ROP Art & History of Floral Design				L			
ROP Welding and Machinery					L		
Ag Food Science					L		
NEW CURRICULUM							
Advanced Ag Mechanics					L		
Agriculture Economics & Government				L			
Agriculture Leadership						L	
Agriculture Chemistry				L			H
VEHICLES & EQUIPMENT							
Ford Freestar Van				H	L	H	H
Livestock Scale				H	L	H	H
Livestock Trailer				H	L	H	H
Ford Expedition				H	L	H	H
Ford Truck				H	L	H	H
Horse Trailer				H	L	H	H
FACILITIES							
Classrooms				L	H	H	H
Greenhouse				L	H		
Farm				H	L	H	H
Shop				H	L		
Ag Office				L	H	H	H
Foods Room					L		
DEPARTMENT							
Dept./Staff Meetings				L	H	L	H
R-2 Report				H		L	
Student Data Sheets				H	H	L	H
Ag Boosters							L
FFA Advisor						L	
CATA Section Meetings				H	H	H	H
CATA Region Meetings				H	H	R	H
CATA Summer Conference				H	H	R	H
Program of Activities						L	H

L=Lead
H= Help
R=Register

1

			Tanya	Joe	Adie	Kirsti
Program Plan			L	H	H	H
Incentive Grant & Budget			L	H	H	H
FFA ABSO Account					L	
Expenditure Report			L			
Ag Advisory Committee			L			
Recruitment			H	H	L	H
Website					L	
SAE-PROJECTS						
Beef				KC		L
Sheep			L	H		
Swine				H	L	
Horse				H		
Dairy			L	H		
Goats				KC		L
Small Animals					L	
Ag Mechanics				L		
Work Experience			L	L		
Floriculture			L			
Horticulture			L			
CONTESTS						
B.I.G.					L	
Co-op Marketing						
Opening/Closing					L	
Creed				L		
Prepared						L
Impromptu						L
Extemporaneous			L			
Job Interview			L		L	
Parli Pro					L	
Project Comp					L	
JUDGING TEAMS						
Vet Science						L
Parli-Pro Novice					L	
Parli-Pro Advanced					L	
Field Day Reg.					L	
Livestock Judging				L		
Dairy Products					L	
Nursery Judging			L			
Floral Judging			L			
Winter Team				L		
FAIRS & SHOWS						
Santa Cruz			L	L		
King City				L		
Santa Clara			H	H	H	H
SCCF Livestock Mtgs				L		

				Tanya	Joe	Adie	Kirsti
BANQUETS							
Banquet Awards/Script							L
Banquet Food/Cake					L		
Banquet Facilities/Décor				L			
Banquet Tix/Invite/Program						L	
Greenhand Degree							L
Chapter Degree						L	
State Degree/Prof. Banquet						L	
Project Comp Dessert						L	
FFA ACTIVITIES							
Greenhand Initiation						L	L
FFA Week				H	H	L	H
State Convention				H	H	R	H
FFA Meetings				H	H	L	H
FFA Officers				H	H	L	H
Greenhand Conference				R		L	
MFE Conference				H	H	L	H
ALA Conference				H	H	L	H
COLC				H	H	H	H
National Convention							
FFA Region Meeting				H	H	H	H
FFA Section Meeting				H	H	H	H
4th of July Float					L		
Middle School Visit						L	
Registration Night					H	H	H
Homecoming Float	TBD						
Farm Work Days				H	H	H	H
Farm Tours					L		
Farm Community Day				H		L	H
Section Officer Screeing				H	H	L	H
Officer Meetings				H	H	L	H
APPLICATIONS							
Chapter FFA Degree						L	
State FFA Degree				H	H	L	H
American FFA Degree				H	H	L	H
Proficiency Applications				H		L	
Section Officer Applications							L
Region Officer Applications						L	
Chapter Officer Applications						L	
FUNDRAISERS							
Crab Feed/Spring Auction					H	H	H
BBQ's Food				L			L
BBQ Tickets						L	
BBQ Set Up/Clean Up				L			

			Tanya	Joe	Adie	Kirsti
BBQ Advertisement			L			
Donkey Basketball				L		

28. Substitute Teacher Procedure and Plans

SUPPORT MATERIALS

Support Material 28: Substitute Teacher Procedures and Plans

When a teacher is going to be gone for an FFA event or another school related activity there is an absence request form that needs to be filled out and approved by the principal. The same thing is required for a personal day, it needs to be approved by the principal two weeks in advance.

I leave detailed plans for my substitute for each period. I do not have a sub binder, it's something that I need to work on. I leave all worksheets in piles separated by period and with sticky notes on them. If I am gone for more than one day I leave folders with assignments for each day written on them. I leave the names of one or two students who will be helpful to the sub if they need anything. I expect my students to behave well and get their work done while I am gone. Attached is an example sub plan from when I was gone in October.

CERTIFICATED ABSENCE REPORTING PROCEDURES

To report an absence and request a substitute you may go online at www.aesoponline.com or you may call the AESOP sub system at **1-800-942-3767** and follow the AESOP phone reporting instructions.

You will need to know your ID number and your PIN code. Please contact the principal's secretary (Molly) at ext. 41108 or Becky Castronovo in Human Resources at 408-201-6020 for assistance.

The system calls out to substitutes starting at 5:30 AM. The sooner you report an absence, the better your chances are obtaining a substitute or the substitute you specifically request.

Please report your absence no later than 5:30 a.m.

Professional Leave and Personal Necessity Absences – Teachers must complete the Professional Leave Sub Approval or Personal Necessity form. These forms must be approved and signed by the Principal ahead of time. These are for absences that are known in advance (conferences, district meetings, doctor appointments, etc.). Before you plan a professional leave day and before you request a substitute, you must check the master calendar for availability (see Molly). Three professional leave substitutes may be requested Monday through Thursday, and two may be requested on Friday. When you determine that your request for a substitute fits these limitations, obtain approval from your Department Chair and then submit your form for Principal's approval. *Do not plan a professional release day without checking the calendar first and obtaining department chair approval.* In case of emergency (sub shortage), teachers may be called back from their professional leave.

Per Section 12.4.1 through 12.4.4 of the MHFT contract agreement, teachers are expected to remain at their work station from 30 minutes prior to their first scheduled assignment to 15 minutes following their last regular assignment. Assignments include preparation periods. Any staff member who leaves campus during the workday for any reason must notify the front office prior to leaving, and must give an estimated time of return.

Releasing Subs or Extending Absences – To either release or retain your sub, please call Vickie Brummell at the reception desk, ext 41120, by 2:00 p.m. on the day you are absent. *If you do not call Vickie your sub will be automatically released.* If you need to retain your sub, Vickie will need to call the system to modify your substitute's end date. Friday subs will be released automatically.

Pre-Arranged Substitutes – If you would like a specific substitute for any absence, contact the substitute ahead of time to see if he/she is available for that particular day. If the sub is available, you may call or go online to the AESOP system and indicate that a sub has been assigned. The system will NOT call the substitute once she/he has been pre-assigned by you. It is your responsibility to contact the sub to see if they are willing to accept this absence PRIOR to assigning. If an absence has been pre-arranged, please notify Vickie with the date and job number.

If you would like a specific substitute but **have not** made contact with the substitute, just enter the absence the regular way and select that substitute's name when prompted.

If you do not wish to request a specific substitute, just call the system or go online and follow the prompts.

Reminders:

1. *The area in the substitute system where a message can be left is only heard by substitutes. Please use this message area to inform substitutes of the following: location of lesson plans, morning duty, etc. Do not record your request for a specific substitute or leave lengthy detailed lessons plans in this area. You may E-mail or FAX your lesson plans to Vickie (BrummelV@mhusd.org or FAX (408) 201-6241).*
2. *Please see Vickie for substitute phone numbers.*

Substitute Teacher Performance – To assist the Human Resources Department more effectively monitor and assign the substitute priority list, please complete a Substitute Teacher Performance Assessment form in the following instances:

- Substitute is new to site/program
- Substitute's performance is unsatisfactory
- Substitute's performance is outstanding

Note: substitutes will be added to or excluded from site priority lists after written assessment requesting such action is received

MORGAN HILL UNITIFIED SCHOOL DISTRICT

ANN SOBRATO HIGH SCHOOL

Request for Substitute Approval – Professional Leave
Inservice/Staff Development and Workshops/Conferences
and Other District Approved Activities

DIRECTIONS: Complete the following form to acquire approval when requesting a substitute for Professional Leave. All substitute requests must be registered in the substitute system, even if it is covered inside and no substitute is needed.

Requestor's Name _____ Date _____

Department _____

Name of Conference, Workshop, etc. _____

Date(s) Needed _____

Guiding Principle (check one):

- ☐ Standards, Expectations and Assessments
- ☐ Personalization
- ☐ Learning
- ☐ Culture and Environment
- ☐ Life Long Learning
- ☐ Professional Development and Collaboration
- ☐ Continuous Improvement

Purpose, Rationale, Objective _____

PROGRAM TO BE CHARGED _____

Approval by Department Chair: _____
(Signature)

Date: _____

Approval by Principal: _____
(Signature)

Date: _____



Ann Sobrato High School

401 Burnett Avenue, Morgan Hill, CA 95037 Phone: (408)201-6200 Fax: (408)465-2467

MORGAN HILL UNIFIED SCHOOL DISTRICT

ANN SOBRATO HIGH SCHOOL

Request for Personal Necessity Day

Today's Date: _____

Date(s): requested off: _____

Name: _____

Reason for absence:

Employee Signature

Principal Signature

Thank you for taking my classes for the week.

At the beginning of every period each class will have a warm up. I will write the warm up in the plan for each day for you to write on the board. Give the students a few minutes to work on the warm up. It should be quiet and they know that. This should give you some time to take roll and everything while the class is quiet. The log in for the computer is Teachersub and the password is So-sub123.

General Information

Period 0 – This is the Ag Leadership class. They should all be very well behaved. They have no seating chart.

Students that can help you – Zuha and Ixel

Period 1 – This is a class of mostly freshman. They are very well behaved and always get their work done. Their seating chart is in the folder.

Students that can help you – Jenna, Briana, and Natalia

Period 2- This is a class of mostly freshman. They are a little more social than period 1 and need reminding to stay on task and get their work done. Their seating chart is in the folder.

Students that can help you – Hope and Josh

Period 4 – This is a class of mostly sophomores. They are generally well behaved just a little social at times. There are a few students who tend to not do their work and times and need reminding. The seating chart is in the folder.

Students who can help you – Ixel and Isabella

Period 5 – This is a class of mostly sophomores there are a few boys that are pretty social. Isaiah, Derick, and Zac. If they are causing issues and you can't get them to quiet down, please send them next door and Mrs. Whitmyre will deal with them. I do not want them to disrupt the class. The seating chart is in the folder.

Students who can help you – Riley and Alexa

FFA Announcements and information –

- (All classes) Please remind students that their BBQ Tickets are due Thursday! They may turn them into you. Please just make a list of the students names that have turned them into you and put them in the basket by my desk labeled BBQ Tickets.
- (Period 0,4 and 5) If they want to go to MFE or ALA they need to get their permission slips in by Friday and those need to go to Mrs. Calabretta.
- (All classes) Farm workday after school on Tuesday. Meet at the farm!
- All other Announcements are written on the board, if they have any questions they can ask one of the other ag teachers.
- Period 1&2 0 B.I.G practice Thursday

Monday 10/27– Warm ups for today are already written on the board.

Period 0 - Leadership

Have students do their warm up. Then go through the “How to write an effective resume” Powerpoint saved on the desktop. They ALL need to take notes. You can discuss with the Resume tips with them. When they finish give them the “uncover your skills” hand out. Have them answer each question in complete sentences to help them discover skills that they have. They can help each other out, but everyone needs to be doing one for themselves.

Period 1 & 2 - Biology

Give them the Cellular Respiration worksheet and ask them to complete it. This is their worksheet to write on and study from. Tell them to pay extra attention to the question on the back that talks about comparing photosynthesis and cellular respiration **that will be a question on their test**. Tell them that they should write at least 5 sentences for that one. They may work quietly with the people near them as long as they are on task. They may also use the Biology books in the cupboard. They know where they are, they just need to make sure that they get put back at the end of the period. If they finish the worksheet they can work on their vocab which is written on the board.

Period 4 Geology –

No warm up today because I want to give them as much time as possible to go to the computer lab. Give students one packet per table group that they sit in. They will be going to the computer lab (D012) across the way. *Another teacher will bring you a key for it at the end of 3rd period* The students will work in groups of 3 to answer the questions in their notebooks. The packet has very specific directions that they need to follow in order to know what is going on. It is a big packet and they will not get all of the work done, but they should do as much as possible. Although they are working in groups, they all need to write the answers in their notebooks.

Period 5 – Geology

No warm up today. They will be doing the same thing as period 4 but they will be going to the library instead of the computer lab. The Library is open just walk them over there.

Tuesday –

Period 0 - The officers will teach today. They lead the class and go over planning the meeting and other events. Please make sure they are on task and accomplishing things. The class should be participating by raising their hands. If they are off task and not getting anything done, please stop them. Have the officers go back to their seats and give them the Interview Questions Worksheet to complete individually. You can also give them these questions on any day if they are not on task and need something extra.

Period 1 – Write the following warm up on the board: “How are Cellular Respiration and Photosynthesis the same and different?” Give them a few minutes to complete this.

After this please tell the students to find a partner and to put away any notes and close their binders and clear off their desk except for one piece of binder paper for them and their partner. Their piece of paper needs to have both of their names on it and two sub headings: Cellular Respiration and Photosynthesis. Please wait until everyone in the class has completed this. They are going to complete the diagrams in the sheet protector. Pass out one sheet protector, and white board marker to each pair of students. They need to fill in all of the boxes and have you check their answers. The answer key is in the folder also. When they complete each side 100% correctly you may sign it off or stamp it to show me that they completed it. Please collect these pages at the end of the activity. Students may try to use their notes, please explain to them that they will have to complete this on the test so I want them to practice without their notes. It is only a benefit to them.

Then give them the Study Guide, They may work on it for the rest of the period. If they finish please give them the Photosynthesis worksheet. They do not write on this one, they can work in pairs and answer the questions on a separate piece of paper. They can also work on their vocab, I will check it when I get back.

Period 5 – Have students complete their warm up (Tanya should have a new one written on the board) Remind them that their test is Thursday. Give them the concept map to complete. This is their copy to write on and keep. They may work on this with the people at their table if they choose but everyone needs to complete one. When they finish that they may work on their astronomy books and the vocab that is written on the board. The vocab I will check when I get back. The astronomy books are also due Thursday. Everyone should have plenty to work on.

Wednesday

Period 2 – Same as Period 1 from yesterday.

Period 4- Same as 5th Period from Yesterday

Thursday

Period 0 – Have students finish the “Uncover your Skills” worksheet from Monday if they have not already. Today should be spent outlining what will be on their resume. They will write it completely out so that when they get to the computer lab they just have to type it in. They can help each other out in brainstorming things that can go on their resume since most of them do not have work experience. Everybody needs to do this, even if they already have resumes. I explained this to them before I left.

Period 1 –

Today they will take their benchmark. Kirsti should have picked up the tests from my box and brought them to you. Each student has a bubble answer sheet. You can ask them to help you pass them out, since they will know the names better. Or you can call their names and have them come up and get them. Give them about 10 mins to study and go over their notes. (you can write that in the warm up spot) If they are off task and not studying just start the test. They will need a pencil to take the test. Pass out their bubble sheets, the written portion of the test, and the multiple choice part. They are not to write on the multiple choice part but the written part they can write on and fill out. There is no talking during the test and they need to wait till everyone is done. They can read a book, put their head down or anything but they cannot have out any biology notes or make any noise. If they are talking please make a note for me and I will take care of it. If they won't quiet down please send them in the breakout room or to Kirsti's Room so they don't disturb everyone else. When the whole class is done. Please collect all of the tests and you can start Bugs life for them. There is a DVD Player under the Smart Board and make sure the board is on COMPOSITE for it to show up. Tanya should be around if you need help.

Period 5 –

Give this class 10 mins to study. If they are being loud and not studying go ahead and start the test. Tell them they will need a few pieces of lined paper out (not their notebooks) and something to write with, black/blue pen or a pencil. **They may also use their astronomy books on the test.** After they have cleared everything else off their desks and are silent please pass out the yellow half sheets of paper. They are not going to write on the yellow papers, they will be used for all Geology classes. They do not need to write the questions, just write the number and answer them. Please also tell them to take their time and write neatly. When everyone in the class is done please collect all of the tests and the yellow paper and their astronomy books. Please make sure to remind them to write their name on everything. When the whole class is done you can play the Planets movie for the rest of the period.

Friday

Period 0 – Today the students will go to the computer lab across the way (D012) and work on their resumes. They all need to be working on them and not on other classwork. If they say that they are done please confirm by looking at their resumes. Then they may work on something else. If they are off task please write their names down and I will deal with it when I get back.

Period 2 – Same as Period 1 from yesterday.

Period 4 – Same as Period 5 from yesterday.

Thank you again for taking my classes this week. If you need anything Kirsti and Tanya can help you. Kirsti teaches Biology and Tanya teaches Geology so they have the same plan for the week that I do. If any students are causing problems for you please write their names down. If they are a big issue just send them over to Kirsti's class next door and she will take care of it. During 4th period Tanya is in Kirsti's room but you can send kids over there also. You can also email me amadora@mhusd.org if you have any questions, but I will be out of the country so I won't have a phone. I'm sure everything will run smoothly. Thanks again!

29. Description of Program Completer

Support Material 29: Description of Program Completer

A program completer in the Sobrato FFA Chapter must meet the following criteria:

1. Have successfully completed at least 3 or 4 years of agriculture courses
2. Have maintained a 2.0 GPA
3. Has attended at least one conference
4. Has participated in at least one contest
5. Has had a viable SAE project during the time of enrollment and has kept accurate records in the FFA Recordbook
6. Has demonstrated leadership
7. Has worked towards or earned the state FFA Degree
8. Has performed at least one speech or discussion based on an agriculture topic
9. Has attended at least one FFA Meeting per semester per year of enrollment
10. Is graduating from Sobrato FFA High School

30. 2+2 Agreements

SUPPORT MATERIALS

Support Material 30: 2+2 Agreement

This is not applicable for our department at this time. This is something that we would like to have in the future with the local junior college.

31. Reimbursement Process

SUPPORT MATERIALS

Support Material 31: Reimbursement Process

At Sobrato High School teachers have to pay for almost all expenses up front. Depending on where the money for reimbursement is coming from a different form needs to be filled out. A check request form (see attached) is filled out for anything coming out of a classroom ASB account or the FFA ASB account. If it is coming out of the FFA ASB account it needs to be passed by the leadership class in order to be paid. If it is from AIG, Perkins, or any other district account we fill out a requisition form (see attached). This form has to be signed by the principal and then sent to the district office to be paid.

PERSONNEL

BP 4154

Reimbursement of Expenses for Employment Candidate

The Superintendent or designee may authorize the reimbursement of travel expenses to an employment candidate as long as a proper written claim is filed and there are sufficient funds budgeted for such purposes.

ADOPTED: November 19, 1990

Ann Sobrato High School
ASB & ABSO
Check Request Form

TO: Sue Baynes, ASB Bookkeeper

DATE: _____

Please make check payable to:

Name: _____

Address: Include only if you would like the check mailed.

Amount: _____ Mail _____ Place in box _____

In payment for _____ Charge to Account: _____ Name of Account _____

Please make sure that all receipts are attached and that they are originals. Athletic accounts need to be approved by the Athletic Director. Club accounts must have the minutes attached to the check request form. All teacher requests must be signed by your department head. If you need a copy sent than make sure you have included a copy. If these steps are not taken I will give them back to you.

Athletic Director's Signature (only for sports) _____

Teacher or Coach's Signature _____

Department Head's Signature _____

Club Treasurer (only for club accounts) _____

ASB and Club accounts only.

Approved by _____ Date _____
Activity Director

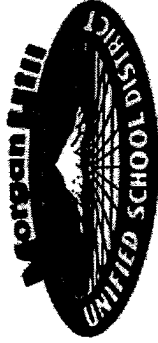
Approved by _____ Date _____
Student Council

Date of Check _____ Check Number _____

Date posted by bookkeeper _____

REQUISITION/DIRECT PAY FORM

Direct Pay []
Prepay []
Requisition []



Vendor and Address	Item Description and Number (A complete listing may be attached)	Quantity	Unit Price	Cost
Phone:				
Fax:				
Check Payable to:				
			Sub-total	

Sales Tax (8.25%)

Shipping

Total Cost (including sales tax and shipping)

[] CHECK ENCLOSED #

Requisitioner

Admin Signature:

Program Coordinator/

Program/Dept...

Dept Chair Signature

Budget Number

ANN SOBRATO HIGH SCHOOL

ORDERING SUPPLIES

Ordering supplies is very simple.

The following form is used for all ordering. We can usually order from anywhere, however Office Depot, Palace Arts, and our own district warehouse are the places we get the best discounts plus free delivery. See Molly for catalogs and follow these procedures:

1. Write up your order.
2. Get your department chair's signature for approval. (Goes through department's budget.)
3. Turn in to Molly for principal's signature.

That's it!

For emergencies, check with Cristina or Molly for supplies in the administration building.

Petty Cash:

Any item you pick up from a store for the classroom and is under \$50.00, you can be refunded from our petty cash account through Molly. Just be sure to bring her a receipt.

Textbooks:

Ordering textbooks or supplemental books for classrooms is done through Terri Eves-Knudsen in the Library. (Must be approved by department chair and principal).

Section 3: Masters Projects

Table of Contents

Project 1: NGSS Curriculum update

- Ag Biology
- Ag Geology

Project 2: Ag Leadership Curriculum Development

Project 3: iRecordbook student directions and grading rubric

Project 1: NGSS Curriculum Update

At Sobrato High School we have been working very hard to prepare for the new California science standards, called Next Generation Science Standards (NGSS). These standards are broken down into Performance Expectations that students need to be able to meet. I teach both Ag Biology and Ag Geology so I have been working on updating my curriculum in both classes. New curriculum maps were the first thing that needed to be updated. I also developed concept maps of all topics to be covered. This took the big ideas and broke it down to all of the details that needed to be taught so students to get the big picture. We have also developed new classroom/lab activities to reflect the performance expectations that the students are learning. Although there has been very little information about what the testing will look like for these standards, our school has been working towards developing new assessments for these standards. In this section you will find; new curriculum maps, concept maps of all content to be covered, updated benchmarks and finals, and example classroom activities.

NGSS Ag Biology Curriculum Map

1

"Big Picture"	Major Topics	Disciplinary Core Ideas	Domains/ Performance Expectations	
	Investigation and Experimentation	Embedded within the context: Compare different scientific methods, differentiate among hypothesis, theory, and principle		
From Molecules to Organisms: Structures and Processes	A. Cell Specialization and Organization B. Feedback Mechanisms	<p>LS1.A: Structure and Function Systems of specialized cells within organisms help perform essential functions of life. Any one system in an organism is made up of numerous parts. Feedback mechanisms maintain an organism's internal conditions within certain limits and mediate behaviors.</p> <p>* Systems of specialized cells within organisms help them perform the essential functions of life. (HS-LS1-1)</p> <p>* All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells. (HS -LS1-1)</p> <p>* All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins. (HS-LS3-1)</p> <p>* Multicellular organisms have a hierarchical structural organization, in which anyone system is made up of numerous parts and is itself a component of the next level. (HS-LS1-2)</p> <p>* Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. (HS-LS1-3)</p>	<p>HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells</p> <p>HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions with multicellular organisms</p> <p>HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis</p> <p>HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring</p>	

NGSS Ag Biology Curriculum Map

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	<p>C. Growth and Development</p>	<p>LS1.B: Growth and Development of Organisms Growth and division of cells in organisms occurs by mitosis and differentiation for specific cell types.</p> <p>* In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism. (HS-LS1-4)</p>	<p>HS-LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms</p>	<p>Benchmark 1 - Cell Specialization & Feedback Mechanisms/Growth & Development</p>	<p>Sept 29</p>
	<p>D. Energy in Living Systems</p>	<p>LS1.C: Organization for Matter and Energy Flow in Organisms The hydrocarbon backbones of sugars produced through photosynthesis are used to make amino acids and other molecules that can be assembled into proteins or DNA. Through cellular respiration, matter and energy flow through different organizational levels of an organism as elements are recombined to form different products and transfer energy.</p> <p>* The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. (HS-LS1-5)</p> <p>* The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. (HS-LS1-6)</p> <p>* As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (HS-LS1-6) (HS-LS1-7)</p>	<p>HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy</p> <p>HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules</p> <p>HS-LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy</p>		

NGSS Ag Biology Curriculum Map

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			<p>* As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment. (HS-LS1-7)</p>			
					Benchmark 2: Energy in Living Systems	Oct 27
Ecosystems: Interaction, Energy, and Dynamics						
	A. Interdependence in Ecosystems		<p>LS2.A: Interdependent Relationships in Ecosystems Ecosystems have carrying capacities resulting from biotic and abiotic factors. The fundamental tension between resource availability and organism populations affects the abundance of species in any given ecosystem.</p> <p>* Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem. (HS-LS2-1), (HS-LS2-2)</p>	<p>HS-LS2-1: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales</p> <p>HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales</p>		
	B. Energy Flow and Nutrient Cycles		<p>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems Photosynthesis and cellular respiration provide most of the energy for life processes. Only a fraction of matter consumed at the lower level of a food web is transferred up, resulting in fewer organisms at higher levels. At each link in an</p>	<p>HS-LS2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions</p> <p>HS-LS2-4: Use mathematical representations to support claims for the cycling of matter and flow</p>		

NGSS Ag Biology Curriculum Map

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		<p>ecosystem, elements are combined in different ways and matter and energy are conserved. Photosynthesis and cellular respiration are key components of the global carbon cycle.</p> <p>* Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. (HS-LS2-3)</p> <p>* Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved. (HS-LS2-4)</p> <p>* Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. (HS-LS2-5)</p>	<p>of energy among organisms in an ecosystem</p> <p>HS-LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere</p>	
				Nov 17
(Chapter 2-3)	C. The Dynamic Ecosystem	<p>LS2.C: Ecosystem Dynamics, Functioning and Resilience</p> <p>If a biological or physical disturbance to an ecosystem occurs, including one induced by human activity, the ecosystem may return to its more or less original state or become a very different ecosystem, depending on the complex set of interactions within the ecosystem.</p> <p>* A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it</p>	<p>Benchmark 4 - Interdependence & Energy Flow in Ecosystems</p> <p>HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales</p> <p>HS-LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but not changing conditions may result in a new ecosystem</p>	

NGSS Ag Biology Curriculum Map

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		<p>may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability. (HS-LS2-2), (HS-LS2-6)</p> <p>* Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. (HS-LS2-7)</p>	<p>HS-LS2-7: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity</p>	
(Chapter 4-5)	D. Social Behavior	<p>LS2.D: Social Interactions and Group Behavior Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives. (HS-LS2-8)</p>	<p>HS-LS2-8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce</p>	
(Chapter 4-5)		<p>LS4.D: Biodiversity and Humans Biodiversity is increased by formation of new species and reduced by extinction. Humans depend on biodiversity but also have adverse impacts on it. Sustaining biodiversity is essential to supporting life on Earth.</p> <p>* Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (HS-LS2-7)</p> <p>* Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (HS-LS2-7), (HS-LS4-6)</p>	<p>HS-LS2-7: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity</p> <p>HS-LS4-6: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity</p>	
			END SEMESTER 1 - Fall Semester Exam	Dec

NGSS Ag Biology Curriculum Map

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Heredity: Inheritance and Variation of Traits	A. Inheritance of Traits	<p>LS3.A: Inheritance of Traits DNA carries instructions for forming species' characteristics. Each cell in an organism has the same genetic content, but genes expressed by cells can differ.</p> <p>* Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function. (HS-LS3-1)</p>	<p>HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring</p> <p>DNA Structure DNA Replication Protein Synthesis (RNA Structure) (Mainly Chapter 12)</p>	
			Benchmark #1: Inheritance of Traits	Jan 26
B. Evidence of Evolution		<p>LS3.B: Variation of Traits The variation and distribution of traits in a population depend on genetic and environmental factors. Genetic variation can result from mutations caused by environmental factors or errors in DNA replication, or from chromosomes swapping sections during meiosis.</p> <p>* In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. (HS-LS3-2)</p> <p>* Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors.</p>	<p>HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.</p> <p>HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population</p> <p>Meiosis (Chapter 10) Mutations (12-4)</p>	

NGSS Ag Biology Curriculum Map

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		(HS-LS3-2), (HS-LS3-3)		Benchmark #2: Variation of Traits	Feb 9
Biological Evolution: Unity and Diversity	A. Evidence of Evolution	<p>LS4.A: Evidence of Common Ancestry and Diversity The ongoing branching that produces multiple lines of descent can be inferred by comparing DNA sequences, amino acid sequences, and anatomical and embryological evidence of different organisms.</p> <p>* Genetic information provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence. (HS-LS4-1)</p>	<p>HS-LS4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence</p> <p>Inheritance of Traits (Chapter 11) Phenotypes/Genotypes incorporate Biotechnology (Chapter 13)</p> <p>The History of Life (Chapter 14)</p>		
	B. Natural Selection, Adaptation, and Evolution	<p>LS4.B: Natural Selection Natural selection occurs only if there is variation in the genes and traits between organisms in a population. Traits that positively affect survival can become more common in a population.</p> <p>* Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals. (HS-LS4-2), (HS-LS4-3)</p> <p>* The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population. (HS-LS4-3)</p>	<p>Benchmark #3: Evidence of Evolution</p> <p>HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment</p> <p>HS-LS4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait</p> <p>Evolution (Chapter 15)</p>	Mar 16	

∞ [illegible]

NGSS Ag Biology Curriculum Map

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		* Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost. (HS-LS4-5)		
			END SEMESTER 2- Spring Sem Exam	June

Next Steps:

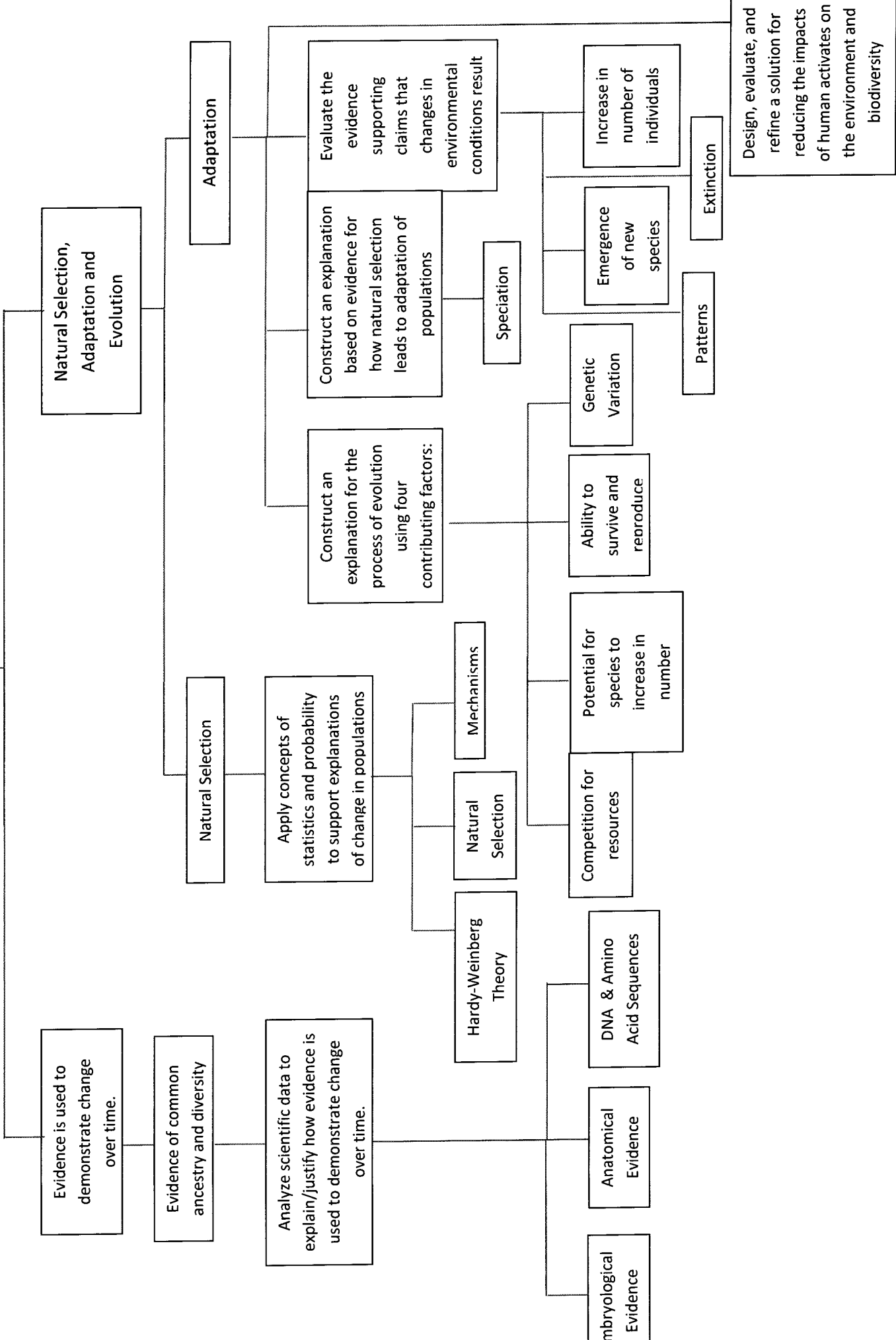
Review each of the Domains/Performance Expectations

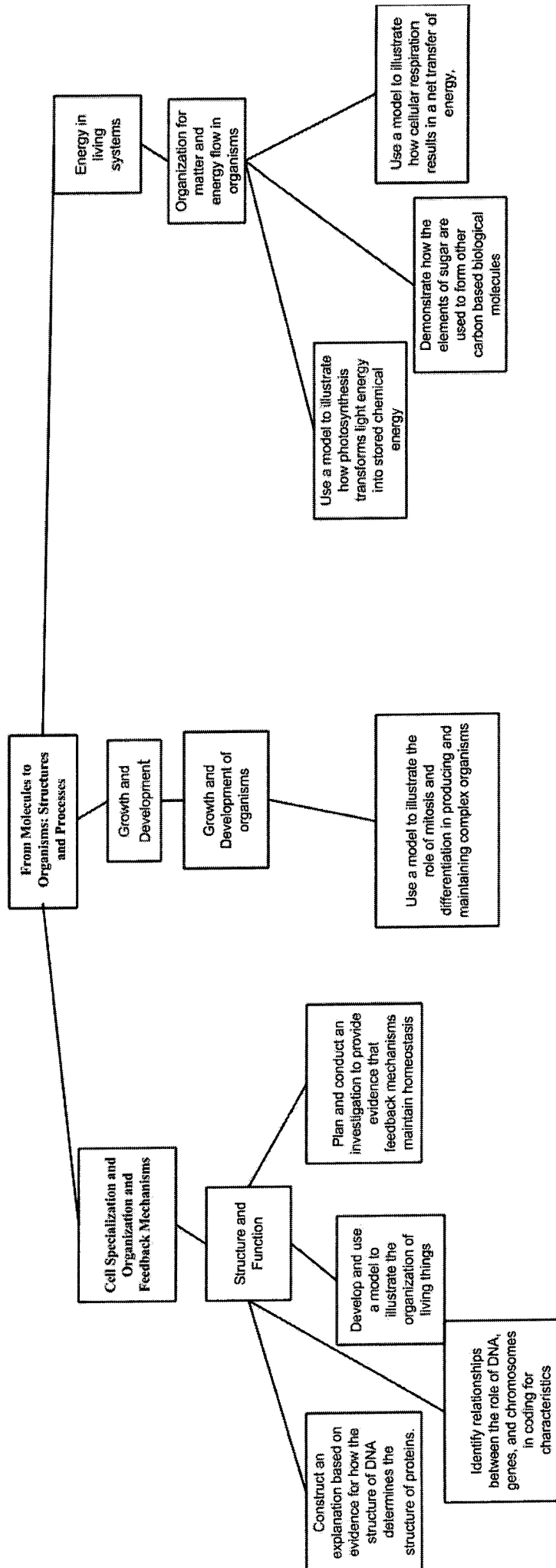
Change to student friendly language

Develop assessment questions/statements to measure student success

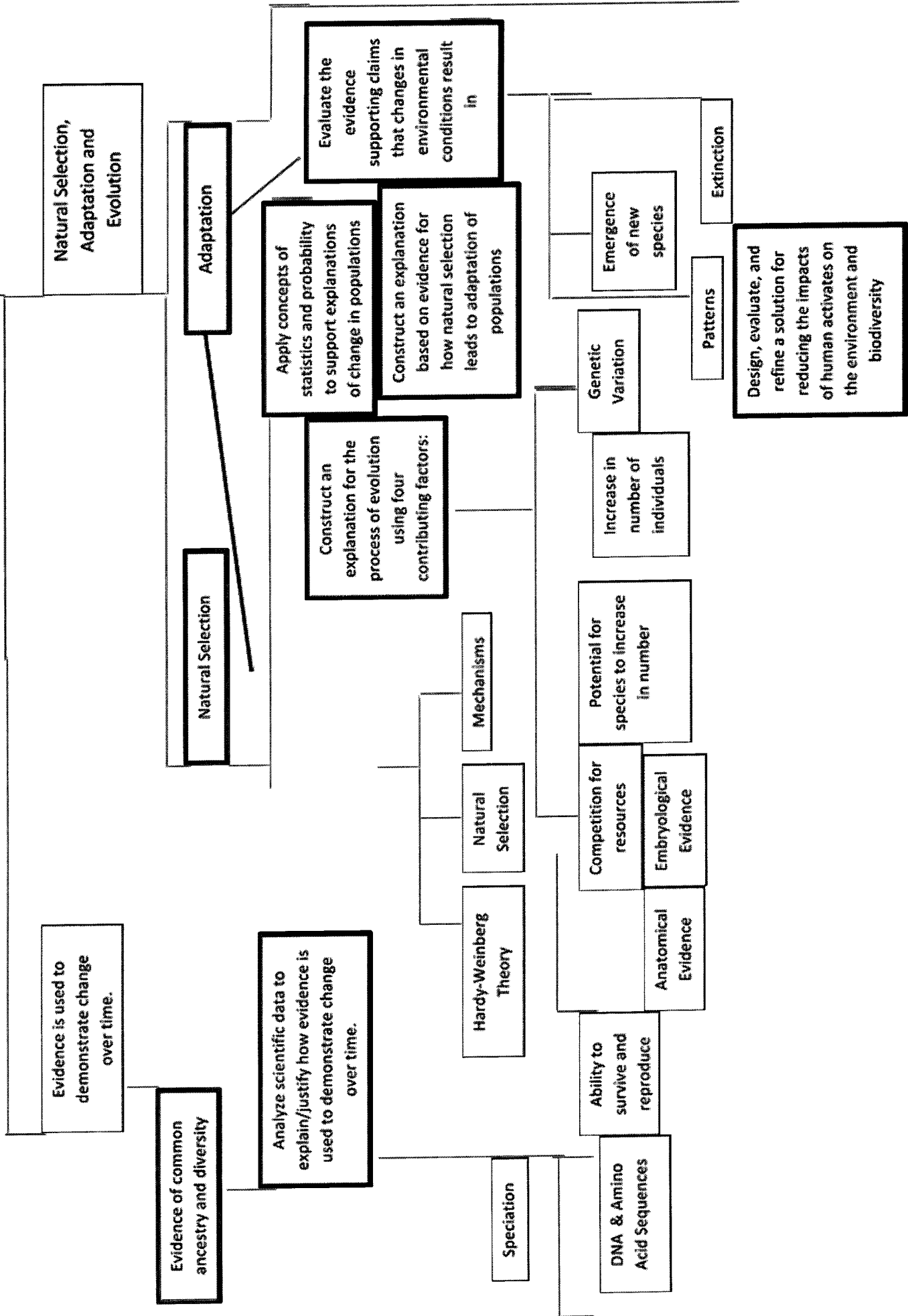
- Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.
- Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations.
- Develop a complex model that allows for manipulation and testing of a proposed process or system.
- Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.
-

Biological Evolution: Unity and Diversity



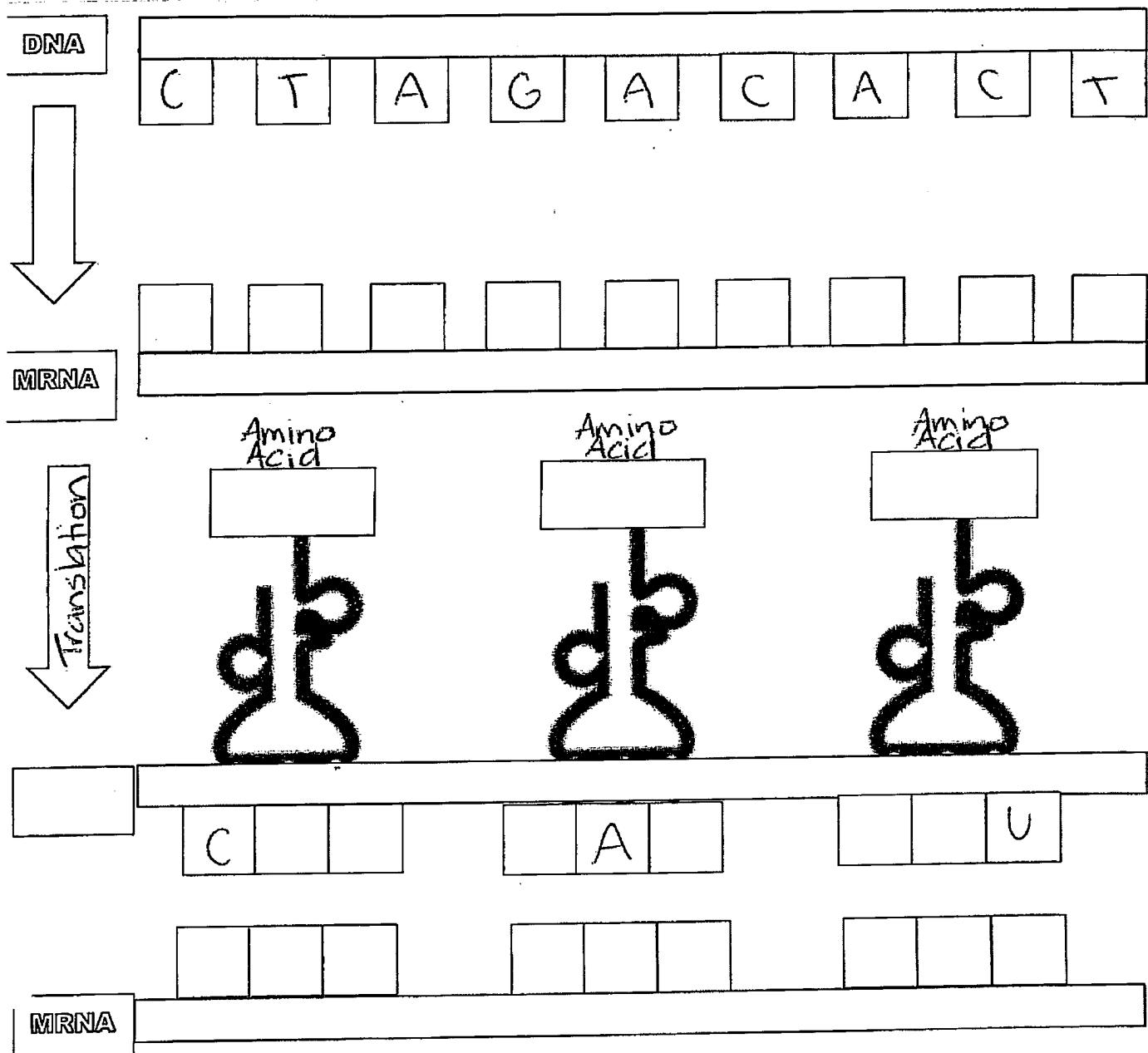


Biological Evolution: Unity and Diversity

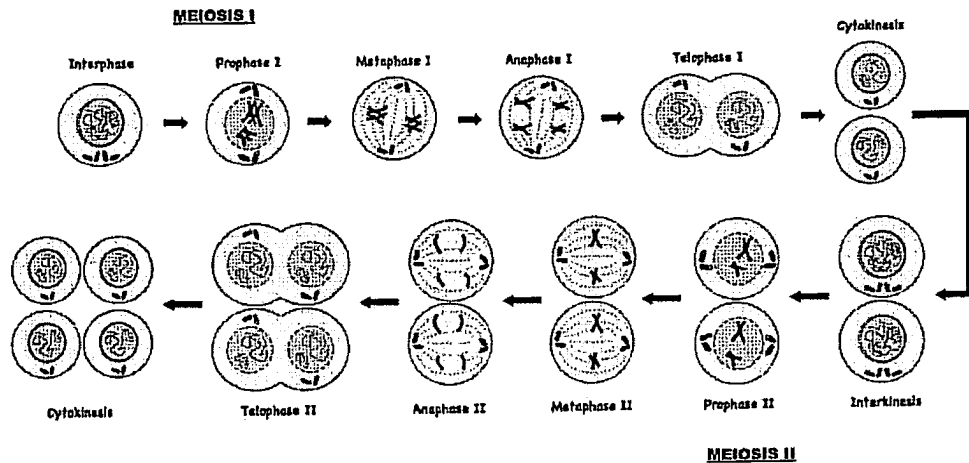


Biology Second Semester Benchmark #1 - DNA and Meiosis - Short Answer

1. a. Please fill in ALL of the blank boxes in the diagram below of Protein Synthesis. This includes; the bases, amino acids, names of the processes and strands.
- b. Explain the role of 3 of the following terms involved in protein synthesis (Extra Credit: Complete 5)
- Codons
 - Transcription
 - DNA
 - tRNA
 - mRNA
 - Poly Peptide Chain
 - Amino Acids
 - Translation



2. Meiosis reduces chromosome number and rearranges genetic information. Below is a diagram of Meiosis.



- Please explain why Meiosis is referred to as a reduction division process?
- Why is it important for producing and maintaining complex organisms?

3. Below is a list of genetic disorders categorized by what causes them. Choose one from the list below (or another one that you know of) and develop an explanation of how the disorder is caused and what effects it has on a person.

Frameshift:

Tay-Sachs Disease
Cystic Fibrosis

Substitution:

Muscular Dystrophy
Sickle Cell Anemia

Meiosis/Chromosomal

Down syndrome
Turners Syndrome
Color Blindness

Biology Second Semester Benchmark #1 - DNA and Meiosis - Multiple Choice

- Which of the following statements correctly describes Meiosis?
 - cells divide only once during meiosis
 - meiosis does not occur in reproductive cells
 - the cells produced at the end of meiosis are genetically identical to the parent cell.
 - the cells produced at the end of meiosis contain half the number of chromosomes as the parent cell.
- During protein synthesis, mRNA is translated into three-base sequences representing amino acids. What signals the ribosome to begin translating the mRNA into a new amino acid sequence?
 - a codon
 - enzymes
 - a mutation
 - temperature

3. A strand of mRNA containing the repeating sequence AAGAAGAAGAAG could code for which of the following amino acid sequences?

- lys-arg-glu-lys
- ser-ser-glu-glu
- lys-arg-lys-arg
- lys-lys-lys-lys

Codons Found in Messenger RNA
Second Base

	Second Base				
	U	C	A	G	
First Base U	Phe	Ser	Tyr	Cys	Third Base U C A G
	Phe	Ser	Tyr	Cys	
	Leu	Ser	Stop	Stop	
	Leu	Ser	Stop	Trp	
C	Leu	Pro	His	Arg	U C A G
	Leu	Pro	His	Arg	
	Gln	Pro	Gln	Arg	
	Leu	Pro	Gln	Arg	
A	Ile	Thr	Asn	Ser	U C A G
	Ile	Thr	Asn	Ser	
	Ile	Thr	Lys	Arg	
	Met	Thr	Lys	Arg	
G	Val	Ala	Asp	Gly	U C A G
	Val	Ala	Asp	Gly	
	Val	Ala	Glu	Gly	
	Val	Ala	Glu	Gly	

- Genes code for specifically structured
 - acids
 - lipids
 - sugars
 - protein
- Which would be the initial result if a DNA molecule did not replicate accurately?
 - infertility of the organism
 - incorrect protein synthesis
 - increase in DNA replication
 - immediate death of the organism
- Which of these would most likely cause a mutation?
 - the placement of ribosomes on the endoplasmic reticulum
 - the insertion of a nucleotide in DNA
 - the movement of transfer RNA out of the nucleus
 - the release of messenger RNA from DNA

7. DNA molecules contain the genetic information that determines the characteristics of a living organism. How do DNA molecules express the genetic information they contain?

- a. by breaking down proteins within cell
- b. by directing the process of protein synthesis
- c. by regulating the storage of cellular proteins
- d. by controlling the movement of protein molecules

8. Which of the following base pair sequences could be produced in DNA replication?

- a. 5' AGTCUT 3'
3' TCUGTA 5'
- b. 5' AGTCAT 3'
3' TCAGTA 5'
- c. 5' AGTCAT 3'
3' CTGACG 5'
- d. 5' AGTCAT 3'
3' UCAGUA 5'

9. Sickle cell anemia is a genetic condition that occurs because of a single point mutation in the DNA gene for hemoglobin. How is this mutation expressed in humans?

- a. the carbohydrate coded by the DNA has a different structure
- b. the protein coded by the DNA has a different amino acid sequence
- c. the chromosome carrying this gene changes shape during cell reproduction
- d. the hormones in the blood are changed by increased differences in genes.

10. Which would most likely result in an abnormal chromosome number?

- a. the deletion of DNA during translation
- b. mutations occurring during the blastula stage
- c. DNA exposed to radiation after the birth of an organism
- d. Failure of homologous chromosomes to separate during meiosis

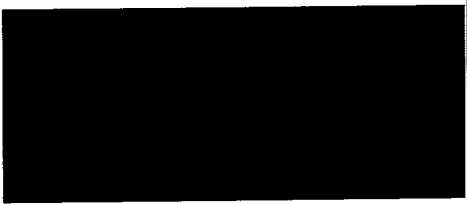
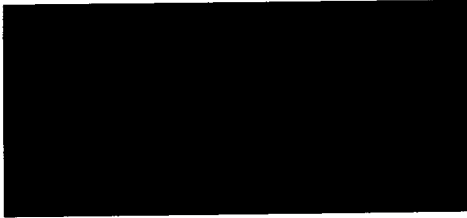
11. Which of the following cell types is formed by Meiosis?

- a. muscle cells
- b. sperm cells
- c. skin cells
- d. blood cells

12. what types of cells are only found in organisms that reproduce sexually?

- a. blood cells
- b. neurons
- c. skin cells
- d. gametes

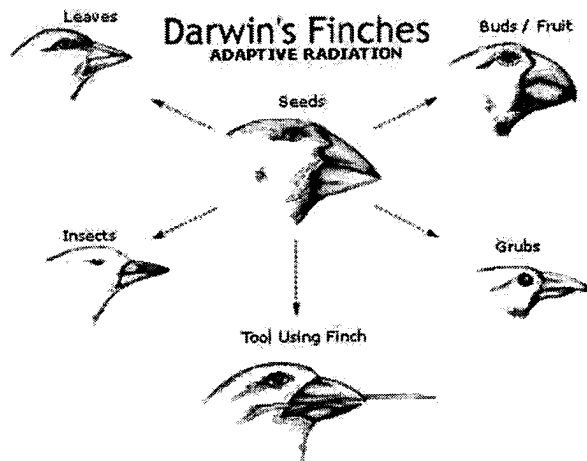
Biology DNA/Meiosis Benchmark Rubric

#	5 pts	3 pts	1 pt
1a	Has all bases, amino acids, and arrow and box filled out correctly. (5 Lines)	Has 3 of the 5 lines filled out	Missing most requirements but made an attempt
1b	Explains the role of 3 terms accurately and in detail	Explains 2 words in detail or explains 3 words but missing parts	Explains one term in detail.
2a		Provides a detailed and accurate explanation of the term reduction division written in complete sentences.	Provides some explanation of the term but missing parts
2b		Provides a detailed and accurate explanation including producing and maintaining organisms written in complete sentences.	Provides explanation of either producing OR maintaining . Missing some parts
3.	Discusses the type of mutation, what causes it, and the effects (symptoms) written in complete sentences.	Explains two of the three (type of mutation, what causes it, and the effects) Written in complete sentences.	Explains one of the three.
total	21 points possible		

Biology Second Semester Benchmark #2 - Genetics and Natural Selection
Short Response

1. Charles Darwin proposed that evolution by natural selection was the basis for the differences that he saw in similar organisms as he traveled and collected specimens in South America and on the Galapagos Islands. Darwin's four major ideas are:

- There are many variations of within a species
- All species came from a common ancestor
- Gradual changes in species over time
- Natural Selection as the mechanism for evolution



- a. For each of the four ideas listed above, choose two and develop a logical argument to back up Darwin's claims.
2. In cats, long hair is recessive to short hair. A true-breeding (homozygous) short-haired male is mated to a long-haired female. Create a Punnett square to show the probability of what the kittens will look like. Draw and explain the phenotypes and genotypes found in the offspring.

3. Draw a pedigree showing all the individuals described in the problem. (Include their names if given.) Label the genotypes of as many individuals in the pedigree as possible. Shade in half of the symbol if you know that the individual is heterozygous or a carrier.

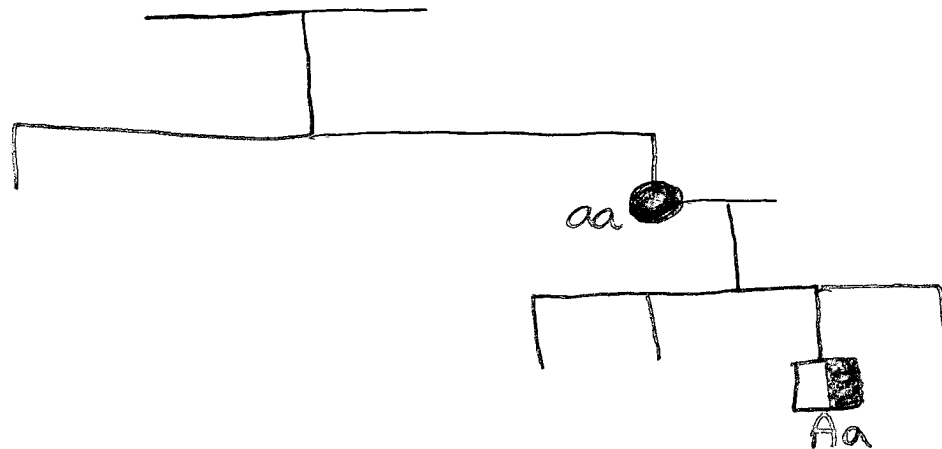
Condition of Interest: Albinism

*Albinism is a condition in which there is a mutation in one of several possible genes, each of which helps to code for the protein **melanin**. This gene is normally active in cells called melanocytes which are found in the skin and eyes. Albinism involves a significant reduction or absence of the production of melanin, giving affected individuals a lack of normal coloration to their skin/eyes.*

Inheritance Pattern: normal melanin protein is produced by an autosomal dominant allele; albinism results from a lack of melanin and is caused by an autosomal recessive allele. Use the letter **A** or **a** to represent dominant/recessive forms of albinism.

Two normally-pigmented parents have 3 children. The first child (a girl) and their second child (a boy) have normal pigmentation. Their third child (a girl) has albinism. That girl marries a normally pigmented male and they have four children. The first three (two girls and a boy) have normal pigmentation. Their fourth child (a girl) has albinism like her mother

Fill in the Pedigree.



Biology Second Semester Benchmark #2 - Genetics and Natural Selection
Multiple Choice

1. A student's mother is heterozygous for attached earlobes, a recessive trait. the student's father is also heterozygous for that trait. what is the percent likelihood that this student has attached earlobes?
 - a. 0%
 - b. 25%
 - c. 50%
 - d. 75%
2. A red flowered plant (RR) is crossed with a white flowered plant (WW) and produces plants with pink flowers (RW). If two pink flowered plants are crossed, what color offspring could be produced?
 - a. red, white and pink
 - b. red and white
 - c. pink and red
 - d. pink and white
3. When crossing parents with genotypes Rr and rr, what will be the percentages of the genotypes of the offspring?
 - a. 75% Rr, 25%rr
 - b. 50% Rr, 50%rr
 - c. 100%Rr
 - d. 100% rr
4. The Dominant trait for height in a particular plant is tall (T), and the recessive trait is short (t). If both parents are heterozygous for height (Tt), which ratio of offspring will the parent produced based on Mendel's law of segregation?
 - a. 4 tall : 0 Short
 - b. 3 tall : 1 short
 - c. 2 tall : 2 short
 - d. 1 tall: 3 short
5. Which of the following explains why natural selection acts on the phenotype of an organism instead of its genotype?
 - a. phenotypes directly influence the interaction of an organism with its environment
 - b. genotype do not change except by the process of transcription
 - c. genotypes change in direct response to habitat changes
 - d. phenotypes are inherited by offspring.

6. A population of plants growing on an island consisted of two varieties, one with thorns and the other without. after a period of many years. the entire population consisted of plants without thorns. which process most likely brought about this change in the plant population?

- a. gene flow
- b. genetic drift
- c. natural selection
- d. random mutation

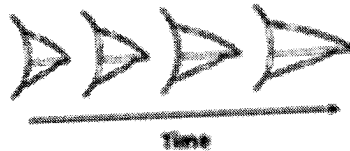
7. Which of this best illustrates natural selection?

- a. an organism with favorable genetic variation will tend to survive and breed successfully.
- b. a population monopolizes all of the resources in its habitat, forcing toehr species to migrate
- c. a community whose members works together utilizes all existing resources and migratory routes.
- d. the largest organisms in a species receive the only breeding opportunities.

8. Natural selection is a mechanism that acts on individuals within a population. which is a result of the process of natural selection?

- a. the reproductive rate of the population decreases
- b. genetic similarity within the population increases
- c. organisms are better adapted to their environment
- d. adverse changes to the environment become more frequent

9. The diagram shows the changes in the shape of the beak in a species of bird over a period of 300 years.



10. Which BEST explains the change shown?

- a. short-beaked birds cannot find food.
- b. long-beaked birds catch more insects.
- c. birds with long beaks had greater reproductive success.
- d. mutations caused the birds to find new food.

11. Evidence suggests that there is a relationship between ancient dinosaurs and modern birds. Through time, each occurrence of a new trait MOST likely resulted from which of the following?

- a. mutation of genes
- b. hybridization of species
- c. extinction of populations
- d. alteration of the environment

12. A species of finch has been studied on one of the geographically isolated galapagos islands for many years. since the island is small the lineage of every bird for several generations is known. This allows a family tree of each bird to be developed. some family groups have survived and other have died out. the groups that survive PROBABLY have

- a. interbred with other species
- b. inherited some advantageous variations
- c. found new places on the island to live
- d. been attacked by more predators

13. Why is competition among males during mating season important in some animal species?

- a. it ensures that genes from the fittest animals are passed on
- b. it allows females to distinguish between adult and juvenile males
- c. it provides the species with new ways of communication
- d. it speeds up the process of reproduction.

14. A man has a recessive genetic condition that neither of his parents expressed. His wife does not have this condition. However, she is a carrier. Based on this information, which Punnett square correctly predicts the probability that their children will have this genetic condition?

A.

	A	a
A	AA	Aa
a	Aa	aa

B.

	a	a
A	Aa	Aa
a	aa	aa

C.

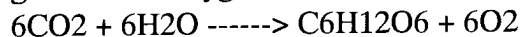
	A	a
A	AA	Aa
A	AA	Aa

D.

	a	a
A	Aa	Aa
A	Aa	Aa

Biology Benchmark #2

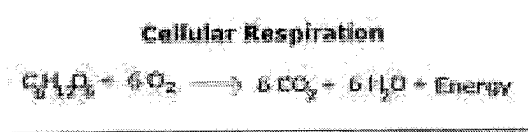
1. During Photosynthesis, carbon dioxide and water combine in the presence of light energy to produce glucose and oxygen.



What is BEST represented by the equation?

- A physical property of a plant
 - A chemical reaction happening in the mitochondria
 - How physical changes occur to living organisms
 - How energy is created by plants
2. What type of energy transformation occurs during photosynthesis?
- Heat energy to electrical energy
 - Kinetic energy to electrical energy
 - Light energy to chemical energy
 - Electrical energy to chemical energy
3. The primary source of energy for nearly all life is the sun. Which BEST describes how green plants utilize this energy?
- Green plants convert radiant energy and compounds into food.
 - Green plants convert thermal energy into organic compounds
 - Green plants use electromagnetic energy to release heat.
 - Green plants use mechanical energy to release water.
4. Plants make sugars in the presence of sunlight in a process called photosynthesis. What form of carbon do the plants take in for this process?
- Glucose molecule
 - Carbon dioxide
 - Single carbon atoms
 - Complex organic compounds
5. During the light reactions of photosynthesis, energy is stored in the compounds ATP and NADPH. A second set of reactions uses this stored energy to produce vital compounds such as glucose. This second set of reactions is called?
- The Calvin Cycle
 - Carbon Fixation
 - Respiration
 - Transpiration

6. The activity of producer organisms results in the production of which gas?
- Nitrogen
 - Oxygen
 - Water vapor
 - Carbon Dioxide
7. Living organisms and artificial devices both use and store energy with various methods and structures. Which of the following is MOST like a green leaf during the day time?
- A person running along a track
 - A solar panel charging a battery
 - A person eating a hamburger at lunch time
 - A wind turbine generating electric current as it spins
8. Which molecule in plant cells first captures the radiant energy from sunlight?
- Glucose
 - Carbon dioxide
 - Chlorophyll
 - Adenosine triphosphate
9. The first stage of photosynthesis in a chloroplast is
- Light dependent
 - Temperature dependent
 - Glucose driven
 - ATP driven
10. During photosynthesis, plants convert sunlight into what substance to be used for energy?
- Oxygen
 - Carbon dioxide
 - Iron sulfide
 - Glucose
11. Which of these is a product of photosynthesis and a requirement for cellular respiration.
- Carbon dioxide
 - Glucose
 - Water
 - Sunlight
12. During cellular respiration, cells convert the energy stored in glucose to make the energy molecule ATP, as shown in the equation.



Less than 40% of the energy found in glucose is actually converted into ATP. What happens to the other 60% of this energy?

- a. It is destroyed when not used
- b. It is converted to heat energy
- c. It is stores as glycogen in the liver
- d. It is converted to a smaller carbohydrate

13. The cell uses a highly efficient process of releasing energy molecules from each sugar molecule that it breaks down for energy. The reaction that releases energy for use by the cell occurs in which site?

- a. Golgi apparatus
- b. Endoplasmic reticulum
- c. Cytoplasm
- d. Mitochondria

14. During the Krebs Cycle, pyruvate is converted into carbon dioxide (CO₂) and water (H₂O). In what cellular organelle does this chemical reaction occur?

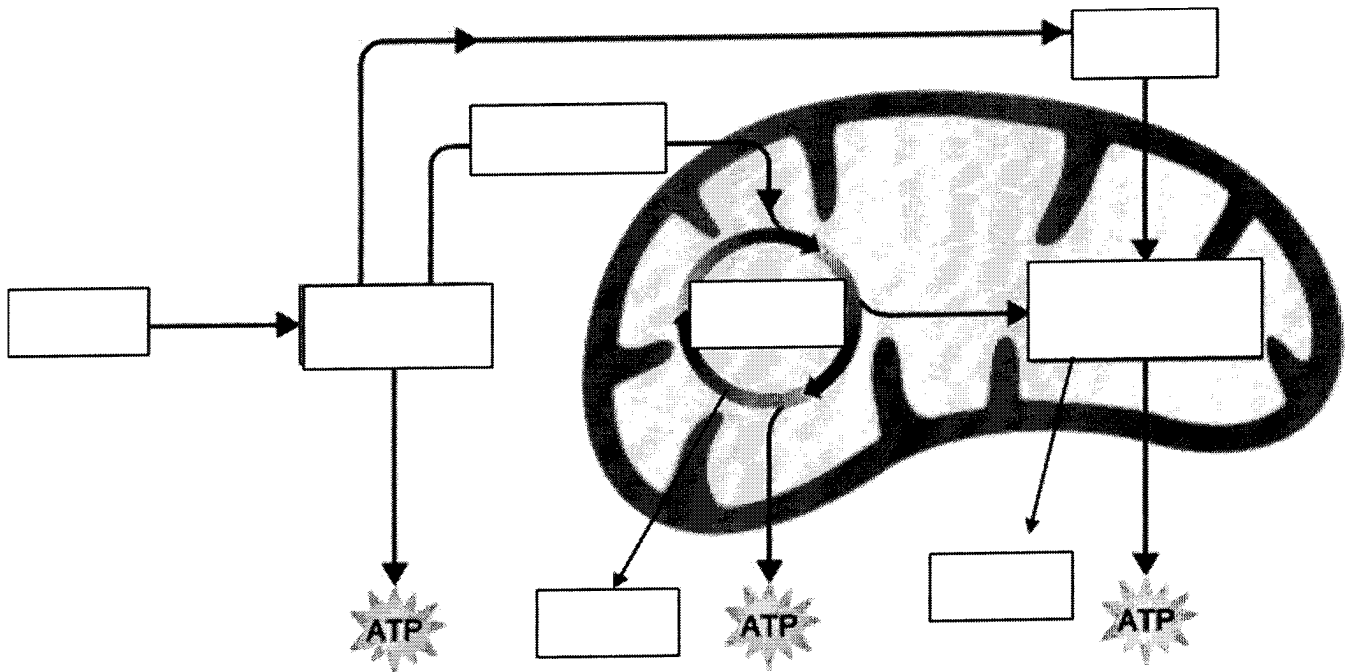
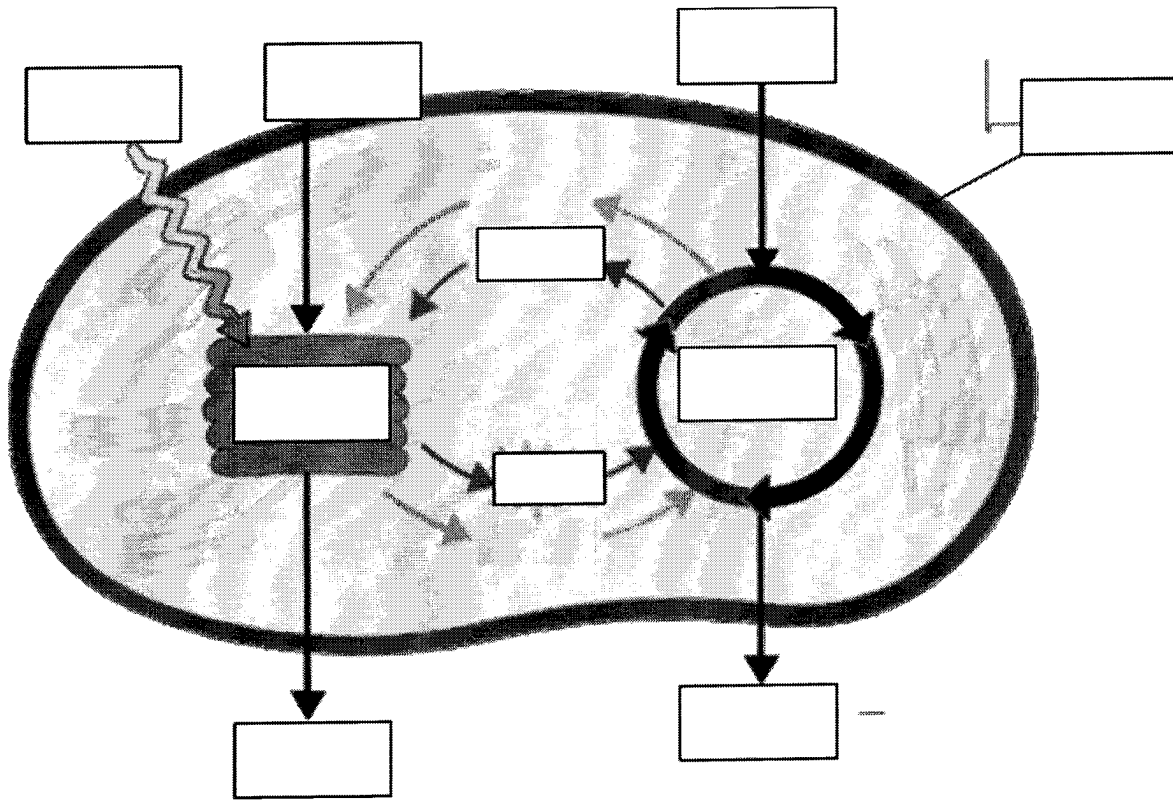
- a. Nucleus
- b. Cytoplasm
- c. Mitochondria
- d. Endoplasmic reticulum

15. Cellular Respiration results in the production of adenosine triphosphate (ATP) molecules for energy. The most efficient form of cellular respiration would result in the production of ATP along with which substances?

- a. Oxygen and energy
- b. Glucose and glycogen
- c. Lactic acid and alcohol
- d. Carbon dioxide and water

16. Where in the Cell does glycolysis occur?

- a. Cytoplasm
- b. Nucleus
- c. Ribosome
- d. Chromatin



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

1. Which organism below is an autotroph?
A. A wildflower B. A bee C. Heterotrophic protist D. None of the above
2. Which of these organisms are most helpful in preventing Earth from being covered with the bodies of dead organisms?
A. herbivores B. producers C. parasites and viruses D. fungi and bacteria
3. A dung beetle is an insect that gathers waste from animals, rolls it into a compact ball, lays egg in it, and buries it in the soil. This gives the eggs a warm, safe place to hatch and provides a food source for the developing larvae. Which impact does the dung beetle MOST likely have on its ecosystem?
A. it helps return nutrients to the soil
B. it makes animal waste harder to degrade
C. it causes an unhealthy accumulation of animal waste
D. it deplete nutrients from the soil to benefit its young
4. Salmon numbers decreasing as river temperatures rise is an example of
A. An abiotic factor affecting a biotic factor
B. Change in population but not in abiotic factors
C. An effect of predation
D. An unchanging biological community
5. The amount of energy effectively transferred from one trophic level to another is _____.
A. 5% B. 10% C. 90% D. 95%
6. A biome is composed of ____ sharing the same general climate.
A. Biospheres B. Populations C. Biological Communities D. Trees
7. Which of these levels of organization includes all the other levels?
A. community B. ecosystem C. individual D. population
8. A group of individuals of the same species living in the same area is called a (n) _____.
A. Niche B. Ecosystem C. Population D. Community
9. A change at which level of a biological pyramid would cause the most change?
A. The Autotrophs B. The Heterotrophs
C. Secondary Consumers D. Tertiary Consumers
10. The study of living things in relation to each other and their environment is known as
A. Conservation B. Ecology C. Evolution D. Eugenics
11. What term best describes the bee's role of gathering pollen?
A. niche B. predator C. parasite D. detritivore
12. How does energy *first* enter a pond ecosystem?
A. through the growth of algae

- B. through light from the sun
 - C. through decay of dead fish
 - D. through runoff from fields
13. What gas is causing the temperature of the atmosphere to rise?
- A. Carbon dioxide
 - B. Nitrogen
 - C. Hydroxide
 - D. Hydrogen
14. Clouds forming as water vapor cools is the process of
- A. Condensation
 - B. Precipitation
 - C. Evaporation
 - D. None of the above
15. An arrangement between species where each benefits from one another and neither is harmed by the relationship is known as
- A. Commensalism
 - B. Mutualism
 - C. Polygamy
 - D. Parasitism
16. Which biome is found at the northernmost latitudes?
- A. Grassland
 - B. Tundra
 - C. Desert
 - D. Tropical rain forest
17. Which of these organisms would most likely be found at the bottom of a biomass pyramid?
- A. Giant squids
 - B. sand sharks
 - C. sea cucumbers
 - D. green algae
18. Which of these organisms would most likely be found at the bottom of a pyramid of numbers?
- A. microscopic zooplankton and phytoplankton
 - B. small fish
 - C. large fish
 - D. predatory birds
19. How would a population decrease in primary consumers affect the ecosystem?
- A. Primary producers would suddenly decrease.
 - B. Third-level consumer population would increase.
 - C. Third-level consumer populations would eventually decrease.
 - D. There would be no overall effect
20. The temperature of a biome is determined by how much ____ it receives
- A. Sunlight
 - B. Rain
 - C. Snow
 - D. Wind
21. Cold winters, warm summers, and plenty of rain produce a _____ forest.
- A. Temperate
 - B. Rain
 - C. Taiga
 - D. Tundra
22. 98% of Earth's fresh water is in
- A. Rivers and streams
 - B. Polar ice caps
 - C. Underground water tables
 - D. None of the above

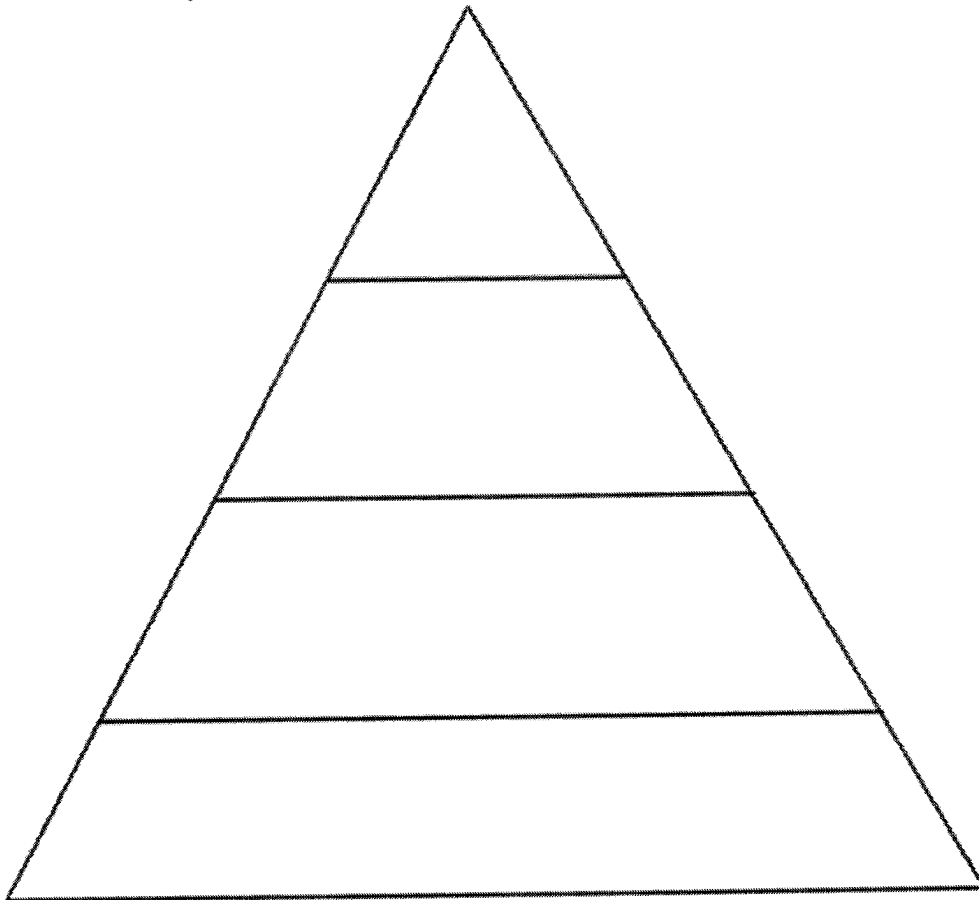
Energy Pyramid

1. Use at least three of the organisms listed below to create a food chain

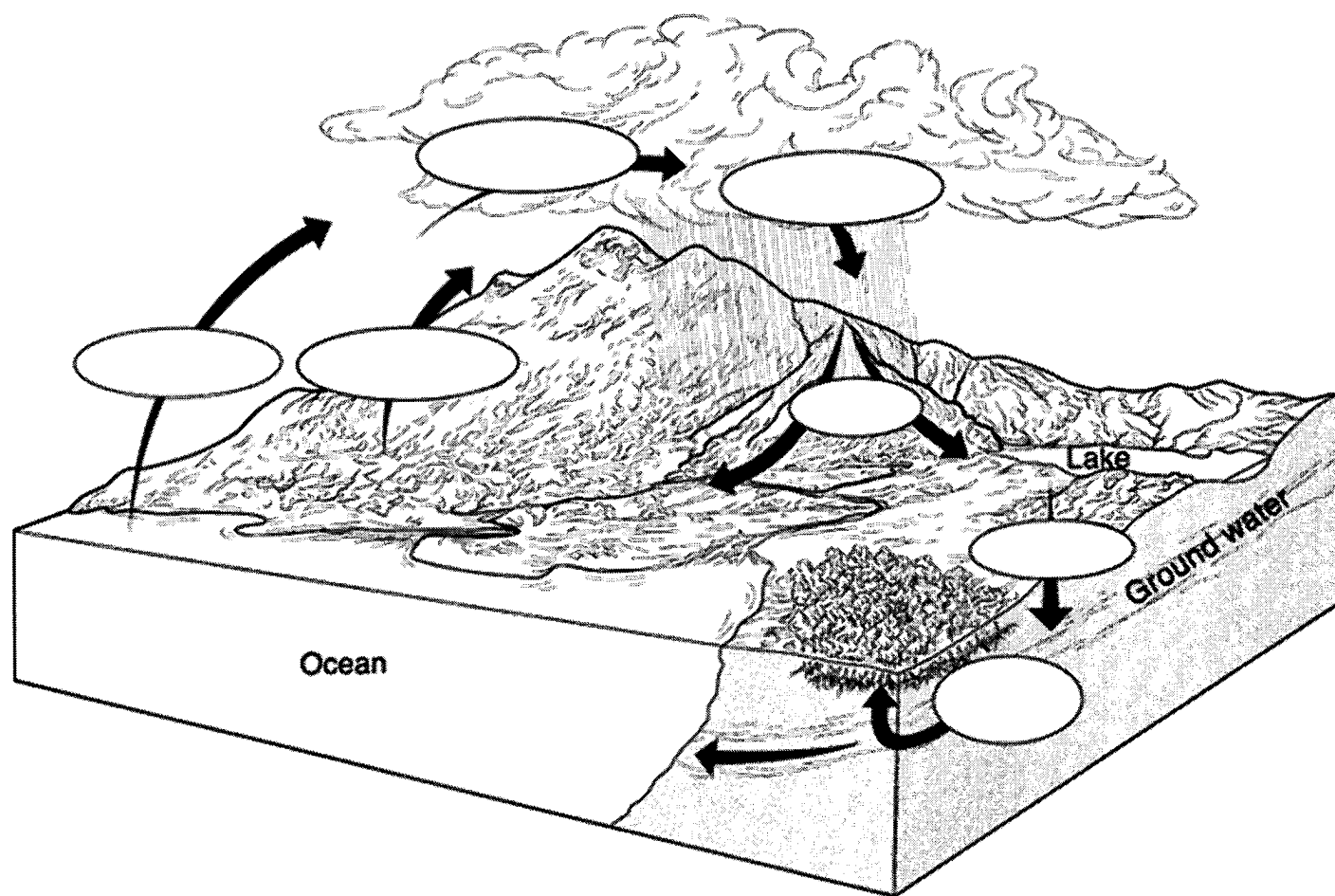
2. Place each of the following and terms in the correct location on the ecological pyramid provided

- Rabbit
- Carrot plant
- Eagle
- Bear
- Oats
- Deer
- Coyote
- Snake
- Omnivore
- Autotroph

- Carnivore
- Herbivore
- Producer
- Secondary Consumer
- Primary Consumer
- Tertiary Consumer
- 2nd Trophic Level
- 3rd Trophic Level
- 1st Trophic Level
- 4th Trophic Level



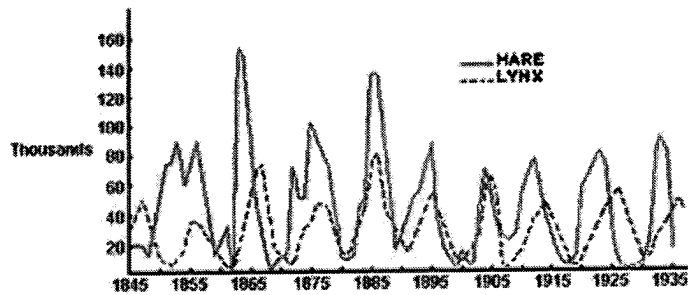
Fill in the diagram using the word bank



Evaporation
Transpiration
Condensation
Precipitation
Runoff
Seepage
Root Uptake

Short Answer

1. Explain how population relates to an ecosystem
2. Describe what happens to an organism whose optimum temperature is 70 degrees F - 90 degrees F when the temperature rises from 70 degrees to 120 degrees?



Using the table above answer the following questions:

4. Assess what happens to the hare population after a sharp rise in the lynx population.
5. Lynxes hunt hares for food. Predict what would happen to the lynx population if a disease killed all of the hares?

Short Response:

Biology Spring Final

1. Article Analysis: 30 points possible (Rubric to be developed)

Read the article below about Biotechnology and complete the following:

- Highlight important facts/terms (5)
- In the margin write some comments/notes(5)
- Develop a letter to the editor of a local newspaper that supports for the potential/benefit of genetic engineering for food or medicine development. (20)
This can be in essay format, flowchart or visual.

Issues in Genetic Engineering and Transgenics

Linda MacDonald Glenn

Introduction

Genetic engineering, or genetic modification, uses a variety of tools and techniques from biotechnology and bioengineering to modify an organism's genetic makeup. Transgenics refers to those specific genetic engineering processes that remove genetic material from one species of plant or animal and add it to a different species. Due to the high similarity in genetic sequences for proteins among species, transgenic organisms are able to effectively assimilate and express these transgenes.



*Figure 1: The mule is a common example of a transgenic organism created when a horse and a donkey mate and produce offspring.
Image courtesy Wade B. Worthen, Furman University, Biology Department.*

Transgenics involves removing genetic material from one species and adding it to another.

The process of creating a transgene begins by isolating the gene of interest from a donor organism or selecting for purchase any of the thousands of known genes from massive online genomic databases. Once the gene is obtained, it is usually altered so it can function more effectively or be expressed more readily in the host organism. That gene is then combined with other genetic elements and introduced into a second organism (the host), at which point it's known as a transgene. A transgenic organism is further defined as one that contains a transgene introduced by technological methods rather than through selective breeding. Hybrids are transgenic organisms created when reproductive cells from two species combine to form a single embryo (e.g., a mule is the offspring of a horse and a donkey); on the other hand, chimeras are created by artificially combining genetic material from two organisms into a single species.

Part 2: Choose three of the following questions and complete as instructed (15 points each)

1. The Hardy Weinberg principle is based upon 7 conditions that must be met for the formula to work. From the conditions listed below, choose two and construct an explanation as to why they are required for the formula.

1. Mutation is not occurring
2. Natural Selection is not occurring
3. The population is infinitely large
4. All members of the population breed
5. All mating is totally random
6. Everyone produces the same number of offspring
7. There is not migration in or out of the population

2. Choose one of the problems below and use the Hardy-Weinberg principle to answer the question.

- a. The allele for a widow's peak (hairline) is dominant over the allele for a straight hairline. In a population of 500 individuals, 25% show the recessive phenotype. How many individuals would you expect to be homozygous dominant and heterozygous for the trait?
- b. The allele for a hitchhiker's thumb is recessive compared to straight thumbs, which are dominant. . In a population of 1000 individuals, 510 show the dominant phenotype. How many individuals would you expect for each of the three possible genotypes for this trait.

3. Use punnett squares to complete the following questions about Harry Potter's family.

- a. Harry has dark/brown hair like his father, but his mom had red hair. Using the genotypes of rr, Rr, and RR, what possible genotypes does each of the Potters have?
- b. Harry marries Ginny who has red hair. What are possible genotypes of their children's hair colors?

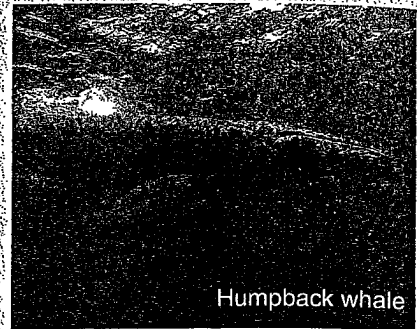
4. Read the passage below and answers the questions.

- what restricts the amount of time diving animals can spend underwater?
- How does reducing heart rate during a dive enable animals to stay underwater longer?
- Compare and contrast the adaptations used by the penguin, turtle and humpback whale.

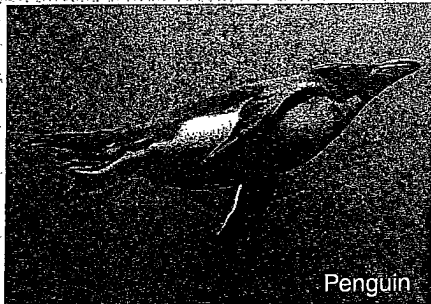
Adaptations for diving in air-breathing animals

Air breathing animals that dive must cope with lack of oxygen (which limits the length of the dive) and pressure (which limits the depth of the dive). Many different animal phyla have diving representatives, which have evolved from terrestrial ancestors and become adapted for an aquatic life. Diving air-breathers must maintain a supply of oxygen to the tissues during dives and can only stay underwater for as long as their oxygen supplies last. Their adaptations enable them to conserve oxygen and so prolong their dive time.

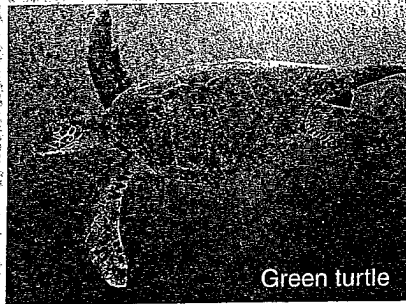
Species for which there is a comprehensive fossil record, e.g. whales (right), show that adaptations for a diving lifestyle accumulated slowly during the course of the group's evolution.



Humpback whale



Penguin



Green turtle

Diving birds

Penguins show many of the adaptations typical of diving birds. During dives, a bird's heart rate slows, and blood is diverted to the head, heart, and eyes.

Diving reptiles

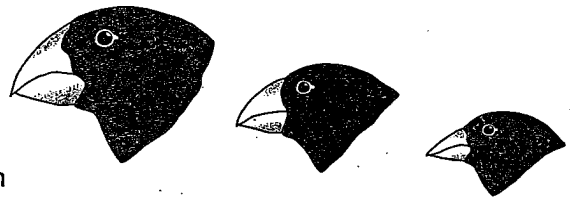
Sea turtles have low metabolic rates and their tissues are tolerant of low oxygen. These adaptations allow them to remain submerged for long periods and they surface only occasionally.

Diving mammals

Dolphins, whales, and seals are among the most well adapted divers. They exhale before diving, so that the lungs are compressed at depth and nitrogen cannot enter the blood. This prevents them getting the bends when they surface.

During dives, oxygen is conserved by reducing heart rate dramatically, and redistributing blood to supply only critical organs. Diving mammals have high levels of muscle myoglobin, which stores oxygen, but their muscles also function efficiently using anaerobic metabolism.

- **Natural selection** acts on the phenotypes of a population. Individuals with phenotypes that increase their fitness produce more offspring, increasing the proportion of the genes corresponding to that phenotype in the next generation.



- Numerous population studies have shown natural selection can cause phenotypic changes in a population relatively quickly.

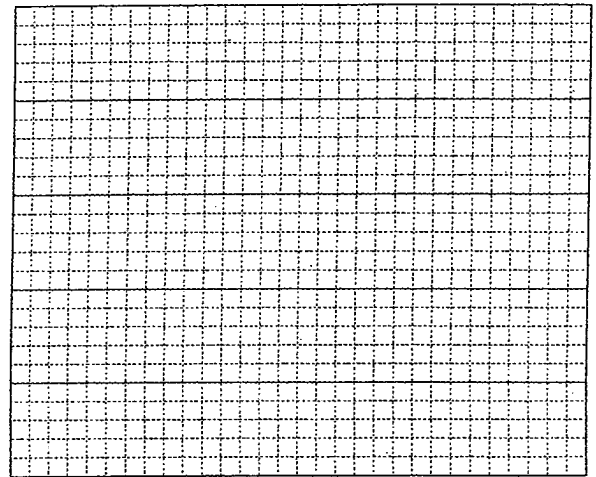
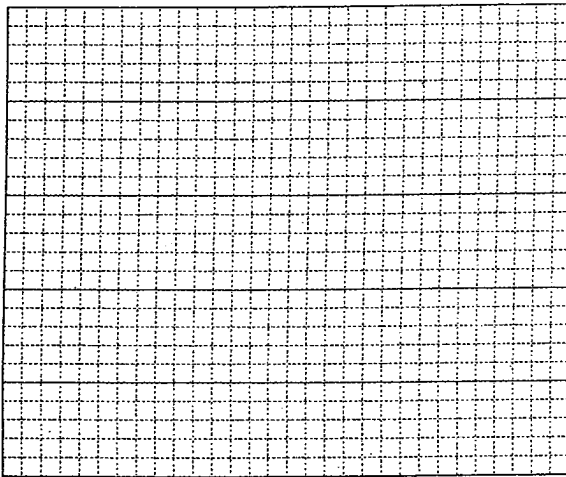
- The finches on the Galápagos island (Darwin's finches) are famous in that they are commonly used as examples of how evolution produces new species. In this activity you will analyze data from the measurement of beaks depths of the medium ground finch (*Geospiza fortis*) on the island of Daphne Major near the center of the Galápagos Islands. The measurements were taken in 1976 before a major drought hit the island and in 1978 after the drought (survivors and survivors' offspring).

Beak depth (mm)	No. 1976 birds	No. 1978 survivors	Beak depth of offspring (mm)	Number of birds
7.30-7.79	1	0	7.30-7.79	2
7.80-8.29	12	1	7.80-8.29	2
8.30-8.79	30	3	8.30-8.79	5
8.80-9.29	47	3	8.80-9.29	21
9.30-9.79	45	6	9.30-9.79	34
9.80-10.29	40	9	9.80-10.29	37
10.30-10.79	25	10	10.30-10.79	19
10.80-11.29	3	1	10.80-11.29	15
11.30+	0	0	11.30+	2

1. Use the data above to draw two separate sets of histograms:

(a) On the left hand grid draw side-by-side histograms for the number of 1976 birds per beak depth and the number of 1978 survivors per beak depth.

(b) On the right hand grid draw a histogram of the beak depths of the offspring of the 1978 survivors.



2. (a) Mark on the graphs of the 1976 beak depths and the 1978 offspring the approximate mean beak depth.

(b) How much has the average moved from 1976 to 1978? _____

(c) Is beak depth heritable? What does this mean for the process of natural selection in the finches?

Multiple Choice Section

1. Which of the following cell types is formed by Meiosis?
 - a. muscle cells
 - b. sperm cells
 - c. skin cells
 - d. blood cells
2. what types of cells are only found in organisms that reproduce sexually?
 - a. blood cells
 - b. neurons
 - c. skin cells
 - d. gametes
3. If a DNA section has 27 percent thymine, how much cytosine will it have?
 - a. 23 percent
 - b. 27 percent
 - c. 46 percent
 - d. 54 percent
4. Which best describes the view about the age of Earth and evolution before Darwin's voyage?
 - a. earth and life are recent and have remained unchanged
 - b. species evolved rapidly during the first six thousand years to a few hundred thousand years.
 - c. earth is billions of years old, but species have not evolved
 - d. species have evolved on earth for billions of years.
5. Which set of structures are homologous?
 - a. a butterfly's wing and a bat's wing
 - b. a moth's eye and a cows eye
 - c. a beetle's leg and a horse's leg
 - d. a whale's flipper and a bird's wing
6. Polar bears are well adapted to the Arctic environment due to their white fur coats. Which statement BEST explains why white coat color was possibly favored by natural selection?
 - a. polar bears choose mates with the whitest coat color
 - b. polar bears with white coats are better camouflaged
 - c. the white-coat color is able to capture more heat
 - d. the white coat color attracts more prey
7. A species of fish known as the Astyanax Mexicanus, lives in deep underground caves off the coast of Mexico. It is virtually blind. the same fish lives near the surface

and has fully functioning eyes. Over time what will MOST likely happen to the sighted and blind types of *Astyanax Mexicanus*?

- a. one type will become extinct
- b. they will become separate species
- c. one type will mutate to become more like the other
- d. they will interbreed and exhibit only the dominant trait

8. The praying mantis is well camouflaged in its natural habitat. What is a benefit of this adaptation?

- a. it increases the mutation rate of favorable genes
- b. it reduces the risk of being eaten by a predator
- c. it allows absorption of chlorophyll from plants
- d. it improves the chances of finding a mate.

9. Which process has MOST likely occurred when new traits appear in a species?

- a. selective breeding
- b. genetic mutation
- c. crossbreeding
- d. cloning



10. A pika's (small rodent shown above) fur turns shades of red to brown in the summer and brown to grey during the winter. This change in color makes it hard for predators like eagles and hawks to detect them. Which of these is MOST likely responsible for the ability of the pika to survive by changing colors?

- a. mating habits
- b. innate behavior
- c. learned behavior
- d. genetic adaptation

11. Which of the following explains why natural selection acts on the phenotype of an organism instead of its genotype?

- a. phenotypes directly influence the interaction of an organism with its environment
- b. genotypes do not change except by the process of transcription
- c. genotypes change in direct response to habitat changes
- d. phenotypes are inherited by offspring.

10. A population of plants growing on an island consisted of two varieties, one with thorns and the other without. after a period of many years. the entire population consisted of plants without thorns. which process most likely brought about this change in the plant population?

- a. gene flow
- b. genetic drift
- c. natural selection
- d. random mutation

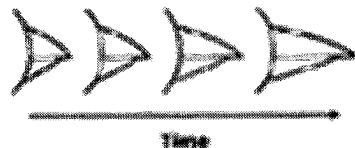
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- b. a population monopolizes all of the resources in its habitat, forcing toehr species to migrate
- c. a community whose members works together utilizes all existing resources and migratory routes.
- d. the largest organisms in a species receive the only breeding opportunities.

12. Natural selection is a mechanism that acts on individuals within a population. which is a result of the process of natural selection?

- a. the reproductive rate of the population decreases
- b. genetic similarity within the population increases
- c. organisms are better adapted to their environment
- d. adverse changes to the environment become more frequent

13. The diagram shows the changes in the shape of the beak in a species of bird over a period of 300 years.



Which BEST explains the change shown?

- a. short-beaked birds cannot find food.
- b. long-beaked birds catch more insects.
- c. birds with long beaks had greater reproductive success.
- d. mutations caused the birds to find new food.

14. Evidence suggests that there is a relationship between ancient dinosaurs and modern birds. Through time, each occurrence of a new trait MOST likely resulted from which of the following?

- a. mutation of genes
- b. hybridization of species
- c. extinction of populations
- d. alteration of the environment

15. A species of finch has been studied on one of the geographically isolated Galapagos islands for many years. Since the island is small the lineage of every bird for several generations is known. This allows a family tree of each bird to be developed. Some family groups have survived and others have died out. The groups that survive PROBABLY have

- a. interbred with other species
- b. inherited some advantageous variations
- c. found new places on the island to live
- d. been attacked by more predators

16. Which of the following statements correctly describes Meiosis?

- a. cells divide only once during meiosis
- b. meiosis does not occur in reproductive cells
- c. the cells produced at the end of meiosis are genetically identical to the parent cell.
- d. the cells produced at the end of meiosis contain half the number of chromosomes as the parent cell.

17. Genes code for specifically structured

- a. acids
- b. lipids
- c. sugars
- d. protein

18. Which would be the initial result if a DNA molecule did not replicate accurately?

- a. infertility of the organism
- b. incorrect protein synthesis
- c. increase in DNA replication
- d. immediate death of the organism

19. Which of these would most likely cause a mutation?

- a. the placement of ribosomes on the endoplasmic reticulum
- b. the insertion of a nucleotide in DNA
- c. the movement of transfer RNA out of the nucleus
- d. the release of messenger RNA from DNA

20. Which of the following base pair sequences could be produced in DNA replication?

- a. 5' AGTCUT 3'
3' TCUGTA 5'
- b. 5' AGTCAT 3'
3' TCAGTA 5'
- c. 5' AGTCAT 3'
3' CTGACG 5'
- d. 5' AGTCAT 3'

3' UCAGUA 5'

21. Sickle cell anemia is a genetic condition that occurs because of a single point mutation in the DNA gene for hemoglobin. How is this mutation expressed in humans?
- the carbohydrate coded by the DNA has a different structure
 - the protein coded by the DNA has a different amino acid sequence
 - the chromosome carrying this gene changes shape during cell reproduction
 - the hormones in the blood are changed by increased differences in genes.
22. Which would most likely result in an abnormal chromosome number?
- the deletion of DNA during translation
 - mutations occurring during the blastula stage
 - DNA exposed to radiation after the birth of an organism
 - Failure of homologous chromosomes to separate during meiosis
23. Suzette owns a litter of rabbits. There are three black rabbits and one white rabbit. Black coat color (B) is dominant to white coat color (b). What MOST likely are the genotypes of the parents?
- BB, BB
 - BB, Bb
 - Bb, Bb
 - Bb, bb
24. What type of inheritance controls blood types in humans?
- incomplete dominance
 - polygenic inheritance
 - multiple alleles
 - recessive genes
25. A student's mother is heterozygous for attached earlobes, a recessive trait. the student's father is also heterozygous for that trait. what is the percent likelihood that this student has attached earlobes?
- 0%
 - 25%
 - 50%
 - 75%
26. A red flowered plant (RR) is crossed with a white flowered plant (WW) and produces plants with pink flowers (RW). If two pink flowered plants are crossed, what color offspring could be produced?
- red, white and pink
 - red and white
 - pink and red
 - pink and white

27. When crossing parents with genotypes Rr and rr, what will be the percentages of the genotypes of the offspring?

- a. 75% Rr, 25%rr
- b. 50% Rr, 50%rr
- c. 100%Rr
- d. 100% rr

28. The Dominant trait for height in a particular plant is tall (T), and the recessive trait is short (t). If both parents are heterozygous for height (Tt), which ratio of offspring will the parent produced based on Mendel's law of segregation?

- a. 4 tall : 0 Short
- b. 3 tall : 1 short
- c. 2 tall : 2 short
- d. 1 tall: 3 short

29. Natural selection can best be defined as the

- a. survival of the biggest and strongest organism in a population.
- b. elimination of the smallest organisms by the biggest organisms.
- c. survival and reproduction of the organisms which occupy the largest area.
- d. survival and reproduction of the organisms which are genetically best adapted to the environment.

30. Mutations such as polyploidy and crossing over provide the genetic basis for

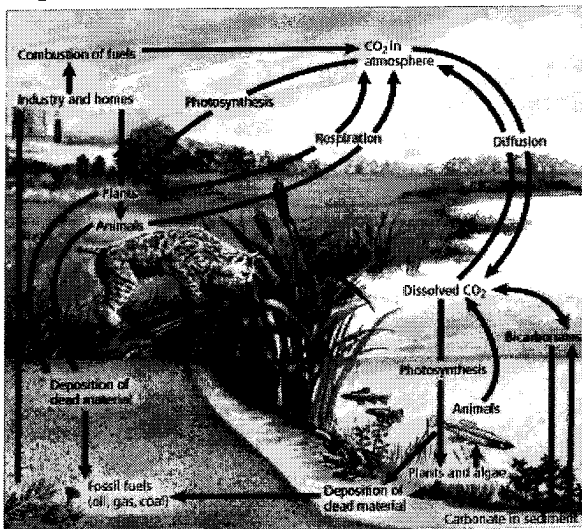
- a. evolution
- b. spontaneous generation
- c. biogenesis
- d. sexual reproduction

Biology Final Exam

Fall 2014

Multiple Choice: Choose the *best* answer for each of the following questions.

- 1) A (an) ____ collects energy from sunlight or inorganic substances to produce food.
a) heterotroph b) herbivore c) detritivore d) autotroph
- 2) How are detritivores be beneficial to the environment?
a) provide food for autotrophs
b) rid waste and dead matter
c) allow predation to occur
d) facilitate photosynthesis in plants
- 3) How would a population decrease in primary consumers affect the ecosystem?
a) primary producers would suddenly decrease.
b) Third-level consumer population would increase.
c) Third-level consumer populations would eventually decrease.
d) There would be no overall effect.
- 4) What does a decrease in salmon population due to an increase in river temperature indicate?
a) an abiotic factor affecting a biotic factor
b) change in population but not in abiotic factors
c) an effect of predation
d) an unchanging biological community
- 5) A biotic or abiotic factor that restricts the numbers of organisms in an ecosystem is called a (an) ____.
a) tolerating factor b) limiting factor c) primary succession d) end point
- 6) A ____ is an area where the annual rate of evaporation exceeds the rate of precipitation.
a) desert b) temperate forest c) tropical forest d) polar region
- 7) This picture shows how carbon cycles through the environment. Which of the following statements is true?



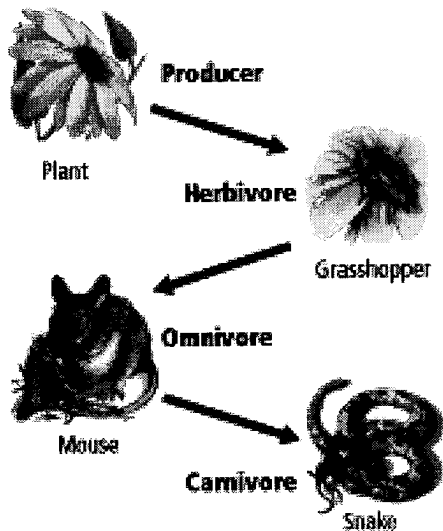
- a) Carbon dioxide (CO₂) is released by respiration.
- b) Only plants are involved in the carbon cycle.
- c) The cycle prevents diffusion.
- d) The cycle ends when dead material is deposited.

- 8) One community replacing another as a result of changing abiotic and biotic factors is called ____.
a) ecological succession
b) temperate change
c) end point
d) tropical succession

9) The first organisms to appear during ecological succession are called ____.

- a) succession plants
- b) pioneer species
- c) end point species
- d) primary organisms

10) Which of the following statements is true based on the food chain shown here?



- a) Most insects are autotrophs.
- b) Mice and bugs have a parasitic relationship.
- c) Energy from photosynthesis will transfer to snake.
- d) Snakes get energy directly through plant consumption.

11) What is a climax community?

- a) stable community with little change in species numbers
- b) community consisting of pioneer organisms
- c) community left behind immediately after a forest fire
- d) community with no biotic factors

12) The pattern in which a population is spaced within an area is called ____.

- a) growth patterning
- b) population density
- c) dispersion
- d) specific variation

13) A ____ is any environmental factor that depends on population numbers.

- a) density-dependent factor
- b) density-independent factor
- c) climate factor
- d) growth factor

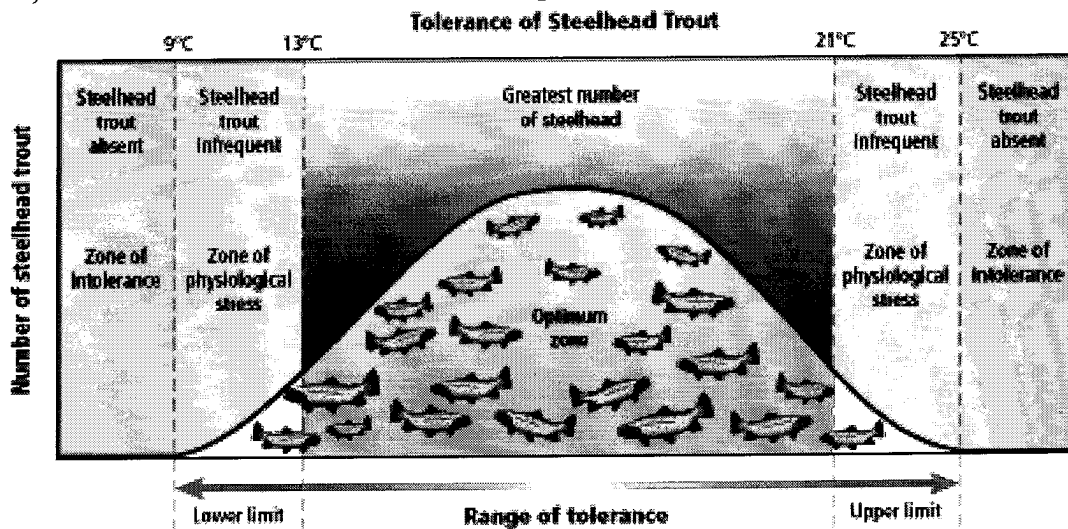
14) The term used to describe the number of individuals moving into a population is ____.

- a) growth patterning
- b) emigration
- c) immigration
- d) logistic growth

15) What happens when a population nears carrying capacity?

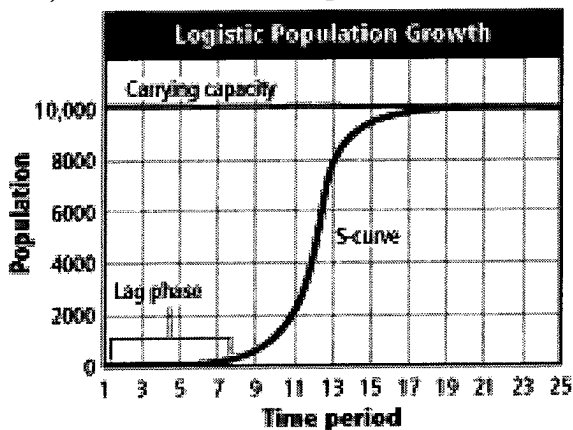
- b) competition is no longer a factor
- c) resources naturally increase
- d) exponential growth occurs
- e) resources become limited

16) Which statement is true based on this picture?



- a) Colder water is always better for steelhead survival.
- b) Steelhead cannot tolerate temperature above or below a certain limit.
- c) There is no upper limit for steelhead temperature tolerance.
- d) Temperature does not affect the physiology of steelhead.

17) What does the s-shaped line in this graph indicate?



- a) Exponential growth has not stopped.
- b) Carrying capacity has been reached
- c) Carrying capacity cannot be reached.
- d) A population has steadily decreased.

18) The number and abundance of species in a biological community is called ____.

- a) species diversity
- b) genetic diversity
- c) ecosystem diversity
- d) biomass

19) An event in which a large percentage of all species become extinct is called ____.

- a) biodiversity shift
- b) background extinction
- c) mass extinction
- d) evolutionary shift

20) What activity makes trees a nonrenewable resource?

- a) cutting all the trees in a forest
- b) cutting one tree per square mile in a forest
- c) planting new trees in an unforested area
- d) preventing the spread of disease in trees

21) What is an example of a direct economic value of biodiversity?

- a) diseases caused by bacteria
- b) vaccines created from bacteria
- c) release of oxygen by green plants
- d) drinking water provided by watersheds

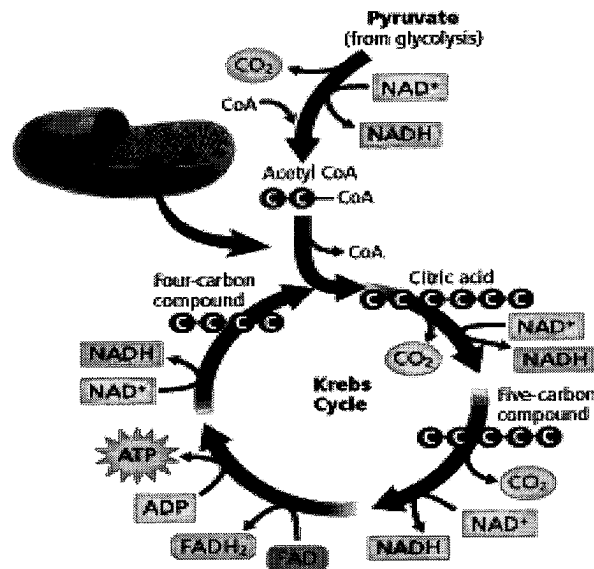
22) According to this table, which statement is true?

Estimated Number of Extinctions Since 1600						
Group	Mainland	Island	Ocean	Total	Approximate Number of Species	Percent of Group Extinct
Mammals	30	51	4	85	4000	2.1
Birds	21	92	0	113	9000	1.3
Reptiles	1	20	0	21	6300	0.3
Amphibians*	2	0	0	2	4200	0.05
Fish	22	1	0	23	19,100	0.1
Invertebrates	49	48	1	98	1,000,000+	0.01
Flowering plants	245	139	0	384	250,000	0.2

*An alarming decrease of amphibian populations has occurred since the mid-1970s, and many species might be on the verge of extinction.

- a) More bird species have been lost than mammal species.
 - b) More mammal species have been lost than invertebrate species.
 - c) Birds have lost a higher percentage of species than mammals.
 - d) Fish have lost a higher percentage of species than reptiles.
- 23) A cell's genetic material is contained in the ____.
- a) plasma membrane
 - b) nucleus
 - c) unicellular bacteria
 - d) phospholipid bilayer
- 24) All of the chemical reactions in an organism's cells are called ____.
- a) chemotrophy
 - b) autotrophy
 - c) metabolism
 - d) thermodynamics
- 25) Which of the following is not a fundamental idea of cell theory?
- a) All organisms contain prokaryotic cells.
 - b) Cells arise only from previously existing cells.
 - c) Cells are the basic unit of structure for all living organisms.
 - d) All living organisms are composed of one or more cells.
- 26) The semi-fluid environment inside the plasma membrane is called ____.
- a) endoplasmic reticulum
 - b) microtubules
 - c) cytoplasm
 - d) mitochondria
- 27) Glycolysis is a (an) ____ process in the first stage of cellular respiration.
- a) anaerobic
 - b) aerobic
 - c) non-metabolic
 - d) non-energy
- 28) In lactic acid fermentation, ____ is converted to lactic acid.
- a) alcohol
 - b) pyruvate
 - c) citric acid
 - d) sunlight
- 29) Light-absorbing colored molecules called ____ are found in chloroplasts.
- a) pigments
 - b) stroma
 - c) rubisco
 - d) ATPs
- 30) What anaerobic process occurs after glycolysis?
- a) electron transport
 - b) Krebs cycle
 - c) fermentation
 - d) prokaryotic respiration

- 31) What cellular process actually produces most of the ATP?
 a) absorption of light b) Krebs cycle c) fermentation d) electron transport
- 32) What is an important substance used in this reaction?



- a) citric acid
 b) chlorophyll
 c) solar energy
 d) sulfuric acid

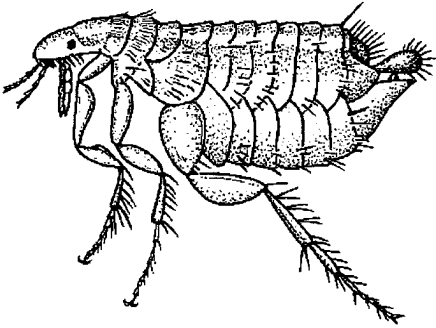
- 33) Which of these statements is true regarding chlorophyll?
 a) It is not the only photosynthetic pigment.
 b) There is only one kind of chlorophyll.
 c) It is the only type of pigment in leaves.
 d) It is the rarest type of pigment in leaves.
- 34) _____ is a characteristic of life that enables the continuation of a species.
 a) movement b) reproduction c) energy d) growth
- 35) What happens to the energy that the fox uses for maintaining its body temperature?
 a) it is taken up by decomposers that consume the fox.
 b) it moves into the surrounding environment.
 c) it stays in the fox through the metabolism of food.
 d) it travels to the next trophic level when the fox is eaten.
- 36) What waste product of photosynthesis is released to the environment?
 a) carbon dioxide b) water c) oxygen d) ammonia
- 37) Which organelle is present in plant cells but absent in animal cells?
 a) centriole b) chloroplasts c) nucleolus d) mitochondria
- 38) Some birds are known as honey guides because humans may follow them to wild beehives. When the humans take honey from the hives, the birds are able to feast on the honey and bees, too. This type of relationship can *best* be described as _____.
 a) parasitism b) commensalism c) mutualism d) symbiosis

39) Carbon dioxide in the atmosphere enters the biotic parts of the biosphere through:

- a) burning of forest
- b) photosynthesis
- c) combustion of fossil fuels
- d) all of these

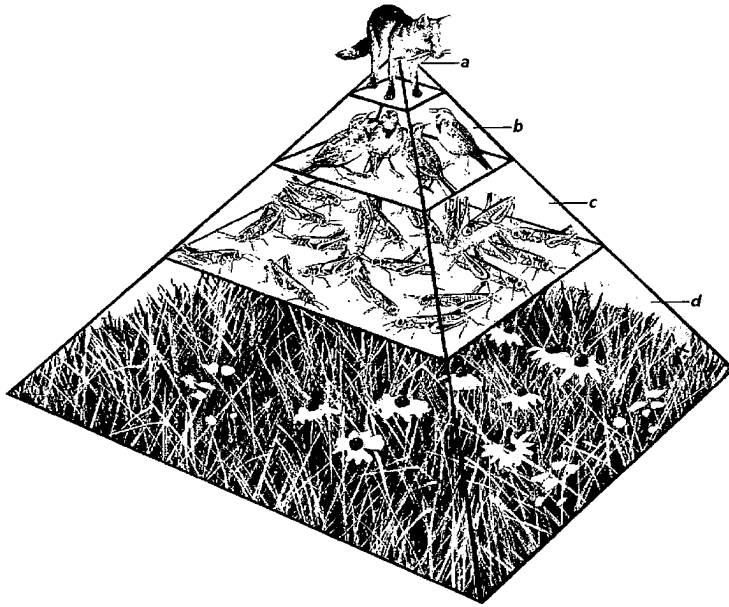
40) Cougars are predators that often eat weak or diseased predators. This is a description of the _____ of cougars.

- a) habitat
- b) community
- c) niche
- d) none of these



41) This organism (flea) is involved in which type of symbiosis?

- a) mutualism
- b) commensalism
- c) parasitism
- d) predation



42) In the energy pyramid shown in Figure 2-3, which level has the smallest number of organisms?

- a) fox
- b) birds
- c) grasshoppers
- d) grass

43) Which of the following is the ultimate source of energy for the pyramid in Figure 2-3?

- a) grass
- b) heat
- c) sunlight
- d) water

figure 2-3

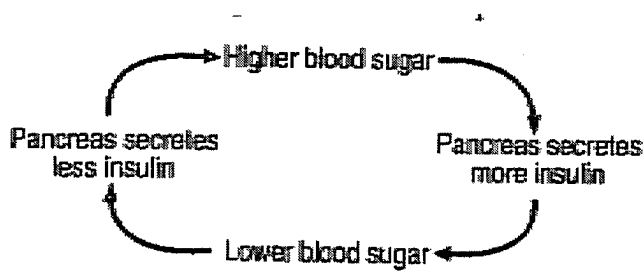
44) Which of the following is NOT an example of human impact on the environment?

- a) climate change
- b) endangered species
- c) earthquakes and tectonic plate movement
- d) burning of natural gas, coal, and oil

45) Biodiversity is important because:

- a) it leads to an ecosystem that can better deal with environmental changes
- b) it leads to an ecosystem with more producers
- c) the ecosystem has more available niches
- d) it has more decomposers than normal.

- 46) Why are producers an important part of any ecosystem?
- a) they are the first level in the food webs
 - b) they provide solar energy to plants
 - c) they recycle nutrients and matter
 - d) they hunt herbivores
- 47) The heat-trapping ability of some gases in the atmosphere is responsible for:
- a) acid rain
 - b) greenhouse effect
 - c) breakdown of CFCs
 - d) increased levels of ultraviolet radiation
- 48) Which of the following is generally true of a population when its environment is stable?
- a) Population size is near the carrying capacity.
 - b) The population increases without any limits.
 - c) Population size increases rapidly.
 - d) Population size decreases slowly, but steadily.
- 49) Which cellular structure in an animal cell helps maintain homeostasis by controlling the transportation of substances into and out of the cell?
- a) vacuole
 - b) cell wall
 - c) mitochondrion
 - d) cell membrane
- 50) Base pairing rules state that
- a) Adenine pairs with Guanine and Thymine pairs with Cytosine
 - b) Adenine pairs with Thymine and Cytosine pairs with Guanine
 - c) Thymine pairs with Guanine and Cytosine pairs with Adenine
- 51) The scientific name given to the spiral structure of DNA is
- a) twisted ladder thing
 - b) double helium
 - c) double helix
 - d) twisted double ladder
- 52) The hierarchal levels of organization in multicellular organisms from simplest to most complex are
- a) cells, tissues, organs, organ systems, and organism
 - b) organs, tissues, cells, cell systems, and organism
 - c) cells, organs, tissues, organ systems, and organism
 - d) organism, organ systems, organs, tissues, and cells
- 53) An organism's ability to maintain a relatively constant internal environment, even when the external environment is changing is known as
- a) normality
 - b) homeostasis
 - c) homogenous
 - d) homologous
- 54) Suppose that a small animal cell has 12 pairs of chromosomes. Assume mitosis has occurred. How many chromosomes will each daughter cell have?
- a) 4
 - b) 6 pairs
 - c) 12 pairs
 - d) 24 pairs



55) This diagram shows the interaction between blood glucose levels and pancreatic activity. This process is an example of

- a) a feedback mechanism maintaining homeostasis
- b) an immune system responding to prevent disease
- c) the digestion of sugar by insulin
- d) the hormonal regulation of gamete production

56) DNA molecules contain the genetic information that determines the characteristics of a living organism. How do DNA molecules express the genetic information they contain?

- a) by breaking down proteins within the cell
- b) by directing the process of protein synthesis
- c) by regulating the storage of cellular proteins
- d) by controlling the movement of protein molecules

57) Which statement best describes the relationship among genes, DNA, and protein?:

- a) DNA is a section of genes that code for proteins
- b) Genes are sections of DNA that code for proteins
- c) Proteins produce DNA and genes
- d) Genes are proteins with DNA codes

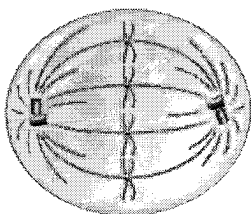
58) An example of a reaction to a stimulus is

- a) boy smelling a flower
- b) eyes blinking due to smoke in the air
- c) a person tapping on a friend's shoulder
- d) a loud clap of thunder following lightening

59) During photosynthesis, plants convert sunlight into what substance to be used for energy?

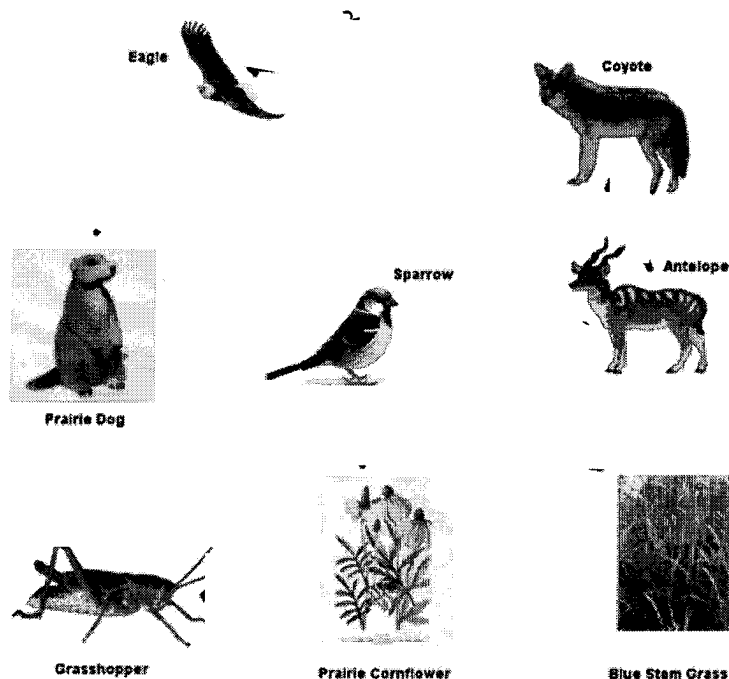
- a) Oxygen
- b) Carbon dioxide
- c) Iron sulfide
- d) Glucose

60) What are the structures lined up at the center of this cell?



- a) cyclins
- b) single chromatids
- c) chromosomes
- d) kinases

- Complete the food web by connecting the organisms with an arrow.



Graph 1: Rabbits Over Time

- The graph shows a _____ growth curve.
- The carrying capacity for rabbits is _____
- During which month were the rabbits in exponential growth?

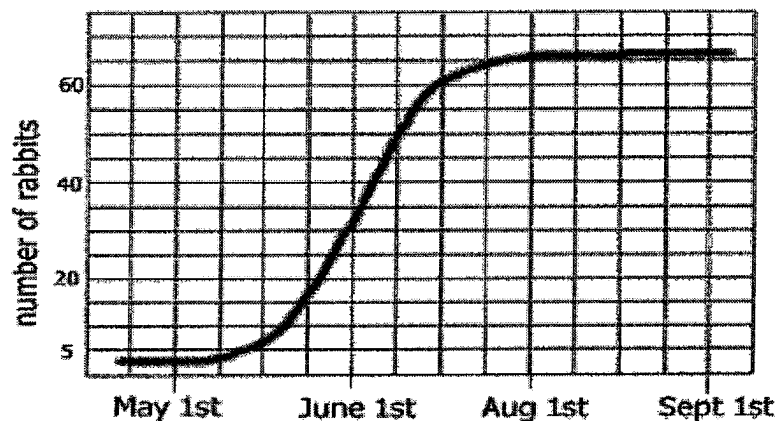


Chart #4: Trapping Geese

Year	Geese Trapped	Number with Mark
1980	10	1
1981	15	1
1982	12	1
1983	8	0
1984	5	2
1985	10	1

$$\frac{(\text{Total number captured}) \times (\text{number marked})}{(\text{total number recaptured with mark})}$$

In order to estimate the population of geese in Northern Wisconsin, ecologists marked 10 geese and then released them back into the population. Over a 6 year period, geese were trapped and their numbers recorded.

- Use the formula above to calculate the estimated number of geese in the area studied. _____
- This technique is called _____ & _____.
- Supposing more of the geese found in the trap had the mark, would the estimated number of geese in the area be greater or lesser? _____

4. Why are predator/prey relationships important in an ecosystem? (Consider population dynamics in your answer.)

5. How do organisms, species, populations, communities, ecosystems and biomes relate to each other?

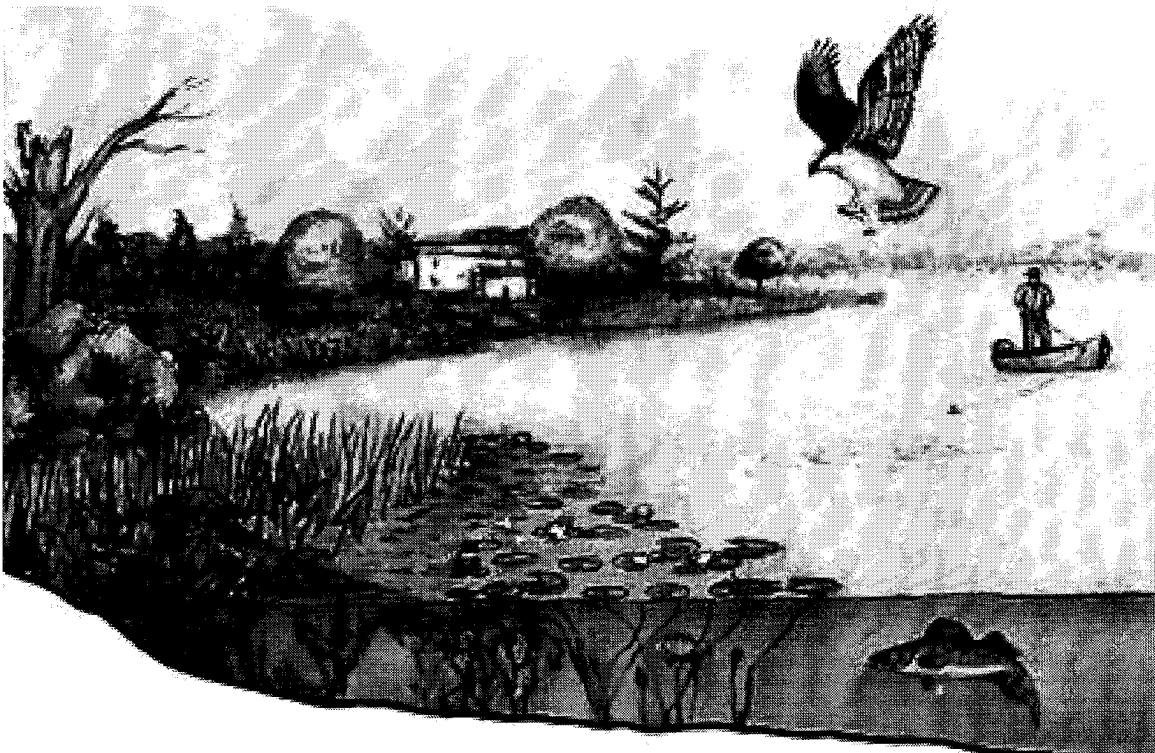
6. How does photosynthesis and cell respiration relate to Carbon cycle?

7. List 4 BIOTIC items from the picture below

1. 2. 3. 4.

8. List 3 ABIOTIC items from the diagram below

1. 2. 3.



NGSS Geology Curriculum Map

1

"Big Picture"	Major Topics	Disciplinary Core Ideas	Domains/ Performance Expectations	
Earth's Place in the Universe	Space Systems	<p>ESS1.A: The Universe and Its Stars</p> <ul style="list-style-type: none"> The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (HS-ESS1-1) The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (HS-ESS1-2),(HS-ESS1-3) The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. (HS-ESS1-2) Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (HS-ESS1-2),(HS-ESS1-3) 	<p>HS-ESS1-1 Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy in the form of radiation.</p> <p>HS-ESS1-2 Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.</p> <p>HS-ESS1-3 Communicate scientific ideas about the way stars, over their life cycle, produce elements.</p>	
		<p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (HS-ESS1-4) 	<p>HS-ESS1-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.</p>	

NGSS Geology Curriculum Map

3

		sun release the energy that ultimately reaches Earth as radiation. <i>(secondary to HS-ESS1-1)</i>		
		PS4.B: Electromagnetic Radiation <ul style="list-style-type: none"> Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities.<i>(secondary to HS-ESS1-2)</i> 		
			Benchmark #1	Oct. 27
Earth's Systems				
		ESS1.B: Earth and the Solar System <ul style="list-style-type: none"> Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the earth. These phenomena cause a cycle of ice ages and other gradual climate changes.<i>(secondary to HS-ESS2-4)</i> 		
		ESS2.A: Earth Materials and Systems <ul style="list-style-type: none"> Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.(HS-ESS2-1),(HS-ESS2-2) Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle 	HS-ESS2-1 Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. HS-ESS2-2 Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.	

NGSS Geology Curriculum Map

4

		<p>and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (HS-ESS2-3)</p> <ul style="list-style-type: none"> The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles. (HS-ESS2-4) 	<p>HS-ESS2-3 Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.</p> <p>HS-ESS2-4 Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.</p>	
		<p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <ul style="list-style-type: none"> The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (HS-ESS2-3) Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust. (ESS2.B Grade 8 GBE) (HS-ESS2-1) 	<p>HS-ESS2-3 Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.</p> <p>HS-ESS2-1 Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.</p>	
		ESS2.C: The Roles of Water in Earth's Surface	HS-ESS2-5	

NGSS Geology Curriculum Map

6

		(HS-ESS2-7)			
Earth and Human Activity		<p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere. (secondary to HS-ESS3-6) 	<p>HS-ESS3-6</p> <p>Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.</p>		
		<p>ESS3.A: Natural Resources</p> <ul style="list-style-type: none"> Resource availability has guided the development of human society. (HS-ESS3-1) All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (HS-ESS3-2) 	<p>HS-ESS3-1</p> <p>Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p> <p>HS-ESS3-2</p> <p>Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*</p>		
		<p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> Natural hazards and other geologic events have shaped the course of human history; [they] have significantly altered the sizes of human populations and have driven human migrations. (HS-ESS3-1) 	<p>HS-ESS3-1</p> <p>Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p>		

CP Geology Essential Learning Goals

Students Will Be Able To:

Science Basics:

- Appropriately use the scientific method and appropriate safety procedures in lab experiments.
- Accurately measure, with appropriate equipment, using the SI/Metric system.
- Graph scientific data using the appropriate graphical methods.
- Describe and use the properties of matter correctly.

Geology:

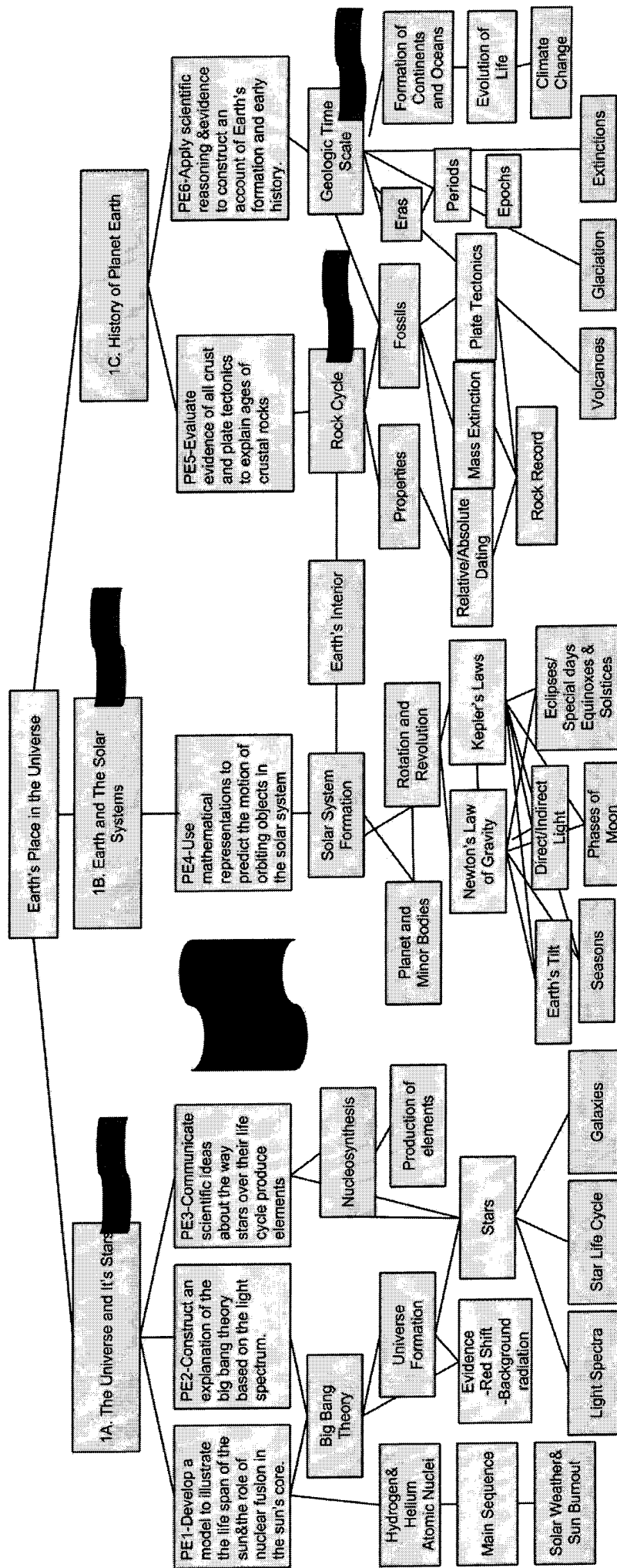
- Evaluate the evidence supporting the Theory of Plate Tectonics; including explanations of how the plates move, what the plates are made of, the ages of crustal rocks, the time scale of plate movement, surface features produced by plate movement, types of volcanoes, description of rock types formed, hazards with plate boundaries, and description of how the magnetic field is produced.
- Investigate the properties of water and how water affects Earth's materials and processes; describing the differences between chemical and mechanical erosion, freshwater versus saltwater properties, the hydrologic cycle and how it affects the Earth's surface, and the effects of solubility and crystallization.
- Explain the availability of; evaluate ideas for developing and utilizing; and Illustrate the management of the Natural Resources on Earth. Also evaluate the associated natural hazards, and how natural resources and hazards influence human activity; analyze cost-benefit ratios; and evaluate the sustainability of human exploitation of resources on human population and biodiversity.

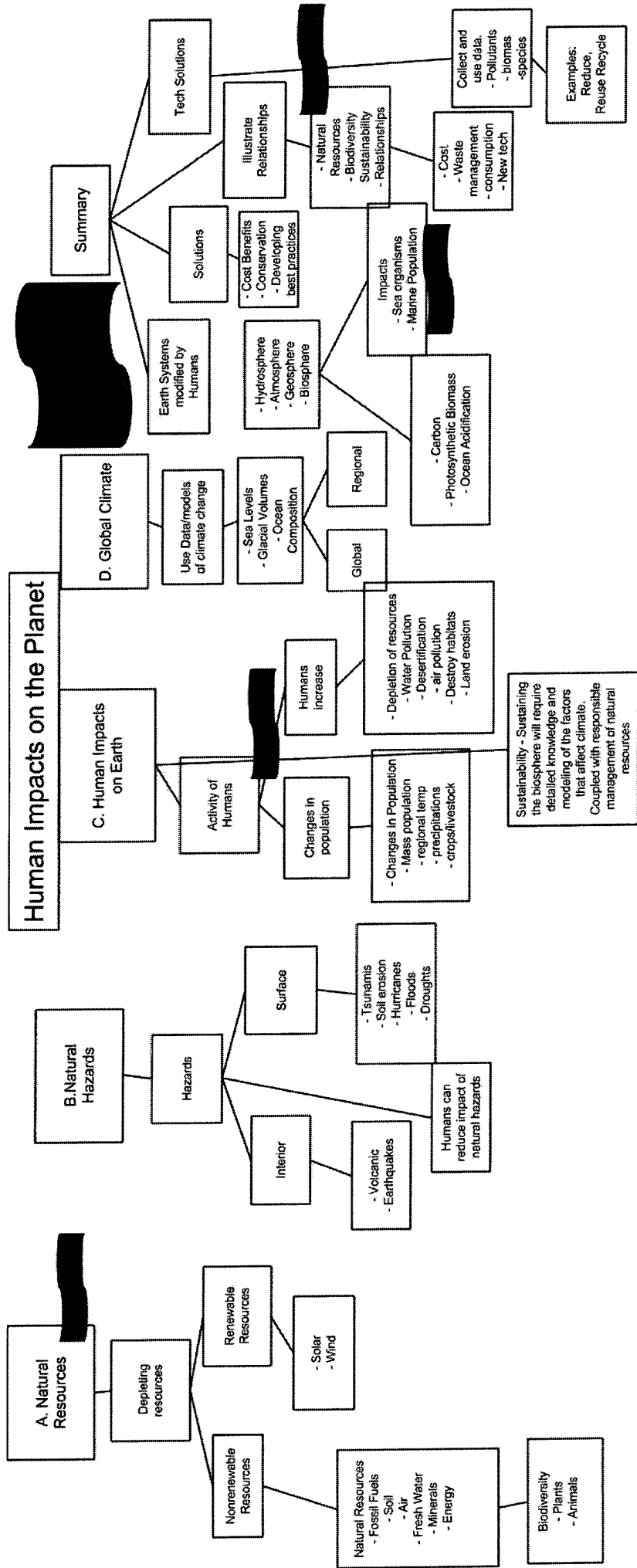
Meteorology:

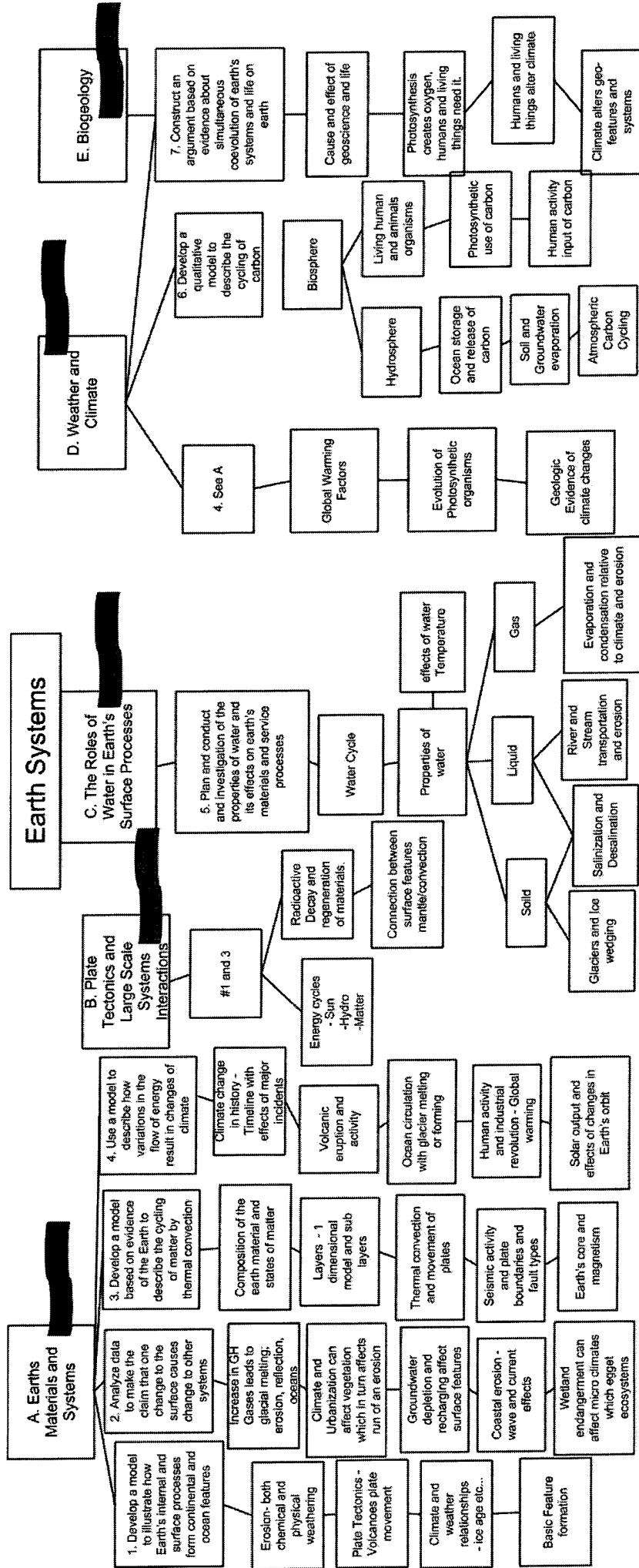
- Explain the co-evolution of the atmosphere and life on Earth, including the composition and structure of the early atmosphere compared to the current atmosphere.
- Model variations in the flow of energy into and out of the Earth's Systems, including weather, seasons, convection currents, and the coriolis effect.
- Describe and model the carbon cycle as it functions within Earth's Spheres.
- Analyze Climate data to forecast the rate of global and regional climate change and the associated impacts to Earth's Systems.
- Illustrate the relationships among Earth Systems and how those relationships are being modified as a result of human activity.
- Evaluate a technological solution that reduces the impacts of human activities on natural systems (ie: alternative /renewable energy resources)

Astronomy:

- Explain The stellar life cycle; including: how stars work, their life span, what happens when they die, the effects of star radiation, and what tools are used to observe stars.
- Explain the Big Bang Theory using evidence (Spectrum, Galaxies and composition of the universe)
- Construct a model/explanation that describes how solar systems form, and that predicts the motions of orbiting bodies within the solar system.







CP Geo Investigation Rubric for Lab Reports and Projects

	5	4	3
I. Formatting & Title Page	100% typed Title of lab, names of group members, course, period, teacher name, date submitted	Some parts not typed OR missing information	not typed
II. Introduction	This section includes the following- in separated paragraphs form: <u>b. Objective/Purpose-</u> state the objective of the experiment. Indicate what question you intend to investigate . <u>c. Hypothesis-</u> State what you think will be the result of your experiment <u>d. Identify and describe the control set-up, independent and dependent variables</u>	Elements of b, c, or d may be missing OR concept explanations are weak or unclear OR lack depth of research	Two or more elements of b, c, or d are missing AND/OR explanations are weak, nondescript, and demonstrate little effort
III. Materials	List of all of the materials used in the experiment	Incomplete list of materials given	no materials listed
IV. Procedure	brief description of the procedure to explain what will be done in the experiment OR a step by step directions to perform the experiment- this assumes the reader knows nothing- and you have to tell the reader how to reproduce your experiment! describe methods for control and other variables describe methods for collecting data	missing methods for control and other variables OR unclear, overly vague directions	procedure unclear, could not be repeated using your directions.
V. Data	All data are present All data recorded in neat/organized tables. -Data recorded in tables (tables titled, units indicated, calculations completed) -Graphs (X-Y and histograms) present -Graphs titled -Axes labeled correctly -Statistical analysis	All data are present and recorded in tables but <i>minor errors</i> exist in presentation Or accompanying graphs, diagrams, etc. are inaccurately labeled or missing titles or units	<i>Multiple errors</i> exist in data tables, graphs, diagrams and are inaccurately labeled or missing titles or units
VI. Analysis & Conclusion	Responded to all analysis questions logically, <u>citing data as evidence to support statements</u> And <u>Used complete sentence structure</u> including the question within the response; reflects extended research from text and other sources Claim, evidence, and reasoning are included in explanation. -Discuss if your hypothesis was or was not supported by the data, using data as evidence Explain unexpected results and why those results may have been obtained. -Discuss any problems that may have altered the results such as a constant variable that could not be controlled, human error, error due to instrumentation, etc..	Responded to all analysis questions but data are not cited to support statements Or Used incomplete sentence structure that may or may not include the question within the response; correct line of thinking but lacks depth in explanations no evidence cited OR errors &/or problems not reported	Responded to all analysis questions but data are not cited to support statements Or Used incomplete sentence structure that may or may not include the question within the response OR incorrect understandings evident -more than one of the parts in 3 are missing.

CP Geo Investigation Rubric for Lab Reports and Projects

VIII. References	List all outside resources used (exclude your textbook as that is a given). MLA format used.	Formatting unclear.	none listed
Total			____/40

Ag Geology Astronomy Benchmark

Performance based/short answer:

- 1) Construct a model or explanation, that shows the relationships between the Earth's tilt, seasons and Kepler's Laws of planetary motion.
- 2) Describe the life cycle of a typical main sequence star, like our sun. Include initial composition, fusion, formation, life-span, EM radiation, death, and production of elements beyond Hydrogen and Helium.
- 3) Explain the Theory of the Big Bang in detail. Include when, what, how, evidence, and early composition of the universe.
- 4) Construct a model or explanation of solar system formation that accurately predicts the motions of orbiting bodies within it. Use Kepler's Laws and Newton's Law of Gravitation in your explanation.
- 5) Based on mercury's surface temperatures (-173 degrees C to 427 degrees C) what can you infer about the possibility of life existing on Mercury? 3-5 sentences with supporting evidence.

Benchmark Spring 2015
Please Do Not Write on Test- Thank You

1. The solid part of Earth is made up material called
 - a. Glacial ice.
 - b. Lava.
 - c. Rock.
 - d. Wood.
2. Magma forms when rock
 - a. Cools.
 - b. Solidifies
 - c. Weathers
 - d. Melts
3. Igneous rock
 - a. rock that forms when existing rock is altered
4. Sedimentary rock
 - b. molten rock
5. Lava
 - c. rock that forms when molten rock cools and hardens
6. Metamorphic rock
 - d. rock that forms when rock fragments are compressed and cemented
7. Magma
 - e. molten rock that is exposed at Earth's surface
8. Sediment
 - f. rocks, mineral crystals, and organic matter that have been fragmented
9. What is one property of a mineral that is easy to observe.
 - a. Magnetism
 - b. Size
 - c. Weight
 - d. Color
10. Each mineral has specific properties that are a result of
 - a. scientific theory
 - b. crystals in its chemicals
 - c. chemical composition and crystalline structure.
 - d. specialized equipment.

11) What is a streak?

- a. The shape of the mineral crystal when frozen
- b. the color of the mineral in powdered form
- c. the surface color observed when the mineral is cleaved
- d. the color of the mineral in large crystals.

12. Why is the crystal size different in extrusive igneous vs intrusive igneous rocks?

- a. cooling took place quickly in intrusive igneous rocks.
- b. the cooling took place slowly in intrusive igneous rocks.
- c. the cool took place slowly in extrusive igneous rocks.
- c. there is no relationship between cooling and crystal size.

13) Extrusion a. an extrusion that takes the form of a flat mass of rock

14) Volcano b. volcanic ash deposits that form during an eruption

15) Volcanic neck c. an igneous rock mass that forms on Earth's surface

16) lava flow d. a series of lava flows that cover a vast area with thick rock

17) lava plateau e. the solidification central

18. To determine if a substance is a mineral or a nonmineral, scientists

- a. run a lot of tests.
- b. ask three basic questions.
- c. ask five basic questions.
- d. ask four basic questions.

19. What is an inorganic substance?

- a. one that is hard, dense, and lifeless.
- b. one that is made up of living things or the remains of living things.
- c. one that is not made up of living things or the remains of living things.
- d. something made up of the remains of ancient plants.

20. What do all minerals in Earth's crust have?

- a. a silicon atom and an oxygen atom
- b. a crystalline structure.
- c. the same number of elements and compounds.
- d. the same number of protons and electrons.

21. The cause of many volcanic eruptions is the movement of

- a. Earth's mesosphere.
- b. Earth's Inner Core.
- c. Earth's tectonic plates.
- d. Earth's oceans.

22. The movement of tectonic plates is driven by Earth's

- a. mantel.
- b. internal heat.
- c. internal forces.
- d. internal pressure.

23. Volcanoes erupt on Earth's surface

- a. mostly in random locations
- b. in all mountainous areas.
- c. only along the Pacific Coast
- d. mostly near tectonic plate boundaries.

24. One tectonic plate moves under another along a(a)

- a. reduction zone.
- b. subduction zone.
- c. earthquake zone.
- d. continental zone.

25. When a plate of oceanic lithosphere meets one that consists of continental lithosphere, the oceanic lithosphere.

- a. moves over the continental lithosphere.
- b. becomes continental lithosphere.
- c. move beneath the continental lithosphere.
- d. move through the continental lithosphere.

26. The force of a volcanic eruption is affected by

- a. magma temperature.
- b. the distance from the top of the volcano to its base.
- c. the viscosity of magma
- d. the geologic age of the volcano.

- 27) Volcanic cone a. a volcanic cone that is broad at the base and has gently sloping sides.
- 28) Crater b. structure formed by lava and pyroclastic material ejected during eruption.
- 29) Shield volcano c. volcano with very steep slopes that are rarely more than a few hundred meters high and have angles close to 40 degrees.
- 30) Cinder cone d. volcano made of alternating layers of hardened lava flows and pyroclastic material.
- 31) Composite Volcano e. the funnel shaped pit at the top of a volcanic vent.
32. One of the most important warning signals of volcanic eruptions is.
- a. a change in earthquake activity around the volcano.
 - b. a change in air pressure around the volcano.
 - c. a change in animal behavior around the volcano.
 - d. increased steepness of volcanic core.
33. Lava provides an opportunity for scientist to study.
- a. the nature of Earth's inner core.
 - b. the nature of Earth's tectonic plates.
 - c. temperature within Earth.
 - d. the nature of Earth's crust and mantle.
34. The Pacific Ring of fire is also one of Earth's major
- a. flood zones.
 - b. hurricane zones.
 - c. drought zones.
 - d. earthquake zones.
35. One tectonic plate moves under another along a(n)
- a. reduction zone.
 - b. subduction zone.
 - c. earthquake zone.
 - d. continental zone.
36. What is true of the geomagnetic poles and geographic poles?
- a. They are both at areas where magnets are found in Earth
 - b. They are located in different places.
 - c. They are the same thing but have different names.
 - d. They are located in the same places.

37. What happens when moving plates collide at convergent plate boundaries?

- a. The continental lithosphere subducts beneath the oceanic lithosphere.
- b. The oceanic atmosphere subducts beneath the continental atmosphere.
- c. The oceanic lithosphere subducts beneath the continental lithosphere.
- d. The oceanic lithosphere subducts beneath the continental stratosphere.

38. Body Wave

- a. A seismic wave that travels along the surface of a medium

39. Surface Wave

- b. The fastest seismic wave; causes particles of rock to move in a back and forth direction parallel to the direction in which the wave is traveling; can travel through solids, liquids, and gases.

40. P Wave

- c. The second-fastest seismic wave; causes particles to rock to move in a side-to side direction in which the wave is traveling; can only travel through solids.

41. S Wave

- d. A seismic wave that travels through the body of a medium.

42. A fault zone is a region of

- a. numerous, closely spaced faults.
- b. a few, closely spaced faults.
- c. Earth's core where the rocks form faults.
- d. Earth's mantel where faults form.

43. Where do seismic waves travel?

- a. outward in all directions from the focus through the surrounding rock.
- b. inward in all directions from the epicenter through the surrounding rock.
- c. outward in all directions from Earth's core through its surface.
- d. inward in all directions from the focus through the epicenter.

44. A tsunami may begin to form as a result of a sudden drop or rise in the ocean floor associated with

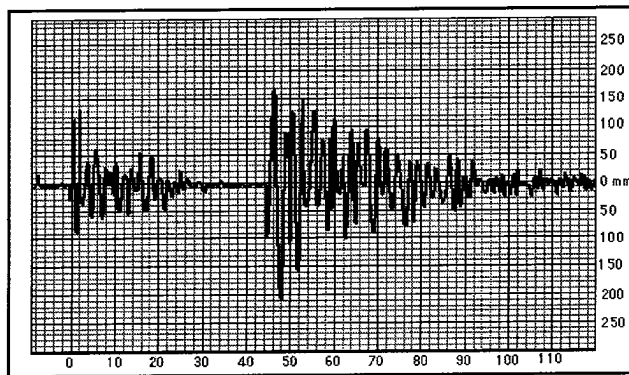
- a. seismic gaps
- b. riptides.
- c. undersea earthquakes.
- d. mudslides.

45. The trembling and vibrations of an earthquake are caused when

- a. the rocks become so pressed together that they shatter and release energy.
- b. the friction is reduced so much that the rocks cannot move past each other.
- c. the stress is reduced so much that the rocks of a fault suddenly break apart.
- d. the stress becomes so great that the rocks of a fault suddenly grind past each other.

Geology Benchmark #2

1. Describe or diagram the rock cycle
2. List the steps ***in order of importance*** on how to identify a mineral.
3. Explain the Earth's magnetic field- why we have it, and why it is important.
4. Choose one of the types of volcanoes (Cinder Cone, Strato, or Shield) and describe the type of magma produced, eruption violence, eruption products, and any other important information.
5. Explain the difference between the EPICENTER and the FOCUS of an earthquake.
6. Using the graph below determine the magnitude of the earthquake.



- S-P Interval=_____ Distance to epicenter:_____
- Maximum S wave Amplitude:_____ Earthquake Magnitude:_____

Geology Experimental Design- Lab Practical- Semester 1 Exam

Pick one of the following issues to analyze:

1. Any mineral that scratches glass is a diamond
2. Raindrops are shaped like teardrops
3. The coriolis effect can be observed in toilets/sinks/bathtubs
4. Winter weather can be predicted by how thick the fur is on some animals
5. Oxygen (that we breathe) does not come from plants
6. Earthquakes are rare events
7. Volcanic eruptions are rare events
8. All rocks are heavy
9. Greenhouse warming (Global climate change) is only natural (or alternatively- is only human caused)
10. The sun is always directly overhead at noon.

Once you have chosen a topic, you will then design an experiment to test that issue to see if it is correct or not. You will need to include the following in your procedure:

1. restate the issue you chose
2. step by step, specific directions on how to do your experiment. You must assume the readers knows nothing about the topic, so be SPECIFIC!
3. Describe your control, as well as your variable(s).
4. Describe your data collection methods, as well as what data you will collect.
5. Use complete sentences.

Rubric

5	3	1
directions are clear, easy to follow/understand	some directions are unclear, or difficult to understand	unclear procedure
control and variables are clearly explained	control or variables not described	control and variables not defined
data to be collected, and methods are clearly described	data to be collected or methods are not clear	data collection not defined
complete sentences are used	some incomplete sentences are used	fragments used, few complete sentences

Experiment

Forty bean plants, growing in pots, were covered one afternoon by individual glass containers and left in the laboratory overnight. Next morning, the inside of the lid of each container was found to be covered in droplets of a fluid which proved to be water.

Conclusion:

Plants generally give off water vapor.

Using the experiment information above and what you know about both the scientific method and experimental design, answer the following questions:

1. Form a hypothesis that could have been the basis for this experiment.
2. Identify the control, variables (independent and/or dependent) and factors.
3. What measurements could have been taken and how would data have been displayed?
4. Critique the conclusion and include at least two things that could be improved in the experiment.

Rubric:

	12 pts	8pts	4 pt
	<ul style="list-style-type: none">-States a clear and appropriate hypotheses-Clearly identifies the control, variables and factors-Lists measurements including units and at least one method of data-Has a constructive critique of the conclusion and lists at least two things that could be improved.	<ul style="list-style-type: none">-Has an attempt of a hypothesis-Identifies 2 of the 3: control, variables and factors-Mentions measurements that could be used or data options-Lists at least two things that could be improved or has a critique of the conclusion.	<ul style="list-style-type: none">-Does not display a hypothesis, but maybe a statement or title-Mentions a control, variable or factor of some sort-Does not clearly discuss measurements or data-Addresses the conclusion in some sense.
total			

Snack Tectonics- Experimental Design Lab

Driving Question: How can you show a second grader the three types of plate motions using food products (Graham Crackers, Fruit Roll up and Frosting)? (model divergent, convergent and transform boundaries- bonus for showing how types of crust form as well!)

Day 1:

Materials and Procedure:

You will need to design a lab experiment using Graham Crackers, Fruit Roll up and Frosting, that will show a second grader how Plate Tectonics work. You will need to include a **detailed list** of materials needed, **detailed step by step directions** of what the second grader will do, and details of what the second grader will record (and how) in their data section. You will be swapping with other groups in other classes and do each others designed labs!

Title

Purpose or Background

Materials

Procedure or Directions

Data

Conclusion

Day 2:

Obtain procedure from another group and do the experiment as described.

Record procedure you are doing:

Data: Include all data and diagrams expected.

Analysis and Conclusions:

Using complete sentence structure, cite evidence from the experiment to support your statements.

Explain what you observed in this experiment.

Explain any unexpected results, and why this might have occurred. Discuss any problems that might have occurred in this lab (such as variables that could not be controlled, human error, etc)

Suggest possible revisions to this lab procedure.

Suggest a model for further investigation concerning this concept.



What is it?

Evidence:
1.
2.

Universe

Tools Used

Galaxies

Telescope

Spectroscope

What is it?

Spectroscopy

Type:

Type:

Type:

Type:

Type:

What is it?:

Type:

Two Examples:

Two Examples:

Two Facts:

Two Facts:

Two Facts:

Two Facts:

Two Facts:

Project 2: Ag Leadership Curriculum

This year I had the opportunity to teach the ag leadership class at my school. This class had no curriculum developed for it at all. I have been developing the curriculum and planning for the class as I go. It is important that this class is beneficial to the students, and that they learn skills in this class. This class is taught zero period, which starts at 7am. Students choose to take this class to become more involved in the agriculture department. This class plans many FFA and community activities. They also learn leadership, public speaking, interpersonal, and self-awareness. I have included a class outline, a week by week plan for an entire school year, and some example assignments and classroom activities to be done throughout the year.

Agriculture Leadership Course

Class Structure:

- Mostly Grades 10-12 (exceptions can be made)
- Every student is part of a chapter committee
- All students are involved in planning and executing FFA Meetings and Activities

Class Format:

1 Day a week – FFA Day – Officers teach class, Plan FFA Events, Work Day

3 Days a week – Leadership Lessons

Big Class projects:

- Community Farm Fun Day
- Planning FFA Events
- Resumes/Cover Letters
- Job Interviews
- Ag Career Research Project
- Reflection Box
- About me speech
- Prepared Speech
- Leaders in History Project

Leadership Topics to be discussed:

- Team Building
- Relationships
- Careers and Job Skills
- Motivation/Goal Setting
- Self-Awareness
- Values, Character and integrity
- Leadership Roles
- Public Speaking
- Communication

Sources:

- FFA Life Knowledge
- Rising to the Challenge- John Ben Shepard – Public Leadership Institute
- Dr. Brad Dodson, CSU Chico
- Mr. Dane White, Galt High School

Week #	Dates	General Topics	Activities	Assignments
1	8/13-8/15	Course Basics	<ul style="list-style-type: none"> - getting to know you - What is Leadership (RTC 35) 	<ul style="list-style-type: none"> - What do you want/expect from this class
2	8/17-8/21	Team Building	<ul style="list-style-type: none"> - Toxic Waste - Find a Path - Other Team Building Activities - Breaking Boundaries (RTC 11) 	
3	8/24-8/28	Getting to know each other	Ice Breaker Activities Intro to Speeches Assign About me Speech	About me Speech
4	8/31-9/4	Personal Missing Statement	<ul style="list-style-type: none"> - What I stand for (RTC 155) - Leadership Styles (RTC 201) - Plan 9/11 Memorial 	<ul style="list-style-type: none"> - Personal Mission Statements (D)
5	9/7-9/11	Leadership Initiative/attitude	<ul style="list-style-type: none"> - leading with attitude (RTC 223) - Good/Poor Decisions (RTC 235) 	
6	9/14-9/18	Leadership Characteristics	<ul style="list-style-type: none"> - Are Leaders Born or Made (RTC 140) - Your definition of Leadership (RTC 35) - Characteristics of a Leader (RTC 62) 	
7	9/21-9/25	Relationships	<ul style="list-style-type: none"> - Types of Relationships (LK) - Trust in Relationships (D) 	
8	9/28-10/2	Teamwork	<ul style="list-style-type: none"> - Roles on a Team (LK) 	
9	10/5-10/9	Careers	AG Career Network Computer lab time	Ag Career Report Assigned
10	10/12-10/16	Careers	Ag Career Network Computer lab time What will I become (RTC 250)	Ag Career Report Due
11	10/19-10/23	Resumes	<ul style="list-style-type: none"> - Lesson on Resume's - Sample resume good/bad - Sample Corrections - Computer Lab Time 	<ul style="list-style-type: none"> - Resume
12	10/26-10/30	Cover Letters	<ul style="list-style-type: none"> - Peer Review Resumes - Lesson on Cover Letters - Sample Cover letters 	<ul style="list-style-type: none"> - Corrected Resume - Cover Letter
13	11/2-11/6	Job Interviews	<ul style="list-style-type: none"> - Practice Interviews - Skills worksheet - sample questions 	
14	11/9-11/13	Job Interviews	Job Interviews	Job Interviews

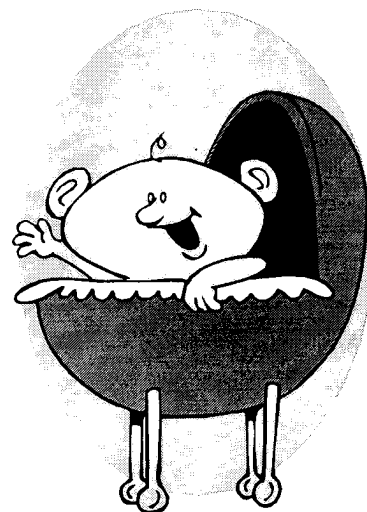
15	11/16-11/20	Role Development	Image 2-3 Chess and Checkers Leadership Styles (RTC 72) Leadership Roles (LK68)	
16	11/23-11/27	Listening Skills	Image 2-2 Indian Talking Stick I understand (RTC 177) Listening Skills (LK 93)	
17	11/30-12/4	Encourageing Others	Image2 - 6: The Hot Air Balloon RTC page 78: Positive Reinforcement LK 57-59:	- Reflection Box Assigned
18	12/7-12/11	Preparing for finals and p	- Final Study guide - Reflection box presentations	- Reflection Box Due
19	12/14-12/18	Finals	Written Final	Written Final
20	1/4-1/8	Presenting yourself	First impressions (RTC 39) My hair is blue (RTC 43)	
21	1/11-1/15	Rock the Mock	- Rock the Mock Preparation - Post-rock the mock discussion	- Rock the Mock - Rock the Mock Reflection
22	1/18-1/22	Goals	- Goal Setting Strategies (LK 44) - Use of Time - Having a mentor	
23	1/25-1/29	Self Discipline	Image 11: Discipline Bridge Driven to Distraction (RTC 57)	
24	2/1-2/5	Plan for FFA Week	- Make Kiss a Pig Jars - Plan activities	
25	2/8-2/12	FFA WEEK		
26	2/22-2/26	Values	- Find your Voice (D) - Values Clarification (D) 2Image 8: Pocket Change Somebody's Watching You(RTC 165) Benefits of Character and Integrity (LK15)	- Find your voice presentation
27	2/22-2/26	Interpersonal Skills	- Creating a culture - People of Color D) - Peanut Parade (D) - Stereotyping (D)	
28	2/29-3/4	Leaders in History	- Overview of Leaders in History - Research time for project	- Assign Leaders in History Project
29	3/7-3/11	Leaders in History Contd	- Leaders in History Presentations	Leaders in History Project due

30	3/14-3/18	Taking Risks	Image2-5: The Pyrrhic Victory Taking Risks to Achieve Positive Results(R	
31	3/21-3/25	Farm Fun Day	- Planning Farm Fun Day	
32	3/28-3/31	Farm Fun Day	- Farm Fun Day Work Committe Work Days	
	4/4-4/8	No School - Spring Brea	- Farm Fun Day	
33	4/11-4/15	Actively Leading	- 2-1 Image - Hosts and Guests - Social Contract (RTC 9) - Meeting People (LK52,53) - Starting Conversations (LK 54)	
34	4/18-4/22	What Kid of Leader Am I	- What kind of leader am I (RTC 72) - How can I be a better Leader (RTC 75) - I'm a great leader (RTC 97)	I'm a great leader Ad.
35	4/25-4/29	Conflict Resolution	Image 2-7: The Velvet Covered Brick Conflict Resolution Techniques (LK AHS-22 Applying Conflict Resolution Techniques (L	
36	5/2-5/6	Reflection	Mentors - Letter to a family member (RTC 325) - Letter to a teacher (RTC 327)	
37	5/9-5/13	Speeches	- Developing speeches (LK 86) - Presentation Tips (LK 89,90) - Speech Development - Computer Lab Time	
38	5/16-5/20	Speeches	Giving your great speech (RTC 137) - Speech Practice	
39	5/23-5/27	Speech Presentations	Give Speeches	Speeches Due
40	5/30-6/3	Finals	Written Final Class Reflections	

First Impressions

Objective: To examine the importance of making a positive first impression; To analyze the limitations of acting only on first impressions; To encourage the students to really get to know one another.

Materials Needed: One copy of “The Impression I Make” worksheet (S19) for each student, Enough copies of the “My Impression of You” worksheet (S21) for each student to complete one slip for every other student in the class. One copy of the “Wrong Impressions” worksheet (S23) for each student.



Process:

1. Give each student one copy of “The Impression I Make” worksheet.
2. Encourage them to think about the first impression they make on other people. Ask them to complete the worksheet describing the first impression they think they make when they first meet others.
3. Allow the students 10 minutes to complete this worksheet. When all of the students have completed the worksheet, have them staple the paper into their journals to refer to later in the exercise.
4. After the students have completed their self-evaluation, give each student one copy of the “My Impression of You” worksheet slip for every other member of the class. (If you have 30 students, each student should receive 29 copies of the worksheet slip.)
5. Explain that the students should evaluate their first impression of each member of the class. If they knew the student prior to meeting them in this class, they should reflect back on their impressions when they first met. Encourage the students to be as honest as possible.
6. Allow the students 20 minutes to complete this task.
7. After the students have finished their worksheets, collect all of the worksheets and distribute the first impressions to the student about whom they have written.

8. Allow the students enough time to read all of their classmates' responses.
9. Towards the end of the year, give each student one copy of the "Wrong Impressions" worksheet. Ask the students to reflect on three students in the class about whom they formed a first impression that turned out to be inaccurate based on the knowledge they gained about their classmate during the year. Have them complete the worksheet about these three first impressions.
10. Allow the students 20 minutes to complete the worksheet.
11. When they have completed the worksheet, have them staple the sheet into their journals to serve as a reminder to be wary of the first impressions they form in the future.

Discussion:

Use these discussion questions after the first half of this exercise.

- What kind of things do people base first impressions on?
- Why are first impressions so important?
- Why are first impressions so lasting?
- Are first impressions always good indicators of a person's real personality? Why or why not?
- Why is it important for a leader to make a positive first impression?
- What can leaders do to try to make positive first impressions of others?
- Why is it important for a leader to recognize the limitations of acting on first impressions?
- What can you do to avoid characterizing others before you really know them?

Use these discussion questions after the second half of this activity.

- Why were your first impressions inaccurate?
- Do individuals often form inaccurate first impressions of others?
- Why is it important for a leader to recognize the fallibility of first impressions?

- What can you do to keep inaccurate first impressions of others from negatively impacting your leadership?

Journal Topic:

Use this journal topic following the first half of the exercise.

- Were you surprised by the first impressions others had of you? Do you think their impressions were accurate? Why or why not? Do you need to improve the impression you first make on others? Why or why not? If you feel you need to work on the type of first impression that you make, what will you do to change others' perceptions of you? (A49)

Use this journal topic following the second half of the exercise.

- Write about a time when someone else formed an inaccurate first impression of you. What was the impression the person formed of you? Why did they form this impression? How did they treat you as a result of this inaccurate first impression? Did they eventually recognize the error of their perception? Did they change the way they treated you? What lesson can you learn from this experience? (A49)

Possible Test Questions:

- Are first impressions accurate most of the time? Why or why not?
- Should a leader always act on his / her first impression of a person? Why or why not?
- Why is it important for a leader to make a positive first impression on others?

TEKS Incorporated:

- Social Studies 113.32 (19A), (25B).
- English Language Arts 110.42 (3A), (5B), (15E), (16F); 110.43 (3A), (5B), (15E), (16F); 110.44 (3A), (5B), (16C); 110.45 (3A), (16C), (16F), (17H).

The Impression I Make

How do you think others perceive you when they first meet you? Complete the following worksheet on the first impression you think you made when your classmates first met you. Rank the top five attributes you think your classmates see in you when they first meet you. Be as honest as possible when choosing the attributes that describe others' first impression of you.



- | | | |
|-----------------|-----------------|---------------|
| ___ Creative | ___ Confident | ___ Ambitious |
| ___ Studious | ___ Calm | ___ Stressed |
| ___ Clever | ___ Intelligent | ___ Motivated |
| ___ Lazy | ___ Imaginative | ___ Adaptable |
| ___ Funny | ___ Serious | ___ Social |
| ___ Withdrawn | ___ Open-Minded | ___ Tolerant |
| ___ Opinionated | ___ Judgmental | ___ Fair |
| ___ Admirable | ___ Quiet | ___ Honest |

Why do you think most people form these impressions of you? On what do you think they base their opinion?

My Impression of You

Copy this sheet and cut along the dotted lines to provide each student with one slip for every other student in the class.

Classmate's Name: _____

Rank the top five attributes you feel your classmate possesses based only on your first impression of him / her.

___ Creative	___ Confident	___ Ambitious	___ Studious
___ Calm	___ Stressed	___ Clever	___ Intelligent
___ Motivated	___ Lazy	___ Imaginative	___ Adaptable
___ Funny	___ Serious	___ Social	___ Withdrawn
___ Open-Minded	___ Tolerant	___ Opinionated	___ Judgmental
___ Fair	___ Admirable	___ Quiet	___ Honest

Classmate's Name: _____

Rank the top five attributes you feel your classmate possesses based only on your first impression of him / her.

___ Creative	___ Confident	___ Ambitious	___ Studious
___ Calm	___ Stressed	___ Clever	___ Intelligent
___ Motivated	___ Lazy	___ Imaginative	___ Adaptable
___ Funny	___ Serious	___ Social	___ Withdrawn
___ Open-Minded	___ Tolerant	___ Opinionated	___ Judgmental
___ Fair	___ Admirable	___ Quiet	___ Honest

Classmate's Name: _____

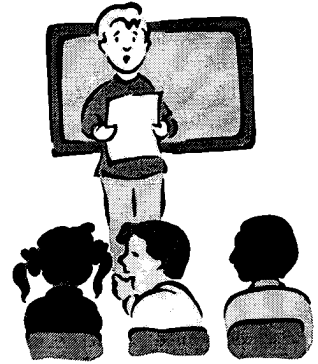
Rank the top five attributes you feel your classmate possesses based only on your first impression of him / her.

___ Creative	___ Confident	___ Ambitious	___ Studious
___ Calm	___ Stressed	___ Clever	___ Intelligent
___ Motivated	___ Lazy	___ Imaginative	___ Adaptable
___ Funny	___ Serious	___ Social	___ Withdrawn

Overcoming the Fear of Public Speaking

Objective: To provide the students with one technique for dealing with a fear of public speaking; To allow the students a chance to see how others control their fear of public speaking.

Materials Needed: One copy of “Tips for Overcoming Nerves and Giving a Speech” handout (S11) for each student.



Process:

1. Explain to the class that all public speakers have some fear of speaking and suffer from nerves during their speeches.
2. Ask the class for suggestions for controlling nerves during speaking. List all ideas on the board and have the contributors discuss or explain them.
3. Read through the points covered in the handout. Discuss and explain these as necessary.
4. After all the points have been covered, give each student a copy of the “Tips for Overcoming Nerves and Giving a Speech” handout to use as they prepare themselves for their first speech.

Discussion:

- Have you ever given a speech or presentation? Were you nervous? How did you get through the experience?
- Are you nervous about giving your presentation in this class?
- Which method do you think will be most useful to you as you prepare to deliver your first speech to this class?
- Why is it important for a leader to be able to speak publicly?

Journal Topic:

- Discuss a time when you saw a public speaker. Was it a good speech? What made it memorable? What made the presentation good? Was it a poor speech? What made it a bad presentation? How could you avoid the same pitfalls? How do you feel about having to give speeches and presentations for our class? What do you fear happening? What can you do to prevent your fears from becoming realities? (A47)

Possible Test Questions:

- List five tips for overcoming the fear of public speaking.
- Why is it important for a leader to be able to speak in public without being overcome with fear?

TEKS Incorporated:

- Social Studies 113.32 (19A), (25B).
- English Language Arts 110.42 (3A), (16F); 110.43 (3A), (16F); 110.44 (3A); 110.45 (3A), (16F).

Adapted from *100 Training Games* by Gary Kroehnert, 100-01, © 1992. Used with permission from McGraw-Hill, Boston MA.

Tips for Overcoming Nerves and Giving a Speech



1. Be at ease and relax. They want to listen to you.
2. Breathe deeply as you walk towards the presentation area.
3. Mentally rehearse the sequence of your presentation.
4. Use the self-fulfilling prophecy. Visualize your success and their applause.
5. Dress the part and look professional.
6. Create a physical setting you feel comfortable with.
7. Use your prepared notes.
8. Use a clever or interesting opening.
9. Practice your speech beforehand.
10. Move around, but don't pace.
11. Warm your voice up before starting.
12. Keep eye contact with all of your audience.
13. Research and know your topic.
14. Do not point out your own mistakes. You are the expert on this topic during the time your speech is made.
15. Remember your time constraints. Finish your speech before your audience does. Do not overstay your welcome on the podium. An audience appreciates a short organized speech over a long rambling effort.
16. Always appear to be enthusiastic and confident. A speaker's poise and confidence communicate as effectively as the words that are spoken.

17. Use a video or tape recorder to evaluate your performance.
18. Develop your own style of presentation.
19. Get feedback from your audience.
20. Don't read from the text.
21. Be yourself. Your audience will forgive your nervousness, but they will be turned off by false modesty or bravado.
22. Speak in the level of language that is suitable to the occasion. If the occasion demands a tux, then your words should be addressed appropriately.
23. Look for a creative angle on your topic. Capture your audience's attention in this way.
24. If you stumble, do not repeat sentences or phrases unless they are pivotal to your speech.

Project 3: iRecordbook

This year at Sobrato High School we decided to fully implement the irecordbook. I started it last year with my classes, but not all teachers were on board. This year we agreed to all use it in all of our classes. But not all of the teachers know how to use it, so I decided to create these resources. I first created a set of directions for the students. We copied these and gave them to all of the students. This allows them to work on their recordbook from home when a teacher is not there to answer questions. I also developed a grading guide. I did this so that all students would receive the same grade regardless of what class they are in. We have students who take multiple ag classes, so it is important that our grading is consistent.

Sobrato FFA
iRecord Book Student Instructions

Website: calaged.csuchico.edu/recordbook

Student ID: _____ Password: _____

1. Change your password

If you wish to change your password from the default

Click Set up → Change Password

*Remember your password needs to be school appropriate. If you forget your password at any time, your advisor can look it up for you.

2. Set up your Record Book

Click setup → Book

Under description label as Year ____

Set up each enterprise (each project is known as an enterprise)

Click Setup → Enterprise

Placement – you work for someone else

Ownership – you own the project

Examples: Market Sheep, Breeding Swine, Garden

Leave “Group” and “Notes” blank

3. Calendar

Import the Chapter Calendar

Click Activities → Calendar → Click Import Chapter Events

(Be sure not to click twice or your events will be duplicated)

Go through the calendar, and select activities that you attended. Click Attend.

Add two entries per month that relate to your project

4. Budget

A budget needs to be completed for EVERY enterprise regardless of whether it is an Ownership or Placement enterprise.

Click Transactions → Budget

5. Ownership Enterprise:

Only for projects that are labeled as Ownership

Click Setup → Ownership Agreement

See examples

6. Placement Agreement

Only for projects that are labeled as Placement

Click Setup → Placement Agreement

See examples

7. Journal Entries

Click Transactions → Journal

The following should be included within each month:

- 1) Enter the Date
- 2) Choose the enterprise that this entry relates to
- 3) Choose the category this entry would fall under – if it doesn't fit in a category put Other**
- 4) Description: Description of anything done with project
Example: Weekly hours spent watering
- 5) No. Units – Amount of something – NOT DOLLARS
- 6) Price per Unit
- 7) Unit Description (Lbs, Head, etc)
** you do not have to use 5-7, if you use one of them, use all of them.
- 8) Amount – Total income or expenses
- 9) Hours Spent – everything is at least 1 Hour
- 10) Type – If it's income you need to change it to income. Expense is the default
- 11) Reference – Not necessary unless you have information you'd like to include

8. FFA Activities (Leadership Roles)

Click activities → FFA Activities

- 1) Enter the date you received your Greenhand, Chapter, or State Degrees
- 2) Enter any speech or group discussion that you may have completed
- 3) Enter your any leadership positions you have held

9. FFA Activities Log

NOTE: This can be skipped if when you did the Calendar you went through and clicked "Attend" on events that you went to. You will see that those events were automatically transferred over to your activities list.

Click Activities → FFA Activities Log

1. List all FFA Activities you have participated in

10. Community Service

Click Activities → Community Service

Enter all community service activities that you have participated in

Enter any school non-FFA Activities that you have participated in

		Name: _____		iRecordbook Score Sheet		Name: _____	
Record Book Section	Points Possible	Points Earned		Record Book Section	Points Possible	Points Earned	
Set up Book	5			Set up Book	5		
Calendar	5			Calendar	5		
Budget	5			Budget	5		
Agreement	10			Agreement	10		
Journal Entries	10			Journal Entries	10		
FFA Activities	5			FFA Activities	5		
Community/School Activities	5			Community/School Activities	5		
iRecordbook Score Sheet		Name: _____		iRecordbook Score Sheet		Name: _____	
Record Book Section	Points Possible	Points Earned		Record Book Section	Points Possible	Points Earned	
Set up Book	5			Set up Book	5		
Calendar	5			Calendar	5		
Budget	5			Budget	5		
Agreement	10			Agreement	10		
Journal Entries	10			Journal Entries	10		
FFA Activities	5			FFA Activities	5		
Community/School Activities	5			Community/School Activities	5		
iRecordbook Score Sheet		Name: _____		iRecordbook Score Sheet		Name: _____	
Record Book Section	Points Possible	Points Earned		Record Book Section	Points Possible	Points Earned	
Set up Book	5			Set up Book	5		
Calendar	5			Calendar	5		
Budget	5			Budget	5		
Agreement	10			Agreement	10		
Journal Entries	10			Journal Entries	10		
FFA Activities	5			FFA Activities	5		
Community/School Activities	5			Community/School Activities	5		
iRecordbook Score Sheet		Name: _____		iRecordbook Score Sheet		Name: _____	
Record Book Section	Points Possible	Points Earned		Record Book Section	Points Possible	Points Earned	
Set up Book	5			Set up Book	5		
Calendar	5			Calendar	5		
Budget	5			Budget	5		
Agreement	10			Agreement	10		
Journal Entries	10			Journal Entries	10		
FFA Activities	5			FFA Activities	5		
Community/School Activities	5			Community/School Activities	5		

iRecordbook Grading Rubric					
Record Book Section	10 Points	8 Points	5 Points	3 Points	1 Point
Set up Book	N/A	N/A	Set up book with all of the correct information	Set up book with some of the correct information	Attempted to set up book
Calendar	N/A	N/A	Imported chapter Calendar and has at least 5 SAE related entries	Imported chapter calendar and has less than 5 SAE related entries, but SAE related entries, but did not import chapter calendar	Only imported chapter calendar
Budget	N/A	N/A	Included reasonable amount of expenses and income related to the project	Included some expenses and income related to the project, but is missing parts	Did not include expenses and/or income related to project
Agreement	Includes all necessary information in the appropriate type of agreement. Either placement or ownership.	Includes most of the necessary information in the appropriate type of agreement	Is missing information in the correct type of agreement	Did not compete the correct agreement	Attempted an agreement
Journal Entries	Has appropriate number of journal entries for project. Provides accurate description of what happened. Includes accurate hours and money spent and earned	Is missing some journal entries, but still provides accurate descriptions of what happened. Also includes accurate hours worked and money spent and earned	Is missing a substantial amount of journal entries, or did not provide accurate descriptions, hours, or money	Missing information and journal entries not accurate	Very few entries, attempted
FFA Activities	N/A	N/A	Has entered at least 6 FFA activities per semester	Is missing a few activities	Attempted to enter FFA Activities
Community/School Activities	N/A	N/A	Has entered at least 2 school and 2 community activities	Is missing a few activities	Attempted to enter School and community activities

Appendix

12. Comprehensive Program plan

SUPPORT MATERIALS

Support Material 12: Comprehensive Program Plan

The Comprehensive Program Plan is a large binder that holds all of the information to our agriculture program. It is updated every year and a copy is kept in our Regional FFA Supervisors officer.

I have included the Comprehensive Program Plan as is. Our program has had many staff changes, classes added and other changes recently. Because of this parts of the plan are old and outdated.

A	Job Market Description	
B	Targeted Occupations	
C	Total Program Goals and Objectives	
D	Program Description of Included Courses, SOE & Leadership	
E	Program and/or Course Subject Matter Content Outline	
F	Program Completion Standards	
G	Description of Facilities and Major Equipment	
H	Five Year Facility and Equipment Acquisition Schedule	
I	Staff Assignments	
J	FFA Program of Activities	
K	School and/or Department Policies	
L	Proficiency Standards for Program Completers	
M	Teacher Data Sheet for each Teacher	
N	Roster of Agriculture Advisory Committee	
O	Advisory Committee Minutes	
P	Current Year Budget	
Q	Signed Articulation Agreement and/or Evidence of Articulation	
R	Graduate Follow-up System	
S	List of Active Placement Sites	
T	Recruitment Activities and Materials	
U	Staff In-service Record	
V	Staff Minutes	
W	Department Inventory	
X	List of Courses that Qualify for Alternative Credit	
Y		
Z		

Job Market Description

Agriculture is the most important industry in the United States. This makes it very important that we train our students to take on the challenges of the agriculture industry in the future. With the rapid movement toward technology it is important that we keep our facility up to date so we can prepare our students for the ever changing job market.

Morgan Hill is located in Santa Clara County which is 20 miles south of the Silicon Valley and 30 miles north of Salinas. With this location, the agriculture industry and the technology industry exist side by side. This cooperation of industries gives a wide range of opportunities for our students.

Some of the Agricultural related occupations that exist for our students in Morgan Hill and the surrounding areas include the following:

- ◆ Crop Production
- ◆ Orchard Production
- ◆ Horticulture – Nursery Crop Production
- ◆ Cattle Ranching
- ◆ Biotechnology
- ◆ Agriculture Business
- ◆ Wildlife Management
- ◆ Floral Design
- ◆ Poultry Production
- ◆ Greenhouse Management
- ◆ Feed Mill Management
- ◆ Farm Equipment Sales and Repair
- ◆ Welding
- ◆ Foods Production
- ◆ Nutrition
- ◆ Viticulture
- ◆ Equipment Operator
- ◆ Food Safety & Biosecurity
- ◆ Local Government
- ◆ Agriculture Communications
- ◆ Technology

Statistics show that approximately 85% of the Ann Sobrato High School students who graduate attend a post secondary school, whether it is a four year college or university or a trade school. The rest of the students are going into the military or straight into the work force. This is why we need to train our students to be able to perform in the jobs that are available in the Santa Clara County and the surrounding areas to earn a suitable income in order to support themselves and give back to their community. The student that obtains the skills we deliver through our program is not only going to be able to get a job in Santa Clara County, but will be able to keep it.

Targeted Occupations

We train our students to meet competencies in an occupation in one or more of the four program areas of occupation in Agriculture. Listed below are various jobs within each of the program areas.

Agriculture Production

Job

Animal Production

Veterinarian, Ranch Hand,
Livestock Producer, Feed Sales,
Equipment Sales, Inseminator,
Brand Inspector

Crop Production

Soil Manager, Crop Laborer,
Irrigation Programmer, Pest
Controller, Seed Quality Controller

Agriscience

Job

Animal Science

Embryologist, Geneticist,
Nutritionist, Veterinarian,
Zoologist, Ultrasound Technician

Plant Science

Soil Scientist, Arborist, Florist,
Nursery Production, Landscaper,
Turf Grass Manager, Irrigation, Plant
Breeding, Landscape Architect,
Interiors capes, Botanist, Forestry,
Greenhouse Manager, Pest
Controller, Fertilizer Scientist,
Viticulturalist

Food Science

Nutritionist, Foods Production
Manager, Food Safety Inspector,
Biosecurity Manager

Agriculture Mechanics

Mechanics

Welder

Equipment Operator

Job

Equipment Operator, Equipment Sales, Shop Foreman, General Maintenance, Tractor Maintenance, And Assembly

Arc Welder, Gas Welder, Combination Welder

Farm Equipment Operator, Field Hauler, Heavy Equipment Operator, Equipment Greaser, Truck Driver

Agriculture Business

Leadership

Job

Farm Bureau Board Member, Agriculture Lobbyist, School Board Trustee, Mayor, Assemblyman, Congressman

Sobrato Agriculture Department Program Goals

1. Improve Overall Quality of the Sobrato FFA Program

- a. Quality Collaboration
 - i. Ag Biology
 - ii. Ag Geology
 - iii. Leadership
- b. Quality Communication
 - i. Leadership team communication via Monday department meetings
 - ii. Department email updates
 - iii. Student leadership team updates at Tuesday lunch meetings
- c. Improve Recruitment
 - i. Increase community events
 - ii. Science class demonstrations at both middle schools

2. Increase FFA and Agriculture awareness in the Community

- a. Farm Carnival
 - i. Community Farm Day in the Spring
- b. Pumpkin Patch
 - i. Plant pumpkin patch at farm and open to community
- c. Increase Special Education involvement
 - i. Ag in the Classroom type lessons for S.E.
 - ii. Involve S.E. at the farm through livestock and plants

3. Bring the Industry into our Classrooms

- a. Each course complete one industry field trip
- b. Each course plan and implement at least one industry guest speaker
- c. Each course bring in at least one industry person to join our Advisory Committee

Classroom Goals: Establish a curriculum that follows the guidelines of the CORE I and CORE II Agriculture Education curriculum, which is approved by the State Department of Education. Focus the Advanced Clusters on employability skills with regard to local industry needs. In addition, have the Agricultural Geology, Agricultural Biology, Floral Design, Horticulture, Food Science, Leadership, and Veterinary Science courses maintain the approved UC credit for college entrance as well as meet graduation requirements. Also, articulation agreements for industry courses.

S.A.E. Goals: Require every student in the Agriculture Program to have a recordbook and project. Increase student involvement at fairs and project competition. Have at least 10 State Degree recipients and 3 American Degree recipients each year when students are at the level to receive such recognition. Have at least 5 students apply for proficiency awards each year.

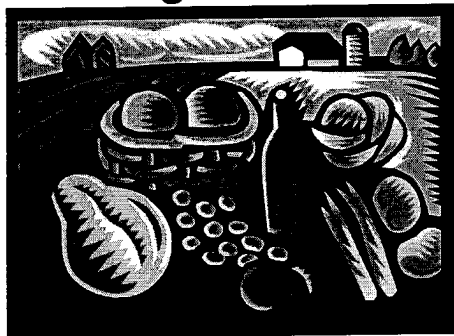
FFA Goals: Participation in ALL leadership activities and conferences. For example: Best Informed Greenhand, Opening/Closing Ceremonies, Parli Pro, Creed, Prepared,

Impromptu, and Extemporaneous Speaking, and all conferences. In addition to participation, we would like to improve quality by having success with winning participants or teams. Focus and develop two or three competitive judging teams. Build up program respect, through success, within the section, region, and community through dedication and service as well as a strong work ethic.

Student Outcomes: After successful completions of the Agricultural Program at Sobrato High School the students will:

1. Have an understanding of the economic and social impact of Agriculture and Society.
2. Develop personal attitudes, character traits and leadership abilities which will contribute to their success in Agricultural Employment or Self Employment
3. Accumulate the knowledge and mastery of skills needed for successful engagement in Agriculture.

CP Agriculture Biology



Instructor: Mrs. Krafft

Voice Mail: (408) 201-6200 ext: 41248

Email: myndi.krafft@mhu.k12.ca.us

Course Description: CP Agricultural Biology is a one-year, college preparatory course in lab science devoted to an exploration of the fundamental concepts, principles and processes of the living world. The student is given a systematic and comparative investigation of many

representative organisms, from simple to complex, in order to relate to humankind's place in nature's scheme. CP Agricultural Biology exposes students to the dynamic world of Agriscience and what it has to offer, keeping in mind students interests and abilities. FFA and the Supervised Occupational Experience Program are an integral part of the instruction. The inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture based project, and keeping accurate records. Students have the option of traveling to various colleges and universities throughout the state for FFA activities.

Required Materials (bring to class every day):

- Text: Biology; Glencoe, McGraw-Hill, 2007.
- Text Support: Biology; Science Notebook (1 is provided per student)
- 1 ½ inch 3-ring binder, with a divider for this class (Syllabus is to remain in binder at all times)
- (2-3) Single-subject composition notebooks, college ruled (one or more per semester)
- Pen/pencil, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates

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

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

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

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

Ann Sobrato High School Agriculture

Major Assignments/Activities: Students are required to complete homework, class work, labs, projects, FFA activities and a FFA record book.

- A. **Composition Notebook:** Students are required to keep an organized composition notebook for this class as notebook checks will be done each quarter. Notebooks must be turned in on date announced. Late notebooks will receive 5% grade deduction for each day late with no more than a 50% grade deduction.
- B. **FFA Participation:** FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 2 FFA Activities per quarter.
- C. **California Agriculture Record Book / Approved SAE Project:** Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

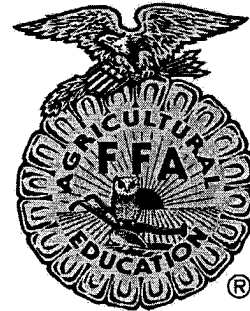
Grading Policy: Grades are earned, not given. Current grades will be posted online using E School Plus throughout each quarter. The following is a break down of grades for each semester:

Grading Categories:

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

Grading Scale:

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



Student Responsibilities

The agricultural department is successful because the students have pride in the activities of the department and care about what takes place in their class. It is essential that students who choose to take a class with the Agriculture Department be aware of and assists in meeting the expectations of the department.

Classroom rules, procedures and expectations:

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

Ann Sobrato High School Agriculture

(Please sign and return the below portion only-keep above portion in your binder for reference)

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

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

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

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

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

Student Name: _____

Students Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Contact Phone #: _____

Parent/Guardian Email: _____

CLASS AGREEMENT

Please read the following handouts carefully:

- Course Syllabus
- Quizdom Remote System Usage Agreement
- Lab Safety Contract

Once you've reviewed the materials listed above, please complete this form and return it to Mrs. Krafft by Monday (August 22nd). If you have any concerns or questions, please do not hesitate to ask me.

Student Agreement

I, (print your name) _____, have read and understand all of the handouts listed above. I understand the requirements of the class and the expectations of me, and I agree to fulfill these. I have also reviewed the grading policies of this class and understand that participation in FFA activities and maintaining a SAE/Record Book will have an effect on my grade. If I have any questions, I will ask Mrs. Krafft for further explanation.

Student's Signature: _____ Date: _____

Parent/Guardian Agreement

I have read the handouts listed above and understand that my child is to keep a composition notebook containing all work he/she does for this class as well as a section in his/her binder for additional handouts. I understand that my student will be responsible for abiding by the general rules and class guidelines. I have also read and understand the grading policies for this class (including the percentages of the student's grade devoted to FFA and SAE/Record Books). If I have any questions or would like to discuss my child's performance in this class, I will contact Mrs. Krafft at (408) 201-6200 ext: 41248.

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

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

Parent's/Guardian's Printed Name: _____

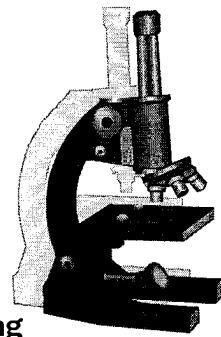
Parent's/Guardian's Signature: _____ Date: _____

Do you have any comments/questions on the handouts listed above?

Phone # where you can be reached: _____



Ag Biology Lab Safety Agreement



I, _____, agree to abide by the following laboratory safety regulations whenever performing in a biology lab. I will:

- Use the science laboratory for authorized work only.
- Know how to use the safety equipment and know the location of the fire extinguisher, fire alarm, eye wash station, safety shower, and fire blanket.
- Study the lab before coming to the lab. If in doubt about any procedures, I will ask the teacher.
- In case of a fire, alert the teacher and leave the laboratory in an orderly fashion.
- Carefully check for the presence of any ignition source (open flame, electric heating coils) before using flammable materials such as alcohol.
- Place broken glass and disposable materials in their designated containers. Please ask teacher if you are unclear.
- Report any accidents, injury, or unsafe procedures to the teacher immediately.
- Never taste, touch, or smell any substances unless directed specifically by the teacher to do so.
- Never bring in outside food or drinks.
- Handle chemicals carefully, check the label of every bottle or jar before removing the contents, and never return unused chemicals to reagent containers.
- When heating a substance in a test tube, make sure the mouth of the test tube is pointing away from other people and away from myself.
- Use appropriate equipment to handle hot glassware.
- Tie back long hair, remove dangling jewelry, roll up loose sleeves, and tuck in loose clothing.
- At the end of the lab, clean the work area, wash and store all materials and equipment, and turn off all water, gas, and electrical appliances.
- Wash my hands thoroughly with soap and water before leaving the laboratory.

Student's Printed Name: _____

Student's Signature: _____ Date: _____

Parent's/Guardian's Printed Name: _____

Parent's/Guardian's Signature: _____ Date: _____



Ann Sobrato High School



August 16, 2012

Dear Parents,

I am very excited about this year at Sobrato High School. I am really looking forward to getting to know your children as well as teaching them. Agricultural Biology can be a challenging yet fun course, especially when there are a good amount of lab activities. However, the amount of money that I have to spend is about three dollars per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational lab activities. I plan on doing some great labs with my students. Therefore, I am sending out a plea for help. I am asking for a **\$25 lab donation**, so that I may purchase more supplies. This is a donation (which means tax write off) and I will be happy to accept any amount that you can afford. Please make checks out to Ann Sobrato High School.



I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that we will be able to do. Also, we are always in need of guest speakers and especially chaperons for our possible field trips (Monterey Bay Aquarium). Keep an eye out for more information.

Please feel free to call me anytime if you have any questions. My school phone number is (408) 201-6200 ext: 41248. You can also reach me by email: myndi.muzic@mhu.k12.ca.us

Sincerely,

Ms. Muzic-Krafft

(Please cut, sign and return below portion only)

Student name (printed)

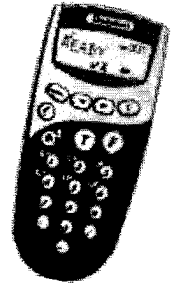
Period

- I have read the above letter about the \$25 lab donation.

Parent Signature

Parent name (printed)

Ann Sobrato High School
Agriculture Department
Qwizdom Remote System Usage Agreement



The Qwizdom Interactive Remote System adds interactive "game show" style fun and excitement to the learning experience in the classroom. During this school year you will be using these hand held remotes during quizzes, tests, and sometimes during PowerPoint lessons. Each student will be assigned an individual remote to use during the school year. Each remote is very expensive and difficult to replace. The replacement cost of one remote is in the upwards of \$60.00.

Here are our expectations for our students to have the privilege of using this exciting piece of technology:

1. Students will be assigned a specific numbered remote for the entire year. A student's assigned remote is the only one a student should use at any time.
2. The student is responsible for all damage to the equipment. This includes physical breakage, graffiti, vandalism or any other malicious attempt to destroy the device or data.
3. The student will not use the equipment if it is damaged or in need of repair. Student must notify the teacher and report immediately any damage to the device before attempting to log on for that class period. If a report is not made we will assume damage was done by previous user.
4. In the event of theft or total loss of the equipment replacement costs will be charged to the student last logged in to the system.
5. Any student found attempting to tamper with another student's remote and/or data will have all privileges revoked for the remainder of the school year and will be charged for resulting damage.

Please sign below and return to your teacher.

I have read and understand the above Qwizdom Remote System Usage Agreement and I fully agree to all terms and conditions.

He leído y comprender el Qwizdom remoto System uso acuerdo anterior y estoy totalmente de acuerdo a todos los términos y condiciones.

Student Name _____

Student Signature _____

Date: _____

Parent Name _____

Parent Signature _____

Date: _____

- (Please sign and return this letter per the only)

Remember: you may sleep about 16 hours of your budget's profits on a 16-hour day.

- By signing below I understand that I have read and understand the rules of this contest, and I agree to abide by these guidelines and regulations.

Al final, el autor concluye que el uso de la tecnología en la educación es una herramienta poderosa que puede mejorar el aprendizaje y la motivación de los estudiantes, siempre y cuando se utilice de manera adecuada y se fomente la colaboración entre los docentes y los estudiantes.

Student Name

Student's Signature:

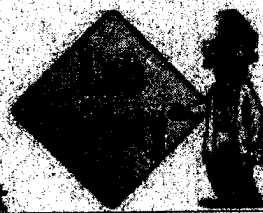
Parent/ Guardian Name

Parent/Spouse Signature _____

Parent/Guardian Name: _____

ent/Barbara Green

Ag Geology Lab Safety Agreement



I, _____, agree to abide by the following laboratory safety regulations whenever performing in a biology lab. I will:

- Use the science laboratory for authorized work only.
- Know how to use the safety equipment and know the location of the fire extinguisher, fire alarm, eye wash station, safety shower, and fire blanket.
- Study the lab before coming to the lab. If in doubt about any procedures, I will ask the teacher.
- In case of a fire, alert the teacher and leave the laboratory in an orderly fashion.
- Carefully check for the presence of any ignition source (open flame, electric heating coils) before using flammable materials such as alcohol.
- Place broken glass and disposable materials in their designated containers. Please ask teacher if you are unclear.
- Report any accidents, injury, or unsafe procedures to the teacher immediately.
- Never taste, touch, or smell any substances unless directed specifically by the teacher to do so.
- Never bring in outside food or drinks.
- Handle chemicals carefully, check the label of every bottle or jar before removing the contents, and never return unused chemicals to reagent containers.
- When heating a substance in a test tube, make sure the mouth of the test tube is pointing away from other people and away from myself.
- Use appropriate equipment to handle hot glassware.
- Tie back long hair, remove dangling jewelry, roll up loose sleeves, and tuck in loose clothing.
- At the end of the lab, clean the work area, wash and store all materials and equipment, and turn off all water, gas, and electrical appliances.
- Wash my hands thoroughly with soap and water before leaving the laboratory.

Student's Printed Name: _____

Student's Signature: _____ Date: _____

Parent's/Guardian's Printed Name: _____

Parent's/Guardian's Signature: _____ Date: _____



August 16th, 2012

Dear Parents,

Being new to Sobrato High I am extremely excited to start the year. I am really looking forward to getting to know your children as well as them teaching them. CP Agriculture Geology can be a challenging yet fun course, especially when there are lab activities. However, the amount of money that I have to spend is about \$3 per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational lab activities. Therefore, I am asking for a **\$25 lab donation**, so that I may purchase necessary supplies. This is a donation (which means tax write off) and any amount that you can afford will be appreciated. Please make checks payable to Sobrato High School (SHS).

I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that we will be able to do. Also, we are always in need of guest speakers and chaperones for our field trips. We may also have fundraisers this year to help pay for field trips. Keep an eye out for more information.

Please feel free to call me anytime if you have any questions. My number is (408) 201-6200 x 41259. You can also reach me by email: tanya.salo@mhu.k12.ca.us

Sincerely,

Ms. Tanya Salo

Student Name (printed)

Period

- *I have read the above letter about the \$25 lab donation.*

Parent/Guardian Signature

Parent/Guardian Name(s) (printed)

Ann Sobrato High School Agriculture Department

Teacher: Mrs. Krafft
Email: myndi.krafft@mhu.k12.ca.us

Phone: 201-6200 ext:41248
Office Hours: afterschool until 3:35

The Art & History of Floral Design

Course Description

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

Course Objectives

- Demonstrate the skills necessary to safely use floral tools and materials.
- Correctly condition and handle cut flowers, foliage, and plants used in the floral industry.
- Construct floral products for holidays, art interpretations, weddings, displays, or resale.
- Demonstrate different floral design styles and arrangements, from different historic time periods.
- Demonstrate art principals & elements of design used in floral designs.
- Participate in basic horticulture production; demonstrate understanding of flower and foliage production.
- Create a professional portfolio of career technical skills.
- Design and construct arrangements used in wedding and sympathy floral work.
- Complete a wedding project for flowers used in the event including pricing and planning of designs.
- Motivate you as a consumer to appreciate floral design.
- Discover and consider possible careers as a professional in the floral industry.
- Exposure to FFA floral design career development events and supervised agricultural experiences in the floriculture industry.
- Integrate art standards, mathematics standards, language arts standards, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the floral industry.



Course Outline

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

Materials Needed

- ~ Pen & pencil (highlighter and colored pencils are helpful, but not required)
- ~ 3 Subject Binder or a section in your binder with dividers
- ~ 1" White Binder with clear cover for Professional Portfolio (closer to end of 2nd semester)

Grading

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

- A. **Classroom Assignments and Homework:** All daily activities are included in this category, such as video notes, work from the book, pricing estimates on the arrangements, and most importantly your arrangement evaluations. After each arrangement we make in class (whether it is for a customer or yourself) you will need to do a write-up on it, reflecting on what you learned. All general homework and class work is included in this 35%.
- B. **Tests and Quizzes:** Anytime we have a quiz or a test the points will count in this category. Test and Quizzes will be open notes.
- C. **Final:** Each semester will end with a cumulative final. Those points earned will count in this category. The final will be part written and part project based.
- D. **Project Reports:** All of our large projects or research reports will count here, such as the Wedding Project, your Professional Portfolio, the Art History project, and even any art projects in class like a collage. It is important to complete these projects since they make up 25% of your grade.
- E. **FFA Participation:** FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 2 FFA Activities per quarter.
- F. **California Agriculture Record Book / Approved SAE Project:** Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

Student Responsibilities

The agricultural department is successful because the students have pride in the activities of the department and care about what takes place in their class. It is essential that students who choose to take a class with the Agriculture Department be aware of and assist in meeting the expectations of the department.

Classroom Rules

1. Class begins when the bell rings. Students are expected to **BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE**. Students will be considered tardy if they are not in their proper seat when the bell rings. Students should have class materials (binder, book, writing utensil, etc.) ready at the start of class.
2. Students are expected to **BE RESPECTFUL** and treat their teachers, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated.
3. Students are expected to **BE RESPONSIBLE** and **BE ACCOUNTABLE** for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom assignments/responsibilities.

Late Work & Class Absences

Late assignments receive half credit of points earned.

Students may turn in late work from each grading period until the Wednesday before each grading period closes.

It is the student's responsibility to make up classwork and tests/quizzes. Tests/Quizzes are to be made up within one week of original test date.

After missing a class period, the student should get their classwork from the teacher at the beginning of the next period.

All absent work is allowed the same time missed to make up work (if you are absent on Monday, you have Tuesday to make it up and it is due is on Wednesday). One day absent = one day of make-up time.

It is required to keep the above syllabus in your binder at all times.

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

- I have read and agree to the information outlined in the course syllabus for The Art & History of Floral Design.
- I understand that work in class will include making flower arrangements, reviewing and reflecting on arrangements, book work, and projects.
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will receive half credit.

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

Al firmar a continuación, reconozco que he leído y recibí el temario de clase, contorno, procedimientos y reglas de clase; la clasificación y de acuerdo a estas normas y requisitos.

Student Name: _____

Students Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Contact Phone #: _____

Parent/Guardian Email: _____

CLASS AGREEMENT

Please read the following handouts carefully:

- Course Syllabus
- Qwizdom Remote System Usage Agreement
- Lab Safety Contract

Once you've reviewed the materials listed above, please complete this form and return it to Mrs. Krafft by Monday (August 22nd). If you have any concerns or questions, please do not hesitate to ask me.

Student Agreement

I, (print your name) _____, have read and understand all of the handouts listed above. I understand the requirements of the class and the expectations of me, and I agree to fulfill these. I have also reviewed the grading policies of this class and understand that participation in FFA activities and maintaining a SAE/Record Book will have an effect on my grade. If I have any questions, I will ask Mrs. Krafft for further explanation.

Student's Signature: _____ Date: _____

Parent/Guardian Agreement

I have read the handouts listed above and understand that my child is to keep a section in his/her binder containing all work he/she does for this class as well as for additional handouts. I understand that my student will be responsible for abiding by the general rules and class guidelines. I have also read and understand the grading policies for this class (including the percentages of the student's grade devoted to FFA and SAE/Record Books). If I have any questions or would like to discuss my child's performance in this class, I will contact Mrs. Krafft at (408) 201-6200 ext: 41248.

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

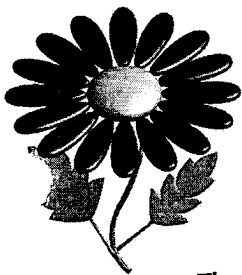
Al firmar a continuación, reconozco que he leído y recibí la clase de plan de estudios, la clasificación de procedimientos y reglas de clase; y de acuerdo a estas normas y requisitos.

Parent's/Guardian's Printed Name: _____

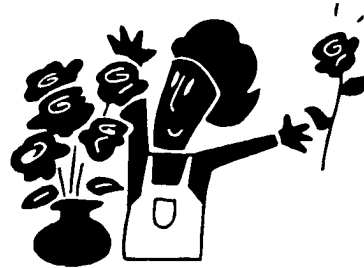
Parent's/Guardian's Signature: _____ Date: _____

Do you have any comments/questions on the handouts listed above?

Phone # where you can be reached: _____



Floral Design Lab Safety Agreement



The Floral Design laboratory and classroom is a safe place to participate in activities if you are careful. You must assume responsibility for the safety of yourself and your neighbors.

I, _____, agree to abide by the following laboratory safety regulations whenever performing in the Floral Design lab. I will:

- Use the Floral Design laboratory for authorized work only.
- Know how to use the safety equipment and know the location of the fire extinguisher, fire alarm, eye wash station, safety shower, and fire blanket.
- Study your assignments before coming to the lab. Watch demonstrations carefully. If in doubt about any procedures, I will ask the teacher.
- In case of a fire, alert the teacher and leave the laboratory in an orderly fashion.
- Place broken glass and disposable materials in their designated containers. Keep solid waste out of the sinks. Please ask the teacher if you are unclear.
- Report any accidents, injury, or unsafe procedures to the teacher immediately.
- Never taste, touch, or smell any substances nor any plant substances unless directed specifically by the teacher to do so.
- Never bring in outside food or drinks.
- Keep combustible materials away from glue guns.
- Handle chemicals carefully, check the label of every bottle or jar before removing the contents, and never return unused chemicals to reagent containers.
- Allow any heated materials a few minutes to cool before handling.
- Students should not horseplay, wander around the room or disturb fellow students during class activities.
- No part of any specimen should be removed from the classroom unless directed specifically by the teacher to do so.
- Floral tools may be sharp and dangerous. Use them only for their proper intended purpose and with extreme caution.
- When you have completed a lab activity or floral arrangement, you should do the following:
 - a. Make sure the water is shut off completely
 - b. Disconnect electrical equipment by pulling on the plug, not the cord
 - c. Clean up your work area
 - d. Return all equipment and materials to their proper places
 - e. Remain at your assigned station until you are dismissed by the teacher

Student's Printed Name: _____

Student's Signature: _____ Date: _____

Parent's/Guardian's Printed Name: _____

Parent's/Guardian's Signature: _____ Date: _____



Ann Sobrato High School



August 16, 2012

Dear Parents,

I am very excited about this year at Sobrato High School. I am really looking forward to getting to know your children as well as teaching them. The Art and History of Floral Design can be a challenging yet fun course, especially when there are a good amount of floral design activities. However, the amount of money that I have to spend is about three dollars per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational floral design activities. I plan on doing some great floral design activities with my students. Therefore, I am sending out a plea for help. I am asking for a **\$25 floral design donation**, so that I may purchase more floral supplies. This is a donation (which means tax write off) and I will be happy to accept any amount that you can afford. Please make checks out to Ann Sobrato High School.



I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that we will be able to do. Also, we are always in need of guest speakers in the floral design industry.

Please feel free to call me anytime if you have any questions. My school phone number is (408) 201-6200 ext: 41248. You can also reach me by email: myndi.krafft@mhu.k12.ca.us

Sincerely,



Mrs. Krafft

(Please cut, sign and return below portion only)

Student name (printed)

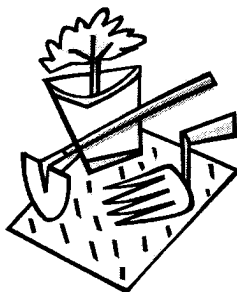
Period

- I have read the above letter about the \$25 floral design donation.

Parent Signature

Parent name (printed)

ROP Environmental Horticulture



Instructor: Ms. Salo

School Phone: (408) 201-6200 #41259

Email: Tanya.salo@mhu.k12.ca.us

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

Required Materials (bring to class every day):

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

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

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

When a student is absent and excused on a Lab day there will be no option to complete the lab on a different day. The student will be responsible for submitting a two page research paper (12pt font, times new roman, double spaced with proper heading in MLA format) on the subject of the lab being completed in class. This will be equal to the points possible of the actual lab and/or lab write-up. Research paper will be due within one week of Lab date. Unexcused absences will

Ann Sobrato High School Agriculture

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

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

(Please sign and return the below portion only)

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

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

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

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

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

Student Name: _____

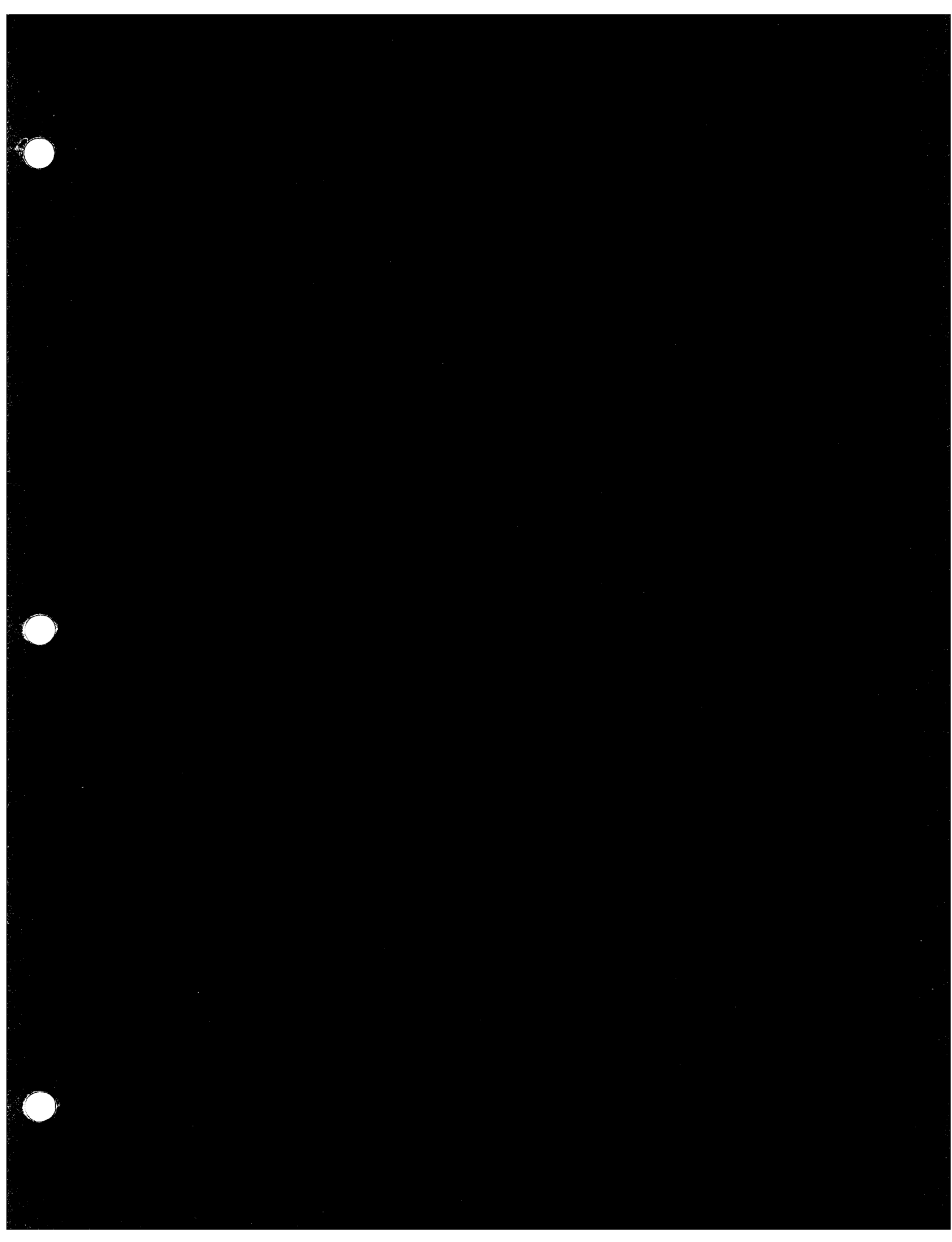
Students Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

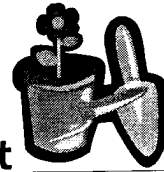
Parent/Guardian Contact Phone #: _____

Parent/Guardian Email: _____





Horticulture Lab Safety Agreement



I, _____, agree to abide by the following laboratory safety regulations whenever performing in a Horticulture Lab. I will:

- Use the plant laboratory and greenhouse for authorized work only.
- Know how to use the safety equipment and know the location of the fire extinguisher, fire alarm, eye wash station, safety shower, and fire blanket.
- Study the instructions and procedures before coming into the lab/greenhouse. If in doubt about any procedures, I will ask the teacher.
- In case of a fire, alert the teacher and leave the laboratory in an orderly fashion.
- Place broken glass and disposable materials in their designated containers. Please ask teacher if you are unclear.
- Report any accidents, injury, or unsafe procedures to the teacher immediately.
- Never taste, touch, or smell any substances unless directed specifically by the teacher to do so.
- Never bring in outside food or drinks.
- Handle chemicals carefully, check the label of every bottle or jar before removing the contents, and never return unused chemicals to reagent containers.
- Always use safety equipment and precautions.
- Use appropriate equipment to handle hot glassware.
- Tie back long hair, remove dangling jewelry, roll up loose sleeves, and tuck in loose clothing.
- Wear appropriate shoes at the farm. (No flip flops or slippers)
- At the end of the lab, clean the work area, wash and store all materials and equipment, and turn off all water.
- Wash my hands thoroughly with soap and water before leaving the laboratory/greenhouse.

Student's Printed Name: _____

Student's Signature: _____ Date: _____

Parent's/Guardian's Printed Name: _____

Parent's/Guardian's Signature: _____ Date: _____



August 16th, 2012

Dear Parents,

Being new to Sobrato High I am extremely excited to start the year. I am really looking forward to getting to know your children as well as them teaching them. ROP Environmental Horticulture can be a challenging yet fun course, especially when there are lab activities. However, the amount of money that I have to spend is about \$5 per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational lab activities. Therefore, I am asking for a **\$25 lab donation**, so that I may purchase necessary supplies. This is a donation (which means tax write off) and any amount that you can afford will be appreciated. Please make checks payable to Sobrato High School (SHS).

I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that we will be able to do. Also, we are always in need of guest speakers and chaperones for our field trips. We may also have fundraisers this year to help pay for field trips. Keep an eye out for more information.

Please feel free to call me anytime if you have any questions. My number is (408) 201-6200 x 41259. You can also reach me by email: tanya.salo@mhu.k12.ca.us

Sincerely,

Ms. Tanya Salo

Student Name (printed)

Period

- *I have read the above letter about the \$25 lab donation.*

Parent/Guardian Signature

Parent/Guardian Name(s) (printed)

Ag Veterinary Sciences



Instructor: Mr. Martin

School Phone: (408) 201-6200 ext 41523

Email: Joseph.martin@mhu.k12.ca.us

Course Description: Students will be exposed to careers relating to small and large animal care by studying anatomy, physiology, nutrition, health, and disease prevention. Students will also study many different animal breeds and animal reproductive processes. This class seeks to equip students with the necessary knowledge and skills required to properly care for their own animals and enter the animal husbandry industry by using a combination of challenging and creative academics and hands-on experience. In addition, students will also gain valuable leadership skills through the FFA Program, gain hands on experience through an SAE, and enter their project into a record book where they will maintain accurate records throughout the course of the year. With your cooperation, I guarantee we will have fun this year!

Required Materials (*bring to class every day*):

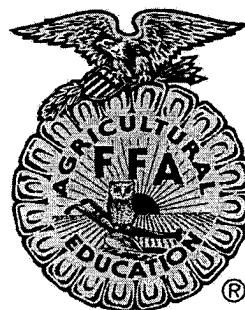
- Text: Introduction to Veterinary Science: Baker and Lawhead
- 3-ring binder and notebook
- Pen/pencil, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates
- Closed-Toed-Shoes when working with livestock

Late Work and Make-up policy: Students need to turn in homework on the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. If homework is turned in late the homework grade will drop by 10% every day that it is late. If a student is absent they have the same number of days that they were absent to turn in homework for full credit. For example, if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school. If the student is absent is also their responsibility to find out what they missed.

Major Assignments/Activities: Students are required to complete homework, class work, labs, FFA activities and a FFA record book.

Quarter Grading Categories:

- Class work and Homework = 30%
- Lab activities and Projects = 20%
- FFA & Leadership Activities = 10%
- Exams/Quizzes = 30%
- Attendance and Participation = 10%



Ann Sobrato High School Agriculture

Grading Scale:

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

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

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

I have read and understand the above information.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parent Contact Phone #: _____ Email: _____

Ann Sobrato High School

August 16, 2012

Dear Parents,

I am very excited about this year at Sobrato High School. I am really looking forward to getting to know your children as well as teaching them. Vet Science can be a challenging yet fun course, especially when there are many lab activities. However, the amount of money that I have to spend is about three dollars per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational lab activities. I plan on doing some great labs with my students. Therefore, I am sending out a plea for help. I am asking for a \$25 lab donation, so that I may purchase more supplies. This is a donation (which means a tax write off) and I will be happy to accept any amount that you can afford. Please make checks out to Ann Sobrato High School.

I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that we will be able to do. Also, we are always in need of guest speakers and especially chaperones for our possible field trips. Keep an eye out for more information.

Please feel free to call me anytime if you have any questions. My school phone number is (408) 201-6200 ext 41523. You can also reach me by email at: joseph.martin@mhu.k12.ca.us

Sincerely,

Mr. Martin

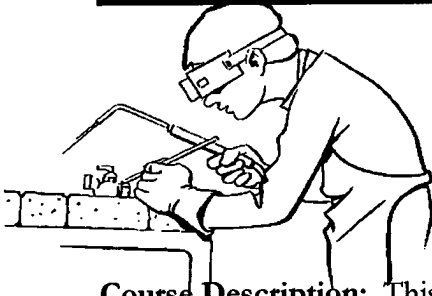
(Please cut, sign and return below portion only)

Student Name: _____ Period: _____
(printed)

I have read the above letter about the \$25 lab donation.

Parent Signature: _____

Parent Name: _____
(printed)



Ag Metals & Machinery

Instructor: Mr. Martin

School Phone: (408) 201-6200 ext 41523

Email: Joseph.martin@mhu.k12.ca.us

Course Description: This class is Ag Metals; Students will learn how to properly and safely use shop equipment. This class will provide the students with the opportunity to learn many valuable skills that may develop into successful careers in one or more of the mechanics concentrations. Ag Metals is a course that develops individual skills in nine major areas including: shop safety, rope work, electricity, plumbing, concrete, surveying, Oxy-fuel applications, Arc welding, forge, metal casting, and basic machine tools. In addition, students will also gain valuable leadership skills through the FFA Program, gain hands on experience through an SAE, and enter their project into a record book where they will maintain accurate records throughout the course of the year. With your cooperation, I guarantee this will be a fun year!

Required Materials (*bring to class every day*):

- 3-ring binder and notebook
- Pen/pencil, lined paper
- Proper clothing
- Closed-Toed-Shoes
- Safety glasses (Z87+)
- Agenda to record all assignments and due dates

Units of Instruction:

1. Shop safety
2. Rope work
3. Electricity
4. Plumbing
5. Concrete
6. Surveying
7. Metal casting
8. Forging
9. Oxy-fuel applications
10. Arc welding

Late Work and Make-up policy: Students are required to turn in homework on the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. If homework is turned in late the homework grade will drop by 10% every day that it is late. If a student is absent they have the same number of days that they were absent to turn in homework for full credit. For example, if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school. If the student is absent is also their responsibility to find out what they missed.

Major Assignments/Activities: Students are required to complete homework, class work, labs, FFA activities and a FFA record book.

Ann Sobrato High School Agriculture

Quarter Grading Categories:

Daily Shop Work & Clean-up = 25%
Written Assignments Tests and Quizzes = 25%
Project Quality = 40%
FFA = 10%



Grading Scale:

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

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

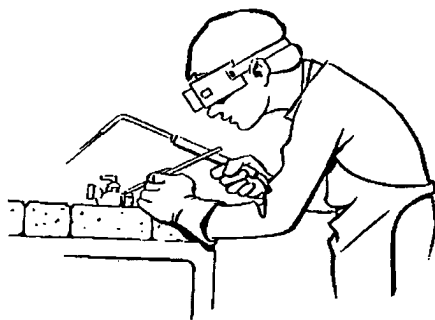
- Students are expected to be present and prompt to class every day.
- Students are expected to be in class, seated, with materials, ready to work **when** the bell rings. Failure to do so will result in a loss of points for the day.
- Students are expected to use all equipment safely, correctly, and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

I have read and understand the above information.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parent Contact Phone #: _____ Email: _____



Ag Mechanics

Instructor: Mr. Martin

School Phone: (408) 201-6200 ext 41523

Email: Joseph.martin@mhu.k12.ca.us

Course Description: This course is designed to give students a Basic understanding of fabrication and construction principles and basic engineering. In addition, advanced techniques in Mig (GMAW), Tig (GTAW), Stick (SMAW) and oxy-acetylene welding, cutting will be stressed. Student will fabricate a medium sized project to practice their skills and further their problem solving abilities. In addition, students will also gain valuable leadership skills through the FFA Program, gain hands on experience through an SAE, and enter their project into a record book where they will maintain accurate records throughout the course of the year. With your cooperation, I guarantee we will have fun this year!

Required Materials (*bring to class every day*):

- 3-ring binder and notebook
- Pen/pencil, lined paper
- Proper clothing
- Closed-Toed-Shoes
- Safety glasses (Z87+)
- Agenda to record all assignments and due dates

Units of Instruction:

1. Shop safety
2. Calculate a bill of materials and perform basic drawings
3. Perform oxy-acetylene welding and cutting operations
4. Properly adjust all welders for different welding applications
5. Demonstrate proper stick (SMAW) welding in all positions
6. Demonstrate proper Mig (GMAW) welding in all positions
7. Demonstrate proper Tig (GTAW) welding in flat the position.
8. Plan and construct a project using learned techniques
9. Record and maintain proper records
10. Demonstrate an understanding of careers in Ag Mechanics

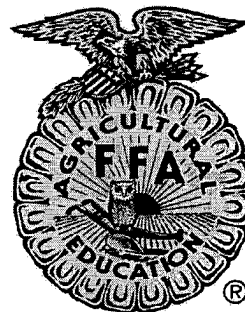
Late Work and Make-up policy: Students need to turn in homework on the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. If homework is turned in late the homework grade will drop by 10% every day that it is late. If a student is absent they have the same number of days that they were absent to turn in homework for full credit. For example, if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school. If the student is absent is also their responsibility to find out what they missed.

Ann Sobrato High School Agriculture

Major Assignments/Activities: Students are required to complete homework, class work, labs, FFA activities and a FFA record book.

Quarter Grading Categories:

Daily Shop Work & Clean-up = 25%
Written Assignments Tests and Quizzes = 25%
Project Quality = 40%
FFA = 10%



Grading Scale:

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

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

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

I have read and understand the above information.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parent Contact Phone #: _____ Email: _____

Ann Sobrato High School

August 16, 2012

Dear Parents,

I am very excited about this year at Sobrato High School. I am really looking forward to getting to know your children as well as teaching them. Metals Shop can be a challenging yet fun course, especially when there are mainly lab activities. However, the amount of money that I have to spend is about three dollars per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational lab activities. As many of you may know, the price of metal and shop supplies can be very costly. Therefore, I am sending out a plea for help. I am asking for a \$25 lab donation, so that I may purchase more supplies. This is a donation (which means a tax write off) and I will be happy to accept any amount that you can afford. Please make checks out to Ann Sobrato High School. Also, if anyone knows of any metal shops in the area that would be willing to make donations or help supply the class with scrap metal please contact me and let me know. This would be greatly appreciated.

I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that we will be able to do. Also, we are always in need of guest speakers and especially chaperones for our possible field trips. Keep an eye out for more information.

Please feel free to call me anytime if you have any questions. My school phone number is (408) 201-6200 ext 41523. You can also reach me by email at: joseph.martin@mhu.k12.ca.us

Sincerely,

Mr. Marin

(Please cut, sign and return below portion only)

Student Name: _____ Period: _____
(printed)

I have read the above letter about the \$25 lab donation.

Parent Signature: _____

Parent Name: _____
(printed)

Agricultural Food Science



Instructor: Ms. Silveira

Voice Mail: (408) 201-6200 ext. 41514

Email: nicole.silveira@mhu.k12.ca.us

Course Description: This course is an introductory course on the principles of basic food science and the fundamentals of basic professional food preparation. With an emphasis on the “field to fork” concept, and by using agriculture as a learning vehicle, students will learn about food in its entirety, from propagation to harvest to preparation.

Students will practice introductory food preparation techniques as they apply to fruits, vegetables, dairy, legumes, rice, grains, meats, poultry, sugars, herbs and spices using basic agriculture food commodities. Emphasis is placed on professional terminology, professional behavior, safety and sanitation, palate education, food crop production and origin, timing, organization, and teamwork. This course is a combination of lectures, labs, demonstrations, taste tests, guest speakers, and presentations that will provide the student with knowledge, skill, attitude, and appreciation for agriculture, food and the food industry.

Required Materials (bring to class **every day**):

- Text: Introduction to Food Science, Parker, 2003
- (2-3) Single-subject composition notebooks, college ruled (one or more per semester)
- Pen/pencil, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates

Topics of Instruction: *(*See course outline for specific unit objectives and activities.*)*

- | | |
|----------------------------------|---|
| 1. California Agriculture | 10. Rice, Beans, Legumes, and Lentils |
| 2. Palate Education | 11. Meats, Poultry, Fish and Eggs |
| 3. Sanitation and Safety | 12. Grains |
| 4. Propagation of Food | 13. Sugar, Cocoa, and Honey |
| 5. History of Food | 14. Knife Skills, Supply and Equipment ID |
| 6. Global and Local Food Markets | 15. Weights, Measures and Culinary Math |
| 7. Vegetables and Fruits | 16. Professionalism and Service |
| 8. Herbs and Spices | 17. Career Exploration |
| 9. Dairy Products | 18. FFA and Supervised Ag Experience |

Ann Sobrato High School Agriculture

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

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

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

All Make-Up Work, Labs, and Tests/Quizzes, are to have the words "Excused Absence" and the original assignment date on them.

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

Major Assignments/Activities: Students are required to complete homework, class work, labs, FFA activities and a FFA record book. Students are required to keep an organized composition notebook for this class as notebook checks will be done to receive credit for most of these assignments.

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

Grading Categories:

Class work, Homework, Labs and Projects = 40%

FFA & Leadership Activities = 10%

Tests/Quizzes= 30%

Final Exam = 20%

Grading Scale:

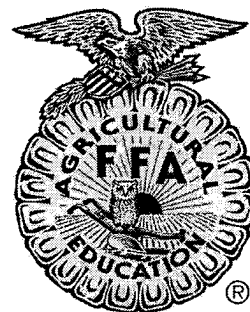
90%-100% = A

80%-89% = B

70%-79% = C

60%-69% = D

0%-59% = F



Ann Sobrato High School Agriculture

Classroom rules, procedures and expectations:

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

Requirements for Food Science Labs:

The instructor will always notify students at least one day ahead of time when they will be working with food. Students are required to comply with the dress requirements or they can not participate in the day's activity.

1. Uniform: You MAY use a chef's coat for lab activities. It must be clean. If you would like to purchase your own, you may do so at any Restaurant Supply store or from me for \$15 (limited supply).
2. Hands/Nails: Clean hands and nails are required. Short, trimmed nails are preferred and encouraged. If you have any cuts, irritations, or dirty nails you must wear rubber gloves when working with food. ALWAYS wash hands thoroughly before beginning work and regularly throughout.
3. Shoes: Closed toed shoes are mandatory when working with food. Under no circumstance will anyone be allowed to work in the kitchen area without closed toed shoes.
4. Clothing: Clothes need to be clean and meet the school dress code. Chef's jackets will be provided for all lab activities.
5. Hair: Long hair needs to be tied back or in a hair net. Hair needs to be clean and neat.
6. Jewelry: No dangling jewelry or rings may be worn at any time during food preparation.

I. Cleanliness, Organization, Personal, and Professional Demeanor:

It is VERY important to work in a clean and sanitary environment when preparing food. All students are responsible for keeping the kitchen areas clean and orderly. Students are expected to act in a professional manner at all times, working safely, smart, and clean. Students are required to treat others with respect at all times. Students need to accept and learn from critique, both from the instructor and classmates. All students will be expected to take initiative and help with set-up and clean-up until all jobs are completed.

Ann Sobrato High School Agriculture

(Please sign and return the below portion only)

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

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

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

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

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

Student Name: _____

Students Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

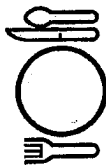
Parent/Guardian Contact Phone #: _____

Parent/Guardian Email: _____

SCORE =

____/26

Sobrato High School
Food Science



Food Safety and Sanitation

Name: _____ Date: _____ Per: _____

Fill in each answer to the best of your knowledge. This is a closed-note, individual test. Absolutely no talking will be tolerated. This portion of the test must be passed with A SCORE OF 90% OR BETTER to continue to work in the food science lab in the 2012-2013 school year.

1. _____ Food safety is... (2)
 - a. Making sure that food is safe for people
 - b. Protecting the food supply from microbial, chemical, and physical hazards
 - c. Protecting the food supply from contamination
 - d. All of the above
2. _____ What causes food borne illnesses? (2)
 - a. Dirty people
 - b. Microorganisms
 - c. Hair in your food
 - d. Rotten food
3. _____ Contamination is... (2)
 - a. Mixing food
 - b. Unintended presence of harmful substances or microorganisms in food
 - c. Getting sick
 - d. Unwanted spices or garnishes on food
4. What is the most important tool you have to prevent foodborne illness? (2)
 - a. Not eating
 - b. Eating only hot food
 - c. Personal hygiene
 - d. Eating only raw food
5. List the 4 "at risk" groups for foodborne illnesses: (2)
 - a.
 - b.
 - c.
 - d.

6. Why are the "at risk" groups at a higher risk than the average population? (2)

7. Give at least one example for each type of hazard: (3)

Chemical:

Physical:

Biological:

8. Give an example for each of the two types of contamination?

a. Direct: (2)

b. Cross: (2)

9. What is the most threatening microorganism in food service and preparation? (1)

10. What encourages bacteria to grow? (2)

11. What is the Temperature Danger Zone? Include the range of degrees. (2)

12. What are two examples of when we can use beneficial bacteria? (2)

Score on Section 2:

25 = %

Sobrato High School Food Science PASS or RETAKE Lab Safety Test

Name: _____ Date: _____

Write the letter of the best answer in the blank on the left. This is a closed-note, individual test. Absolutely no talking will be tolerated. This portion of the test must be passed with a SCORE OF 96% OR BETTER to continue to work in the food science lab in the 2012-2013 school year.

1. It is very important to work in a _____ environment when preparing food.

- A. loud and obnoxious
- B. clean and sanitary
- C. dark and quiet
- D. dirty and messy

2. Immediately, report all damaged materials, tools, or equipment to _____

- A. Your mom
- B. No one – just keep quiet
- C. Your best friend
- D. The instructor

3. Never _____ in the kitchen.

- A. Eat or talk
- B. Cook or clean
- C. Ask questions or give positive critique
- D. Run or horseplay

4. Always _____ your hands before, during, and after you work with food.

- A. Wash
- B. Clap
- C. Rub
- D. Put hand sanitizer on

5. Who is responsible for keeping the kitchen areas clean and orderly?

- A. Only the teacher
- B. The maintenance crew
- C. The students
- D. No one – it's fine

6. Students will be expected to stay and help with clean-up until _____

- A. The bell rings
- B. They feel like leaving
- C. The end of the day
- D. All jobs are finished

7. Students are expected to act in a _____ manner at all times in the kitchen.

- A. Professional
- B. Childish
- C. Rude
- D. Timid

8. What kind of shoes must be worn in the kitchen when working with food?

- A. Flip-flops
- B. Any kind, as long as you have shoes on
- C. Waterproof
- D. Closed-Toed

9. Knives or sharp tools should be passed to others with the handle facing _____

- A. Forward
- B. Down
- C. To the left
- D. Backward

10. When walking behind someone with a knife or sharp tool, politely say " _____ " so they are aware of your location.

- A. "Hey"
- B. Nothing – it doesn't matter
- C. "knife"
- D. None of the above

11. Clothing needs to be _____ and meet all school dress codes.

- A. White
- B. Dirty
- C. Clean
- D. Long

12. You are required to wear a _____ for all food lab activities.

- A. watch
- B. belt
- C. chef's coat
- D. baseball hat

13. Hair needs to be clean, neat, and _____

- A. Tied back
- B. In a hair net
- C. In a chef's hat
- D. Any of the above

14. If you have a cut, any irritation, or dirty nails, you must wear _____

- A. a bandana
- B. rubber gloves or a Band-Aid
- C. just wash your hands first
- D. none, just be careful not to bleed

15. How long should you scrub your hands/forearms with soap when washing them?

- A. No soap, plain water is fine
- B. A few seconds
- C. 20 seconds
- D. 1 minute

16. If you wear dangling jewelry or large rings, you must _____

- A. wash them before working
- B. throw them over your shoulder
- C. take them off
- D. nothing, don't worry about them

17. Always use disposable/consumable products sparingly because _____

- A. they are unnecessary



Ann Sobrato High School



August 22, 2012

Dear Parents,

Being new to Sobrato High I am extremely excited to start the year. I am really looking forward to getting to know your children as well as teaching them. Food Science can be a challenging yet fun course, especially when there are lab activities. However, the amount of money that I have to spend is about \$3 per student for the entire year. As you can imagine, that small amount of money does not go far in giving your children many fun and educational lab activities. Therefore, I am asking for a **\$50 lab donation**, so that I may purchase necessary supplies. This is a donation (which means tax write off) and any amount that you can afford will be appreciated. Please make checks payable to Sobrato High School (SHS).

I thank you for any help that you can offer us this year. Your children will appreciate the types of activities that we will be able to do. Also, we are always in need of guest speakers and chaperones for our field trips. We may also have fundraisers this year to help pay for field trips. Keep an eye out for more information.

Please feel free to call me anytime if you have any questions. My number is (408) 201-6200 x 41514. You can also reach me by email: nicole.silveira@mhu.k12.ca.us

I am also requesting your email address so that I may more easily communicate with you throughout the year.

Sincerely,



Ms. Nicole Silveira

Student Name (printed)

Period

- *I have read the above letter about the \$50 lab donation.*

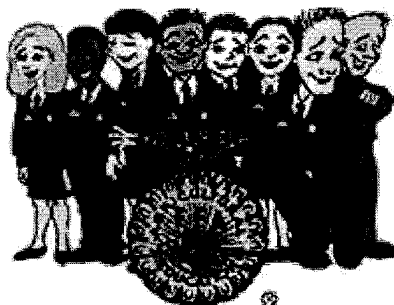
Parent/Guardian Signature

Parent/Guardian Name(s) (printed)

Parent/Guardian Email

Parent/Guardian Phone numbers

Ag Leadership



Instructor: Mr. Martin

School Phone: (408) 201-6200 ext 41523

Email: Joseph.martin@mhu.k12.ca.us

Course Description: Students will learn leadership skills with FFA as a platform. Public Speaking, Parliamentary Procedure, and Leadership skills will be implemented throughout. Students will have a firsthand experience in running an organization and planning FFA events. In addition, students will also gain valuable leadership skills through the FFA Program, gain hands on experience through an SAE, and enter their project into a record book where they will maintain accurate records throughout the course of the year. With your cooperation, I guarantee we will have fun this year!

Required Materials (*bring to class every day*):

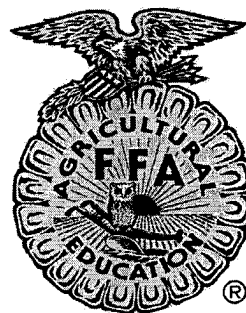
- 3-ring binder and notebook
- Pen/pencil, colored pencils, lined paper, and a glue stick
- Agenda to record all assignments and due dates

Late Work and Make-up policy: Students need to turn in homework on the due date. Late homework may be accepted with prior approval from the instructor in the case of excused absences. If homework is turned in late the homework grade will drop by 10% every day that it is late. If a student is absent they have the same number of days that they were absent to turn in homework for full credit. For example, if a student is absent and excused for 2 days they have 2 days to make up the work when they return to school. If the student is absent is also their responsibility to find out what they missed.

Major Assignments/Activities: Students are required to complete homework, class work, labs, FFA activities and a FFA record book.

Quarter Grading Categories:

- Class work and Homework = 30%
- Lab activities and Projects = 20%
- FFA & Leadership Activities = 10%
- Exams/Quizzes = 30%
- Attendance and Participation = 10%



Ann Sobrato High School Agriculture

Grading Scale:

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

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

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

I have read and understand the above information.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parent Contact Phone #: _____ Email: _____

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

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

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

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

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

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

1. The activities of the FFA component of the instructional program shall be designed to assist the student to achieve the objectives of the class or course.
2. Participation in the FFA activity shall be required of every student enrolled in vocational agriculture and shall contribute to the grade earned in the course.

3. The activity is open to any student enrolled in the program of Agricultural Education whose agricultural career preparation will be furthered by participation in the activity.
4. Participation in the activity is not contingent upon the payment of dues or fees by another individual.
5. The activity is supervised by a teacher of Agriculture Education employed by the school.

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

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

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

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

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

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

Appendix L

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

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

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

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

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

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

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

**SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM
(SAEP)
DEFINITION, TYPES, AND MINIMUM ACCEPTABLE
CRITERIA FOR CALIFORNIA SECONDARY SCHOOLS
AGRICULTURAL EDUCATION PROGRAMS**

A Supervised Agricultural Experience Program (SAEP) for students enrolled in California Secondary School Agricultural Education Programs is an individually designed sequence of practical agricultural activities which occur out-of-class, meet established minimum criteria, are supervised by a qualified vocational agriculture teacher, and which develop competencies related to the agricultural career selected by the student.

There are several types of Supervised Agricultural Experiences which a student might incorporate into a SAE program. A SAE program can legitimately be comprised of a single type of SAE or it might be a mixture of two more types.

The types are:

1. **Ownership/Entrepreneurial/Productive**

SAEs in this category may be individually owned or they may be partnerships, cooperatives, or other forms of group ownership. They are mini-enterprises in agricultural production or agribusiness and may relate to any of the six Agricultural Education program areas. They may be conducted on school property or off school property. A key feature is that the student(s) engaged in this type of SAE invariably have a financial investment or risk in it.

2. **Paid Placement**

SAEs in this category involve only those situations where the student is employed in an agricultural job and is compensated for hours of labor. To determine if the job is agriculturally related, a positive answer to the following question must be made: "Does a knowledge of agriculture enhance the employability in the career selected?" The compensation may be set wage or salary or it might be comprised of other forms such as barter for feed, rent, equipment payments, or other inputs required to conduct the program. In any case, the form and amount of compensation must be a matter of record. The agricultural job may be in agricultural production or agribusiness and may relate to any of the seven Agricultural Education program areas.

3. **Unpaid Placement**

SAEs in this category consist only of those situations where the student is employed in an agricultural job for experience only and is not compensated in any other manner for hours of labor. The agricultural job may be agricultural production or

agribusiness and may relate to any of the six Agricultural Education program areas. (For the purpose of degree advancement in the FFA a student may claim “minimum wage” to calculate income.)

4. **Directed Laboratory**

SAEs in this category are unpaid group experience in a practical agricultural activity planned by the Agriculture teacher especially for those students who are unable to engage in any other form of SAE. It usually is on school property but not necessarily so. It is funded through some source other than the students personally. It may be conducted partially during class time but must involve student labor out-of-class hours as well. Students may share in profits returned by the activity but not necessarily.

5. **Home and Community Improvement**

SAEs in this category may be used only as a supplementary experience in an SAE program which includes one or more of the other types. They frequently do not involve competencies related to agricultural occupations and usually are unpaid. They may be group or individually conducted.

A SAEP shall meet the following minimum criteria:

1. The SAEP shall be described in the student’s career plan.
2. Students enrolled in their first year of Agricultural Education shall be engaged in their SAEP by the end of that year.
3. Students enrolled as continuing or advanced students in Agricultural Education courses must conduct SAEP activities during each year of their enrollment.
4. A student’s SAEP must increase in scope (hours, head, acres, etc.) and/or become more diverse from one year to the next each year of enrollment in Agricultural Education.

The minimum scope for SAEP shall be:

First Year of Enrollment

- develop and file plan by end of third quarter
- 75 hours of self-labor
- maintain records
- develop and practice at least 10 competencies

Second Year of Enrollment

- review and modify SAEP plan as necessary
- 150 hours of self-labor
- maintain records
- develop and practice at least 10 additional competencies

- either/and a. at least one additional type of SAEP
- b. more numbers of same type of SAE

Third Year of Enrollment

- review and modify SAEP plan as necessary
- 225 hours of self-labor
- maintain records
- develop and practice at least 10 additional competencies; list in SAEP records
- either/and
 - a. at least one additional type of SAE
 - b. more numbers of the same type of SAE
 - c. Substitute a new type of SAE for another which is to be discontinued

Fourth Year of Enrollment

- review and modify SAEP plan as necessary
- 225 hours of self-labor
- maintain records
- develop and practice at least 10 additional competencies; list in SAEP records
- either/and
 - a. at least one additional type of SAE
 - b. More numbers of the same type of SAE
 - c. Substitute a new type of SAE for another which is being discontinued

5. A student's SAEP must be supervised by the Agricultural teacher who shall confer with the student at the SAE site(s) at least once per grading period while the SAE is being conducted.
6. The student's participation in SAE and the quality of the SAE program shall be a planned part of the student grading system for the Agricultural Education program
7. Students must keep records on their SAEP in the California Agricultural Education record book.
8. A student's SAE ownership will have a potential for producing a financial return.
9. At least 75% of the student's self-labor in an SAE must be conducted outside the school's usual class hours.
10. Competencies developed through SAE must contribute to the student's employability in an agricultural occupation related to the student's career goal.

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM (SAEP)
A CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION POSITION
PAPER REGARDING EXPERIENTIAL EDUCATION FOR SECONDARY
SCHOOL STUDENTS OF AGRICULTURAL EDUCATION

Since its very beginning in 1917 as a federally supported component of the public secondary school system, vocational agriculture has incorporated some form of experiential education as a teaching strategy.

In the earliest days when all students came from farms and ranches and were destined to return there upon completing their high school education, this experiential education usually took the form of a production enterprise in livestock, poultry, crops, etc., conducted on the home place.

There was a three-fold purpose for these “projects”: (1) to provide the student with an opportunity to develop, through experience and under the supervision of his Agricultural Education teacher, skills and knowledge required to conduct financially rewarding agricultural production enterprises; (2) to provide a demonstration to the community of modern practices in agriculture; (3) to provide a means for the Agricultural Education student – Future Farmer – to begin his actual establishment in farming.

All Agricultural Education students were required to engage in one or more “projects” as a condition of enrollment in Agricultural Education classes.

There is abundant testimony that the early day Agricultural Education program served those purposes well.

In the early post-World War II years it became generally recognized that “Agriculture is More Than Farming” – a slogan adopted by agricultural educators at all levels throughout the United States.

In attempting to establish a definition for this broadened concept of agriculture, several agricultural categories or classifications were proposed. The U.S. Office of Education proposed that the classification be made according to broad occupational clusters. These clusters were: Production Agriculture (farming and ranching); Agricultural Supplies and Services; Agricultural Mechanics; Agricultural Products and Processing; Ornamental Horticulture; Agricultural Resources; and Forestry.

Under this broadened concept of agriculture, Agricultural Education’s responsibility was similarly expanded. Whereas before, Agricultural Education’s function was limited to preparing persons for work on the farm or ranch, now it had the task of preparing persons for

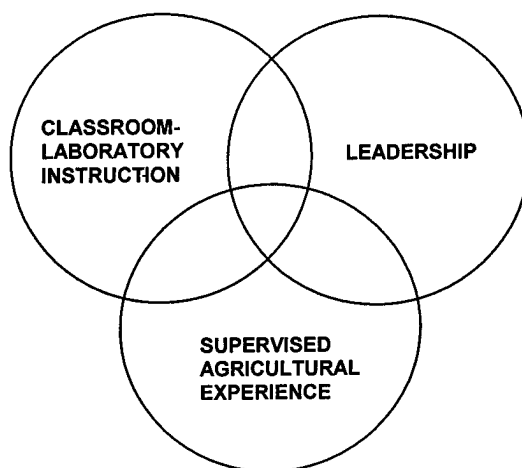
gainful employment in occupations found in all seven of the occupational clusters associated with the broadened perspective of agriculture.

It soon became obvious that the original three-fold purpose cited earlier for the “Agricultural Education projects” was no longer relevant to the expanded, modernized Agricultural Education program.

In addition to the expanded occupational scope of the Agricultural Education program, other changes were occurring that affected the validity of the “product requirement”:

- The word Supervised indicates that the student’s Agricultural Education teacher oversees this part of his agricultural education just as he does all other aspects.
- The term Agricultural Experience is to describe the nature and purpose of the activity – to provide the student with experience in an Agricultural occupation.
- The word Program suggests that this activity has more than one part. In fact, a student’s SAEP may consist of several, separately identified activities each of which frequently is called a “project.”

The relationship of SAEP to the other major components of a total Agricultural Education program often is illustrated as one of three interlinking, overlapping, equal circles.



It is intended that this should describe inseparability, equality and interdependence of each of these components.

Some observed changes in the characteristics of Agricultural Education’s brand of experiential education as it has evolved from projects to SAEP are as follows:

- In earlier days all Agricultural Education students had one or more home projects, whereas today fewer than one-half conduct any form of SAEP outside of class time.
- In earlier days most home projects were directly related to students' intended life work, whereas today only a few Agricultural Education students conduct SAEP which is directly related to their career goals.
- In earlier days most home projects grew in scope and quality from one year to the next, whereas today few SAEPs grow from one year to the next.
- In earlier years most Agricultural Education students conducted projects that would form the nucleus of a herd, flock, farm, etc., for their establishment in farming upon graduating from high school, whereas today it is rare that an SAEP reaches a scope and quality which would make that possible or which would convince a financier to back the graduated Agricultural Education student in such an enterprise.
- In earlier days a major part (as much as 50%) of the Agricultural Education teacher's time was given to on-site supervision of students' home projects, whereas today it is unusual for an Agricultural Education teacher to consign even an average of 8 hours per week to the supervision of students' occupational experience.

It is only natural that the Agricultural Education program change to accommodate the changes occurring in agriculture. Changes in the Agricultural Education program must include changes in its SAEP component.

The question, then, is "are the changes which have already occurred in SAEP the result of planned, proactive action and are they appropriate and adequate to meet the needs of today's Agricultural Education program?" Or, "are they changes which are adversely affecting the effectiveness of the program in accomplishing its purposes?"

This issue became the topic for consideration by CATA's Secondary Division at its meeting during the 1982 Annual Summer Conference of the Association.

Vice President Bill Kellogg of San Jacinto High School offered the members 26 questions pertaining to SAEP which he felt would stimulate their thinking on the topic. A "White House Conference" style session was conducted during which the several table groups discussed whichever of the 26 questions seemed especially significant to them. The input from these table groups has been combined and summarized in the balance of this paper which comprises CATA's Statement of Policy Regarding Supervised Agricultural Experience Programs for students enrolled in Agricultural Education.

What is a Supervised Agricultural Experience Program?

A student's Supervised Agricultural Experience Program (SAEP) is one of his teacher's ways of extending instruction beyond the walls of the classroom, shop, or other school facility. Through this medium, the teacher is able to provide planned learning experiences for the student that would not otherwise exist.

The application of knowledge gained through directed learning in the school classroom, shop, or field lab often can occur only in a "real" situation which does not, perhaps cannot, exist in the school. Action taken by the teacher to place students in "real" situations and supervise their experience in that situation is an essential part of their teaching assignment in Agricultural Education.

SAEP has the following characteristics:

1. It is an activity which is identified with a specific agricultural enterprise or occupation and involves the student in hands-on experiences which are directly associated with that enterprise or occupation.
2. The student may be self-employed in the enterprise/occupation or may be employed by another, either paid or unpaid.
3. The student's involvement in this experience occurs outside of his school's usual class hours.
4. Under some circumstances the student's SAEP may be located on school facilities.
5. The student plans SAEP with the assistance of the Agricultural Education teacher and conducts it under the regular supervision of that instructor.
6. The Agricultural Education teacher allocates a significant portion of his work hours to the supervision of students' SAEP.
7. Students keep records pertaining to their SAEP as prescribed by the teacher and those records are periodically reviewed by the teacher.
8. Students may be individually engaged in SAEP or cooperatively with other students.
9. The student's plan for SAEP includes goals and provisions for growth in scope and complexity.

**What are the Purposes of
Supervised Agricultural Experience Programs
As a Part of Contemporary
Agricultural Education?**

As seen by the Agricultural Education teacher, whose main function is to serve as a manager, coordinator, or consultant of learning for his students as they seek careers in agriculture, the specific purposes of SAEP are:

1. To provide opportunities for hands-on experience in skills and practices required for successful employment in agriculture.
2. To provide opportunities to gain documented experience in agriculture which can provide references for future employment.
3. To provide opportunities for students to identify, develop, and demonstrate personal characteristics required for successful employment in agriculture. Some examples are initiative, responsibility, dependability, self-reliance, etc.
4. To provide opportunities for students to observe and participate and select a place in the "world of work."
5. To capture, retain, and focus student interest in agriculture.
6. To provide an opportunity for students to discover and deal with the financial realities of agricultural production and/or employment.

Although modern SAEP certainly can lead to establishment in farming, that no longer is a goal for it. In fact, the opportunities for young persons to become fully established as entrepreneurs in any agricultural enterprise are remote. Most Agricultural Education students should not be encouraged to think of SAEP as direct preparation for becoming established in an agricultural enterprise as an owner/operator or as an employee.

Rather, they should expect their individual SAEPs to benefit them in ways suggested by the specific purposes stated here earlier.

Especially for beginning Agricultural Education students, the selection of SAEP enterprises need not have a direct career goal relationship. Many of today's Agricultural Education students are seeking to establish their occupational goals. The SAEP can be an exploratory experience for them. Also, the personal characteristics developed through successful SAEP are relevant to most occupations (even out of agriculture). Therefore, the SAEP experience will be beneficial in preparing one for work even if it is not directly related to the job or jobs a person eventually takes.

On the other hand, a student will gain maximum benefit from SAEP if it is the same as or directly related to the occupation and/or advanced training entered upon leaving high school.

Is SAEP a Necessary Component of Contemporary Agricultural Education Programs?

Every Agricultural Education student except those enrolled in their first year of Agricultural Education should be required to conduct SAEP.

It would be helpful even to those first year students, but probably not necessary, for accomplishing the goals of that “introduction” course.

Individually owned and operated enterprises or individual employment in an agricultural job probably are the “best” forms of SAEP in terms of benefits to the student. It is recognized, however, that it may not be possible for every student to arrange this kind of experience.

Group or cooperatively owned and operated enterprises may often be a suitable alternative to the individual approach.

Students cannot be required to commit personal funds to SAEP as a condition of enrolling in an agricultural education class. If involvement in SAEP is a condition for satisfactory participation in an Agricultural Education class (as is recommended), the school must provide a means for students to have that experience without personal cost to them. Some ways for accomplishing this are:

- Arrange for the student’s employment in an appropriate agricultural job.
- Provide financing for individual or group enterprises, either by the school or from other non-school sources in the community.
- Provide facilities on the school’s farm laboratory for raising animals and growing crops.

Since SAEP is a “tailor-made” experience for each student, designed to suite the individual’s needs and circumstances, standardization of SAEP throughout the state is not feasible. However, each teacher should have “clearly” defined criteria for evaluating student performance and growth in the SAEP. Students should be informed about these criteria.

Students may be aided in planning SAEP if they have some guidelines or examples of successful SAEP as models.

Since SAEP can be said to be the “homework” required of Agricultural Education students, students’ performance in it should be graded and that grade should be incorporated in the evaluation of the students’ overall performance in agricultural education.

Under some circumstances, students can earn additional school credit toward graduation for conducting satisfactory SAEP. That operation should be considered by each school offering agricultural education programs.

What is the Teacher's Role and Responsibility In Supervised Agricultural Experience Program?

Perhaps the Agricultural Education teacher's major responsibility pertaining to SAEP is to assure that it is an essential, effective component of the school's overall Agricultural Education program – that all Agricultural Education students are aware of its values, purposes, characteristics, opportunities, etc., and that they participate in it.

The most obvious requirement of the teacher is that time be allocated and utilized for out-of-class supervision of students at the site of their SAE activities. The "S" of SAEP is "Supervised". The intention is that the teacher has the same involvement with the student in this individualized instruction part of the Agricultural Education program as he or she does in the classroom, shop, or farm lab group instruction part.

The teacher should have scheduled, organized, purposeful visits to observe the student activity in SAEP and to assist in causing that to be a quality experience for the student.

In most cases one teacher cannot effectively supervise the agricultural experience of more than 50 individual Agricultural Education students and that only if a period of the school day is set aside for that purpose. If several students are participating in group or cooperative projects or if they individually conduct their SAEP activities at a single site, such as a school farm lab, the teacher may be able to slightly increase the number of students supervised.

The frequency of supervision visits by the teacher will vary among the students according to the complexity of their SAEP. However, a minimum of four visits per year spaced throughout the duration of the activity should be the goal.

In the case of students who are employed in an agricultural job for SAEP purposes the teacher should look to the employer as a co-supervisor. They should work together to make that agricultural experience count for the student's career preparation.

Many students will conduct their SAEP activities at home. When such is the case, the teacher has an opportunity to incorporate a parental visit with the task of observing the student's SAEP activity. This opportunity should be utilized.

In fact, even for those students who do not maintain SAEP activities at home, the teacher should incorporate in the visitation schedule at least one parental-home visitation per year.

The purpose of this parental contact are:

- Demonstrate to parents that the teacher is interested in the development of their child.
- Form an alliance with parents for the career and personal guidance of their child.

- Teacher become acquainted with home condition which may have a bearing on the student's performance.
- Inform the parents of program purposes, expectations, and activities, and of their child's performance, etc.

In addition to the scheduled visits, the Agricultural Education teacher must also be "on call" for students who have an immediate need for assistance with their SAEP. Animals get sick, equipment breaks, employers become crotchety at unexpected and sometimes inconvenient time. The students frequently panic in these crises and desperately need the assistance of the advisor.

Because SAEP is an activity unique to agricultural education as a program requirement, students will not usually understand it well enough to assume the initiative in establishing themselves in it. Nor will they always know how or where to get started. This situation places other demands on the Agricultural Education teacher. First, the teacher has a responsibility for the development of SAEP opportunities. The teacher should locate agricultural work stations (jobs) in the community which are available to Agricultural Education students. The operators of farms/ranches which are available in the community should be encouraged to provide work opportunity (not necessarily paid) for Agricultural Education students referred to them by the Agricultural Education teacher.

In addition to arranging for job situations, the Agricultural Education teacher should establish a reservoir of ideas and opportunities for individual and group conducted agricultural projects for students to draw when they are unable to identify prospective activities by themselves.

Teachers should actively assist in helping students to locate, purchase, and transport project materials, equipment, and livestock. Teachers should expect to spend time in "searching" for these items.

The teacher is responsible for assuring that every Agricultural Education student incorporates recordkeeping as an important segment of their SAEP. The teacher must be certain that the students know how to keep appropriate records related to that experience and that they do it.

When students are permitted to maintain SAEP activities in school facilities, the teacher is responsible for maintaining a safe environment in that facility and for assuring that students conduct themselves safely and that their performance of SAEP tasks is a positive learning experience.

Teachers should not hesitate to spend "classroom time" on student sharing and discussion of SAEP experiences. After all, those experiences are partially intended to be a field extension of classroom instruction.

The teacher should incorporate an orientation unit on SAEP in beginning level Agricultural Education courses as a means of informing all beginning students of the SAEP requirement,

how it works, and what a student gains from it. The relationship of SAEP to FFA can be described at this time, too.

The teacher should maintain SAEP records which describe the following:

- Dates of visitation and major observations at time of visit.
- Individual student SAEP plans.
- School wide summarization of student SAEP by kind, scope.
- Individual student SAEP records of kind, scope, growth, and performance.

Probably Agricultural Education teachers cannot realistically expect to be financially compensated for all the time they devote to the supervision of students' agricultural experience. This is not to say that school districts should not provide school time and other resources to this instructional activity by the teacher. Quite to the contrary! Nevertheless, the profession of agricultural education teacher, as do many other professions, will require the contribution of time for "the cause." Most teachers realize this and accept it as part of a job to which they are devoted. There is no reluctance to make this contribution as long as there is evidence that the school district also is tangibly supporting the work by supplying time and/or financial compensation, transportation, and other personal expenses which may accrue to the teacher in fulfilling this part of the job.

It should be noted that the teacher responsibilities and other SAEP requirements noted in this paper are not to apply only to the Agricultural Education teacher in a traditional, district/federal sponsored Agricultural Education program. They apply equally to teachers of ROP/C Agricultural Education courses offered to high school students.

In fact, it should be stated that the SAEP requirement itself applies equally to ROP/C Agricultural Education courses.

What Resources Must be Provided by the School District For Conducting Supervised Agricultural Experience Programs?

The district's major responsibility for the SAEP segment of the Agricultural Education program is to provide the services of the teacher for supervising students in their agricultural experience. The teacher should be allocated adequate compensated time for on-site visitation. Normally, during the school year, one school period a day should be assigned to this task for each 50 students being supervised.

If students' SAEP continues into the summer months, at least one full-time equivalent Agricultural Education teacher should be maintained on the district payroll on a full-time basis. If there are more than 40 students engaged in SAEP during the summer months, there

should be an additional full-time equivalent teacher employed for each additional 40 students.

Students' SAEP activities are usually located throughout the community. The Agricultural Education teacher is required to travel about to provide on-site supervision. The district should provide the transportation, either by providing a district-owned vehicle and fuel or by compensating the teacher for using his/her own vehicle.

Since a part of the teacher's role in SAEP is to assist students to obtain livestock, feed, fertilizer, seed, equipment, etc. that is to be used in their enterprises, the teacher will often need to have ready access to a pickup.

Probably, the usual arrangement will be to provide a pickup truck for the sole use of each Agricultural Education teacher in a school, to be used for SAEP supervision and other purposes related to the Agricultural Education program.

The district should provide certain specialized equipment and facilities required for successfully operated SAEP that might not be available to the students from other sources in the community and which may not be feasible for them to purchase themselves. Some examples are: portable scales, greenhouse, land, livestock pens, etc.

Often the district can augment its funds available for providing these resources through non-traditional funding sources such as booster clubs, local service clubs, private donations, etc.

What Are Some Practices Which Enhance the Quality of Supervised Agricultural Experience Programs?

Agriculture Education has more than 65 years of experience utilizing SAEP as an instructional strategy. During that time many "proven practices" have emerged. Some of those practices not already mentioned in this paper are listed here in recommended for utilization by schools wishing to prepare quality in their students' SAEP.

1. Prepare and distribute to students an SAEP handbook which describes the school's requirements for it, lists the kinds of projects which can be included in an SAEP, explains how SAEP is evaluated, gives examples of good quality SAEP showing progress from year to year.
2. The term "Supervised Agricultural Experience Program" intimidates some students. The teacher may wish to use something simpler such as the old standby term "project" even though that term has limited meaning in the strictest sense.
3. Every student should have a written plan for SAEP. That plan should be reviewed annually by the student, advisor, and, if possible, parents.
4. Utilize National FFA proficiency and achievement award systems.

Appendix P

5. Incorporate SAEP accomplishment in FFA Chapter Point Award System.
6. Emphasize honor of FFA State and American Farmer Degrees – recognize (“glorify”) chapter members who earn these degrees.
7. Encourage participation in “Project Competition” programs – local and sectional.
8. Solicit local organization to provide livestock “chains” as with former Sears Breeding projects.
9. Develop local sources for project financing, i.e., banks and credit institutions, boosters club loan fund, etc.
10. Provide school facilities for first year students’ SAEP.
11. Encourage cooperative projects for “timid” students or for those with limited resources.
12. Maintain regular written oral communications with students’ parents.
13. Provide project tour for parents and other interested adults.
14. Adjust home visitation hours to coincide with times when parents are at home.
15. Involve parents in school farm work days and improvement projects.
16. Maintain a visible record of teacher supervision visits as a means of keeping SAEP in the minds of students and visitors to the Ag. Department.
17. Plan visitation schedule to assure equitable supervision of all students’ SAEP.
18. Take beginning students on tour of successful projects.
19. Utilize summer months to contact all first-year students and their parents to discuss SAEP plans.
20. Take steps to assure the success of students’ first project.
21. Use third and fourth year students as advisors to beginning students.
22. Utilize the assistance and experience of other teachers whose students have successful SAEP.
23. Provide the school board with special presentations.
24. Invite board members and administrators to serve as local judges for Project Competition.

Staff Responsibilities
Ann Sobrato High School
Agriculture Department
2012-2013

				Myndi	Joe	Tanya	Nicole
ROLE				Dept.	Lead FFA	FFA	FFA
				Head	Advisor	Advisor	Advisor
CURRICULUM							
Agriculture Biology				x			
Agriculture Geology						x	
ROP Environmental Horticulture						x	
ROP Landscape Construction Design						x	
ROP Veterinary Science					x		
Agriculture Environmental Science						x	
Agriculture Mechanics					x		
ROP Art & History of Floral Design				x			
Leadership					x		
ROP Food Science							x
NEW CURRICULUM							
Advanced Ag Mechanics					x		
Agriculture Economics & Government				x			
Agriculture Leadership				x			
Agriculture Chemistry				x			
ROP Food Science							
VEHICLES & EQUIPMENT							
Ford Freestar Van					x		
Livestock Scale					x		

Not current this school year, but is in our district curriculum.

Not current this school year, but is in our district curriculum.

Not current this school year

Not current this school year

Is current this school year

Not current this school year

Is current this school year

Joe will track vehicle logs and communicate with transportation

Livestock Trailer					X				
Livestock Trailer 2-Horse					X				
Livestock Equipment					X				
Ford Expedition					X				
F250					X				
Tractor					X				
FACILITIES									
Classrooms				X	X	X			X
Greenhouse						X			
Farm						X			
Shop						X			
Ag Office							X		
Sicence Storeroom				X					X
Kitchen Storerooms									
DEPARTMENT									
Dept./Staff Meetings				X					
R-2 Report to State				X					
Student Data Sheets				X	X	X			X
Ag Boosters									X
FFA Advisor						X			
FFA Roster				X					
CATA Section Meetings				X					
CATA Region Meetings				X					
CATA Summer Conference				X					X
Program of Activities									
Program Plan				X					
Incentive Grant & Budget				X					
FFA ASB Account				X					
Expenditure Report				X					

Description of Facilities

Rooms E-114 and E-111 are Agriscience Classrooms and are a 25' by 30' science laboratory classroom with 10 sinks and 8 lab tables. Between the Classrooms are two 5' by 15' stock rooms which holds portions of science and agriculture equipment. In between these stock rooms is our Agriculture Office, which measures out the other side door of rooms E-114 and E-111 are computer labs shared between 4 teachers. Room E-113 is the FFA office which measures approx. 20'x 20'.

The Agricultural Farm Laboratory is an eight-acre piece of land located across from the sports fields on our campus. Currently three acres of that land are fenced in which houses our livestock barn; show arena, greenhouses, storage container, pasture, and a shade house.

All vehicles are "District Vehicles" which means we share them with the other Ag program in our district. The mini van purchased through incentive grant funds is the responsibility of our site (this includes maintenance and repairs). The Expedition and F250 were purchased through the Morgan Hill Agriculture Foundation Grant, donations, and Sobrato FFA fundraisers. These too are the full responsibility of our site.

Room B-026 is the metals and welding shop. The Shop includes a classroom and a shop working area indoors as well as outdoors. The shop became an Ag facility in the 2009-2010 school year

Room C-012 is the Food Science room that measures 32' x 45'. The room includes 9 stove/ovens and 7 microwave stations, 8 sinks, and a lab display mirror. The middle portion is the "classroom instructional" space. There is an office, which is shared with another teacher and a storeroom that houses freezers, refrigerators, and supplies.

Major Equipment

- A Three door floral cooler is located in the project room just out the side door of E-114.
- (6) Dell desktop computers
- (2) HP Laptops
- HP 1600 printer
- (5) HP 1022 printers
- (2) QOMO tablets
- (3) ELMO Document Cameras
- Scanner
- Quizdom Remote Set
- (2) Smart boards
- (3) LCD Projectors
- (3) Food Refrigerator
- (1) Standing freezer
- (2) Dishwashers
- Livestock Scale
- Ctrain Storage Container
- (2) Livestock Trailers
- Tractor
- Time punch clock
- Lamb walker
- 20'X12' Greenhouse
- 30'X48' Greenhouse
- 20'x 30' Shade house
- Plasma Cam
- (2) Metal Arc Welders
- Foot Shear
- DeWalt Cordless Adjustable Clutch Driver/Drill
- DeWalt Ban Saw
- Ace Professional Socket Wrench set
- Miscellaneous small tool set

Program Completion Standards

A Program Completer is one that:

1. Completes three consecutive Agriculture Education classes.
2. Completes the Proficiency Standards for each area
 - a) see section L

HIGH SCHOOL GRADUATION REQUIREMENTS

In order to graduate, the Morgan Hill Unified School District requires students to pass the California State High School Exit Exam and successfully complete 220 subject area credits. A letter grade of D or higher earns credit toward graduation. When a student fails a required course, he/she must re-take the course in summer school, adult school, community college, or fit it into the 4-year plan. The subject area credits have changed this past year. On the following pages are the requirements by subject areas.

Student Classification

Student classification is based upon the number of units completed, **not the number of years attended**. Below is the criteria for classification:

Grade 9: 0 to 39 credits

Grade 10: 40 to 99 credits

Grade 11: 100 to 159 credits

Grade 12: 160 to completion

California High School Exit Examination

In addition to the subject area and unit requirements, students must pass the California High School Exit Examination to receive a high school diploma in the State of California. Students must pass both the language arts (including an essay) and the mathematics sections of the examination. Students will take the exam for the first time during the spring semester of the sophomore year. Once they pass a section of the exam, they will not take it again. Those students not passing the exam (or a section of the exam) will have additional opportunities to take the test during their junior and senior years. For more information for the California High School Exit Exam visit www.cde.ca.gov.

**Morgan Hill Unified School District
High School Graduation Requirements**

Subject Areas	Years Required		MHUSD Courses	
Social Studies	30 credits (3 years)		10 th World History /CP/AP 11 th US History /CP/AP 12 th – Civics CP/Economics CP (semester courses)	
English	40 credits (4 years)		English 9 /CP/Adv English 10 /CP/Adv American Literature /CP/Honors British Literature /CP/AP ELD III, ELD V CP	
Math	30 credits (3 years) *including Alg 1		Algebra 1 CP Geometry CP Algebra 2 CP Pre-Calc/Trigonometry CP	Statistics AP Statistics CP Calculus AP Calculus BC-AP
Science	20 credits (2 years) Physical Science Biological Science (* must have 1 year of each science)		<u>Biological Science</u> Biology Basic/Ag-CP/AP Environmental Science CP/AG Anatomy/Physiology CP Biotechnology CP	<u>Physical Science</u> Geology CP/Ag Chemistry CP/AP Physics CP/AP
Physical Education	20 credits (2 years)		*9 th grade PE is a state requirement	
World Language Visual/Performing Art Applied Art	World Languages	20 Credits Choose 2 of the 3 Categories	Spanish; French 1CP Spanish; French 2 CP Spanish; French 3 CP /H Spanish; French Lang AP	
	Visual/Performing Art		Studio Art CP Ceramics CP Choir CP Band CP *Digital Photo CP	Drama CP Advanced Dance CP *Fashion Design CP *Advanced Multimedia CP *Advanced Photo CP
	Applied Art		Journalism/Adv CP Yearbook Beg Foods/Inter Foods *Fashion Design CP *Advanced Photo CP *Advanced Multimedia CP All ROP Classes * The Art and History of Floral Design *meet the UC/CSU Visual and Performing Art requirement	Welding/ROP Metals & Mach Tools Tech Exploration *Digital Photo CP Vet Science CP Horticulture CP Sports Medicine CP
Electives	60 Credits		Any course taken after fulfilling the minimum graduation requirements counts as an elective credit course	
TOTAL	220 CREDITS			

Competencies Required for High School Graduation

The following minimum standards of competency are established for graduation from comprehensive high school;

Reading

1. The student can read and understand; (a) factual material (recall, sequence, main idea, cause-effect); and (b) inferential material (propaganda, fact versus opinion, prediction of outcome, context clues, persuasion and main idea implied).
2. The student can interpret and use signs and symbols (including safety vocabulary), maps, graphs, charts, schedules, and driver-related materials.
3. The student can extract information from standard forms (including but not limited to insurance, social security, voting registration, credit applications, leases, time tables, income tax forms, traffic citations, job applications, and accident forms).
4. The student can read labels, menus, catalogs, directions, and warnings.
5. The student can use reference materials (telephone book, dictionary, want ads, cookbooks, tables of contents, indices, and library resource materials).

Mathematics

1. The student can use addition, subtraction, multiplication, and division with whole numbers, fractions, decimals, and percent.
2. The student can solve consumer problems involving personal money transactions, including but not limited to development of a budget, interest, and bank transactions.
3. The student can solve problems in distance, area, volume, proportion, and temperature, by measurements and computation using appropriate tools.
4. The student can interpret information presented in graphs and tables.

Written Language

1. The student can write legibly.
2. The student can write for purpose, sequence, and unity.
3. The student can insert information in standard forms (including but not limited to insurance, social security, voting registration, credit applications, leases, income tax forms, traffic citations, job applications, and accident forms).
4. The student can accurately describe an incident or scene.
5. The student can state and support an opinion.
6. The student can spell and apply the rules of capitalization and punctuation.
7. The student can compose forms of letters including addressing an envelope.

Graduation/Exit Competencies for Pupils Enrolled in Special Education

Pupils enrolled in special education programs will be provided with a continuum of options as specified in their I.E.P.'s to include: 1) passing the regular high school graduation competency tests, or 2) passing these tests with an alternative test mode and test situation, or 3) passing the same competencies with differential performance indicators and test items.

All pupils enrolled in special education not obtaining a high school diploma may exit their school programs with a letter of recommendation and a transcript of credits which will document their level of achievement in critical survival competencies. Further these pupils shall be eligible to participate in graduation ceremonies.

ADOPTED: June 26, 1978

REVISED: August 7, 1978

REVISED: June 1, 1981

REVIEWED: February 6, 1984

REVISED: August 17, 1987

REVIEWED: May 20, 1991

High School Graduation Requirements -- (Beginning with the Class of 2009)

The Governing Board desires to prepare each student to obtain a diploma of high school graduation in order to provide students with opportunities for postsecondary education and/or employment.

Credit Requirements (Beginning with the Class of 2009)**Comprehensive High School**

Beginning with the class of 2009, to obtain a diploma of graduation from a comprehensive high school, students shall complete at least 220 credits including the following course credits in grades 9-12:

- 40 English credits
- 30 Social Studies credits including:
 - 10 World History
 - 10 United States History
 - 5 Civics
 - 5 Economics
- 30 Mathematics credits (At least one mathematics course shall meet or exceed state academic content standards for Algebra I.)
(Up to 10 of the 30 credits required in math may be met by taking Algebra I and/or geometry in middle school. However these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 20 Science Credits including:
 - 10 Physical Science
 - 10 Life Science
- 20 Physical Education Credits
- 20 Credits that are a combination of any two of the three areas – Applied Arts, Visual and Performing Arts, World Language. (Up to 10 credits required in World Language may be taken in middle school. However, these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 60 Additional credits of the student's choice

Continuation High School

Beginning with the class of 2009 to obtain a diploma of graduation from a continuation high school, students shall complete at least 220 credits including the following course credits by grade 12:

- 40 English credits
- 30 Social Studies credits including:
 - 10 World History
 - 10 United States History
 - 5 Civics
 - 5 Economics

30 Mathematics credits (At least one mathematics course shall meet or exceed state academic content standards for Algebra I.) (Up to 10 of the 30 credits required in math may be met by taking Algebra I and/or geometry in middle school. However these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)

- 20 Science Credits including:
 - 10 Physical Science
 - 10 Life Science
- 20 Physical Education Credits
- 20 Credits that are a combination of any two of the three areas – Applied Arts, Visual and Performing Arts, World Language. (Up to 10 credits required in World Language may be taken in middle school. However, these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 60 Additional credits of the student's choice

In the case of a course that is listed in more than one subject area, a student may apply such a course to only one subject area requirement.

Student Class Designation

Students earn 5 units of credit per semester course passed. Students' class designation will be based upon earned credits:

- 0-39 earned credits – Freshman
- 40-99 earned credits – Sophomore
- 100-159 earned credits – Junior
- 160-completion (220 required to graduate) – Senior

Course Load

All 9th, 10th, and 11th grade students at the comprehensive high schools are required to take 6 classes each semester. All 12th grade students at the comprehensive high schools are required to take a minimum of 5 classes each semester.

Conditions for Meeting Graduation Requirements

Courses taken in summer school may apply toward meeting course requirements.

Enrollment in physical education is required in grade 9. An additional 10 units is required in grades 10-12. Additional physical education courses may be taken for elective credit in grades 10-12.

220 units represent a minimum requirement. Students are encouraged to earn at least 240 units of credit prior to receiving a diploma.

Supplemental Methods of Earning Credit for Graduation

In addition to credits earned through attendance at district schools, full credit may be accepted (with principal approval) for comparable work successfully completed through the following:

- Courses offered by other public high schools;
- Portable Assisted Study Sequence (PASS) Program;
- Courses offered by accredited private high schools;
- Concurrent enrollment in community college or accredited college or university as provided for in the Education Code (Dual credit may be awarded);
- Courses offered by regional occupational centers or programs;
- University of California high school correspondence courses;
- Courses offered by an accredited adult school; and/or
- Courses offered through the district's Independent Study program.

The governing board shall grant to a pupil for the satisfactory completion of work experience education established under Education Code Section 51760 credit in an amount not to exceed a total of 40 semester credits made up of one or a combination of two or more of the following types:

- (a) For Exploratory Work Experience Education: Ten (10) credits for each semester, with a maximum of twenty (20) credits earned in two semesters.
- (b) For General Work Experience Education: Ten (10) credits for each semester with a maximum of forty (40) credits.
- (c) For Vocational Work Experience Education: Ten (10) credits for each semester with a maximum of forty (40) credits.

Alternative Means of Meeting Course Requirements

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Issuance of Diplomas

Students will receive a diploma from the district school in which they were last regularly enrolled and attending classes.

Students must complete all graduation requirements in order to participate in graduation exercises or receive a diploma. Students who do not meet all requirements after eight full semesters (grades 9-12) may complete their high school graduation requirements and receive a diploma from the last regular school of attendance by:

- Enrollment in summer school immediately following the student's eighth semester, provided no more than 10 units are required for graduation;
- Enrollment as a fifth-year student if less than 18 years of age at the time of enrollment, or if enrollment is in the semester which follows the student's eighth semester; or
- Completion of course work equivalent to that not completed at the high school by enrolling in and receiving credits from:
 - a community college,

- an accredited adult school,
- an accredited private school,
- another public high school, and/or
- University of California high school correspondence or online courses.

Exit Exam Beginning with the Class of 2006

Beginning in the 2005-2006 school year, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation. Supplemental instruction shall be offered to any student who does not demonstrate “sufficient progress,” as defined in Board policy, toward passing the exit examination. (See Board Policies 6162.52 –Instruction - High School Exit Examination and 6179 –Instruction - Supplemental Instructions.)

Legal Reference:

Education Code

37252	Supplemental instructional programs
48430	Continuation education schools and classes
48980	Notification of parent/guardian
51224	Skills and knowledge required for adult life
51224.5	Algebra instruction
51225.3	Requirements for graduation
51225.5	Honorary diplomas; foreign exchange students
51228	Graduation requirements
51230	American government and civics
51241-51246	Exemptions from requirements
51410-51412	Diplomas
51420-51427	High school equivalency certificates
51450-51455	Golden State Seal Merit Diploma
60850-60859	High school exit exam
66204	Certification of high school courses as meeting university admissions criteria

Code Of Regulations, Title 5

1600-1651	Graduation of pupils from grade 12 and credit toward graduation
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Adopted: June 6, 2005

Revised: September 25, 2007

High School Graduation Requirements

The Governing Board desires to prepare each student to obtain a diploma of high school graduation in order to provide students with opportunities for postsecondary education and/or employment.

In April 2012, the Morgan Hill Unified Board of Trustees took action calling for the class of 2017 to meet all UC/CSU A-G requirements. This would mean that entering 9th graders in 2013 will have course work in place for them to meet this goal.

To qualify for a diploma of graduation, a student must satisfactorily complete 220 credits in grades 9-12. While all students will follow the program shown, the principal or his/her designee has the prerogative of adjusting individual student programs to meet specific personal and educational need. English learner students, special education students and those who can demonstrate academic need may qualify to request exemption status from the A-G graduation requirements.

Credit Requirements**Comprehensive High School (beginning with the class of 2017)**

Beginning with the class of 2017, to obtain a diploma of graduation from a comprehensive high school, students shall complete at least 220 credits including the following course credits in grades 9-12:

- 40 English credits
- 30 Social Studies credits including:
 - 10 World History
 - 10 United States History
 - 5 Civics
 - 5 Economics
- 30 Mathematics credits
(At least one mathematics course shall meet or exceed state academic content standards for Algebra I. Up to 10 of the 30 credits required in math may be met by taking Algebra I and/or geometry in middle school. However these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 20 Science Credits including:
 - 10 Physical Science
 - 10 Life Science
- 20 Physical Education Credits
- 20 credits that are taken in World Language (up to 10 credits required in World language may be taken in middle school. However, these middle school courses cannot be used to meet the 220 high school credit graduation requirement)

- 10 credits taken in Visual and Performing Arts
- 10 credits taken in Career and Technical Education
- 40 additional A-G or applied arts electives of the students choice

Comprehensive High School (from the class of 2009 through the class of 2016)

Beginning with the class of 2009 through the class of 2016, to obtain a diploma of graduation from a comprehensive high school, students shall complete at least 220 credits including the following course credits by grade 12:

- 40 English credits
- 30 Social Studies credits including:
 - 10 World History
 - 10 United States History
 - 5 Civics
 - 5 Economics
- 30 Mathematics credits

(At least one mathematics course shall meet or exceed state academic content standards for Algebra I. Up to 10 of the 30 credits required in math may be met by taking Algebra I and/or geometry in middle school. However these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 20 Science Credits including:
 - 10 Physical Science
 - 10 Life Science
- 20 Physical Education Credits
- 20 Credits that are a combination of any two of the three areas – Applied Arts, Visual and Performing Arts, World Language. (Up to 10 credits required in World Language may be taken in middle school. However, these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 60 Additional credits of the student's choice

In the case of a course that is listed in more than one subject area, a student may apply such a course to only one subject area requirement.

Continuation High School

Beginning with the class of 2009 to obtain a diploma of graduation from a continuation high school, students shall complete at least 220 credits including the following course credits by grade 12:

- 40 English credits
- 30 Social Studies credits including:
 - 10 World History
 - 10 United States History
 - 5 Civics
 - 5 Economics
- 30 Mathematics credits
(At least one mathematics course shall meet or exceed state academic content standards for Algebra I. Up to 10 of the 30 credits required in math may be met by taking Algebra I and/or geometry in middle school. However these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 20 Science Credits including:
 - 10 Physical Science
 - 10 Life Science
- 20 Physical Education Credits
- 20 Credits that are a combination of any two of the three areas – Applied Arts, Visual and Performing Arts, World Language. (Up to 10 credits required in World Language may be taken in middle school. However, these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
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Students earn 5 units of credit per semester course passed. Students' class designation will be based upon earned credits:

- 0-39 earned credits – Freshman
- 40-99 earned credits – Sophomore
- 100-159 earned credits – Junior
- 160-completion (220 required to graduate) – Senior

Course Load

All 9th, 10th, and 11th grade students at the comprehensive high schools are required to take 6 classes each semester. All 12th grade students at the comprehensive high schools are required to take a minimum of 5 classes each semester.

Conditions for Meeting Graduation Requirements

Courses taken in summer school may apply toward meeting course requirements.

Enrollment in physical education is required in grade 9. An additional 10 units is required in grades 10-12. Additional physical education courses may be taken for elective credit in grades 10-12.

220 units represent a minimum requirement. Students are encouraged to earn at least 240 units of credit prior to receiving a diploma.

Supplemental Methods of Earning Credit for Graduation

In addition to credits earned through attendance at district schools, full credit may be accepted (with principal approval) for comparable work successfully completed through the following:

- Courses offered by other public high schools;
- Portable Assisted Study Sequence (PASS) Program;
- Courses offered by accredited private high schools;
- Concurrent enrollment in community college or accredited college or university as provided for in the Education Code (Dual credit may be awarded);
- Courses offered by regional occupational centers or programs;
- University of California high school correspondence courses;
- Courses offered by an accredited adult school; and/or
- Courses offered through the district's Independent Study program.

The governing board shall grant to a pupil for the satisfactory completion of work experience education established under Education Code Section 51760 credit in an amount not to exceed a total of 40 semester credits made up of one or a combination of two or more of the following types:

(a) For Exploratory Work Experience Education: Ten (10) credits for each semester, with a maximum of twenty (20) credits earned in two semesters.

(b) For General Work Experience Education: Ten (10) credits for each semester with a maximum of forty (40) credits.

(c) For Vocational Work Experience Education: Ten (10) credits for each semester with a maximum of forty (40) credits.

Alternative Means of Meeting Course Requirements

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Issuance of Diplomas

Students will receive a diploma from the district school in which they were last regularly enrolled and attending classes.

Students must complete all graduation requirements in order to participate in graduation exercises or receive a diploma. Students who do not meet all requirements after eight full semesters (grades 9-12) may complete their high school graduation requirements and receive a diploma from the last regular school of attendance by:

- Enrollment in summer school immediately following the student's eighth semester, provided no more than 10 units are required for graduation;
- Enrollment as a fifth-year student if less than 18 years of age at the time of enrollment, or if enrollment is in the semester which follows the student's eighth semester; or
- Completion of course work equivalent to that not completed at the high school by enrolling in and receiving credits from:
 - a community college,
 - an accredited adult school,
 - an accredited private school,
 - another public high school, and/or
 - University of California high school correspondence or online courses.

Exit Exam Beginning with the Class of 2006

Beginning in the 2005-2006 school year, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation. Supplemental instruction shall be offered to any student who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit examination. (See Board Policies 6162.52 –Instruction - High School Exit Examination and 6179 –Instruction - Supplemental Instructions.)

Legal Reference:

Education Code

37252	Supplemental instructional programs
48430	Continuation education schools and classes
48980	Notification of parent/guardian
51224	Skills and knowledge required for adult life
51224.5	Algebra instruction
51225.3	Requirements for graduation
51225.5	Honorary diplomas; foreign exchange students
51228	Graduation requirements
51230	American government and civics
51241-51246	Exemptions from requirements
51410-51412	Diplomas
51420-51427	High school equivalency certificates
51450-51455	Golden State Seal Merit Diploma
60850-60859	High school exit exam
66204	Certification of high school courses as meeting university admissions criteria

Code Of Regulations, Title 5

1600-1651	Graduation of pupils from grade 12 and credit toward graduation
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Adopted: June 6, 2005

Revised: September 25, 2007

Revised: Approved by Board April 3, 2012

University of California and California State University Admissions Requirements

Subject Area Requirements: For admission into a UC or CSU campus, all students must meet the following a-g subject area requirements. Students must have a “C” or better in each course in order for the course to count for admissions. If a student receives a grade lower than a “C”, he/she must retake the course. If a student receives a “C” or better in a course, they may not repeat the course for a higher grade.

Subject Areas	Years Required	Morgan Hill Unified School District Approved Courses	
a- Social Science/History	2 years	World History CP US History CP Civics CP (semester course)	World History AP US History AP
b-English	4 years	English 9 CP English 10 CP American Lit. CP British Lit. AP ELD V (CP Pending)	Advanced English 9 CP Advanced English 10 CP Honors American Lit. CP British Lit. CP
c-Mathematics	3 years required (through Algebra 2) 4 years recommended	Algebra 1 CP Geometry CP Pre-Calculus/Trigonometry CP Calculus AP	Algebra 2 CP Statistics AP Calculus BC AP
d-Laboratory Science	2 years required 3 years recommended	Biology CP Biology AP Chemistry CP Physics CP Geology CP Biotechnology CP	Biology CP/Agr Env Sci/AG CP Chemistry AP Physics AP Anatomy and Physiology CP
e-Language Other Than English	2 years of the same language required 3 years of the same language recom.	Spanish 1 CP Spanish 2 CP Spanish 3 Honors 3 CP Spanish Lang. AP	French1 CP French 2 CP French 3 Honors CP French Lang. AP
f-Visual and Performing Arts	1 year	Advanced Band CP Studio Art 1 CP Studio Art AP Advanced Ceramics CP Drama I CP Digital Photo CP Fashion Design CP Graphic Design & Printmaking The Art and History of Floral Design	Advanced Choir CP Advanced Studio Art CP Ceramics 1 CP Advanced Dance CP Advanced Drama CP Adv. Multimedia ROP Adv. Photo CP
g-College Prep Elective	1 year	All a-g coursed listed above plus: Journalism CP World Geography CP Psychology CP (semester) Sociology CP (semester) Economics CP (semester) Athletic Training/Sports Medicine CP/ROP Veterinary Science CP/ROP Technical Writing and Journalism CP Environmental Horticulture CP	

Admission to a four-year university usually requires a college admission test such as the SAT or the ACT. Most, but not all, colleges accept either test.

The **SAT** has two parts, the **Reasoning Test** (formerly the SAT 1) and the **Subject Tests** (formerly the SAT II). The Reasoning Test assesses students in three areas: critical reading, math (through Algebra II) and writing. Some colleges, such as the University of California, require students to take two Subject Tests in addition to the Reasoning Test. It is recommended that students take a Subject Test as soon as appropriate after the completion of the coursework as possible.

Invaluable practice for the SAT is the **PSAT** (Preliminary SAT) which is given every October at Sobrato. We recommend that all students planning to go to college take this test. Juniors taking the PSAT may also qualify for a National Merit Scholarship.

For more information on the SAT Reasoning Test, Subject Tests, and the PSAT, visit the College Board website at www.collegeboard.com.

The ACT is a different type of test; it measures achievement in a number of areas such as math, science, social studies, and English. For more information on the ACT, visit their website at www.act.org.

College Admission Offices

Local Community Colleges

Cabrillo College, Aptos – (831) 479-6201
De Anza College, Cupertino – (408) 864-5678
Evergreen Valley College, San Jose – (408) 274-7900
Foothill College, Los Altos Hills – (415) 949-7777
Gavilan College, Morgan Hill – (408) 782-2873
Hartnell College, Salinas – (831) 755-6711
Modesto College, Modesto – (209) 575-6853
Mission College, Santa Clara – (408) 998-2200
Ohlone College, Fremont – (510) 659-6000
San Jose City College, San Jose – (408) 298-2181
West Valley College, Saratoga – (408) 867-2200

Local 4-year Colleges

Monterey Bay State University, Monterey – (831) 582-3738
San Francisco State University, San Francisco – (415) 338-6486
San Jose State University, San Jose - (408) 283-7500
Santa Clara University, Santa Clara – (408) 554-4700
Stanford University, Stanford – (650) 723-2091
UC Berkley, Berkley – (510) 642-3175
UC Davis, Davis – (530) 752-2971
UC Santa Cruz, Santa Cruz – (831) 459-2131

Morgan Hill Unified School District

Course Outline

Course Title: Biology (CP) – Agriculture Emphasis

Course Length: One year

Grades: 9-12

Course Goals

- Students will demonstrate:
 - o Skills in laboratory method of inquiry.
 - o A knowledge of the relationship between structure and function in living forms.
 - o A recognition of the diversity in organisms, yet observe a unifying similarity of life patterns in all forms.
 - o An appreciation of environment/organism relationship as a concept in order to relate the human organisms to all living things, and how agriculture plays a role in the process.

Texts and Supplemental Instructional Materials

- **Text:** Biology by Glencoe/McGraw Hill
- **Supplementary Text:** Laboratory Manual, FFA Student Manual,
- **Supplementary Material:** Audio-visual materials, transparencies, VCR tapes, computer software, laboratory manual, supplementary worksheets, newspaper articles and magazines

Course Objectives by Essential Standards

Standard 1:

Students will understand fundamental life processes of how plants and animals depend on a variety of chemical reactions that are carried out in specialized areas of the organism's cells. This knowledge will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

- that cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.
- that enzymes are proteins and catalyze biochemical reactions without altering the reaction equilibrium. The activity of enzymes depends on the temperature, ionic conditions and pH of the surroundings.
- of how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
- that the central dogma of molecular biology outlines the flow of information from transcription of RNA in the nucleus to translation of proteins on ribosomes in the cytoplasm.
- of the role of the endoplasmic reticulum and the Golgi Apparatus in secretion of proteins.
- that usable energy is captured from sunlight by chloroplasts, and stored via the synthesis of sugar from carbon dioxide.

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

Standard 2:

Students will understand how mutations and sexual reproduction lead to genetic variation in a population. This knowledge will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

- that meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
- that only certain cells in a multicellular organism undergo meiosis.
- of how random chromosome segregation explains the probability that a particular allele will be in a gamete.
- that new combinations of alleles may be generated in a zygote through fusion of male and female gametes (fertilization).
- of why approximately half of an individual's DNA sequence comes from each parent.
- of the role of chromosomes in determining an individual's sex.
- of how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

Standard 3:

Students will understand that a multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge of:

- how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
- the genetic basis for Mendel's laws of segregation and independent assortment.
- how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
- how to use data on frequency of recombination at meiosis to estimate genetic distances between loci, and to interpret genetic maps of chromosomes.

Standard 4:

Students will understand that genes are a set of instructions, encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

- of the general pathway by which ribosomes synthesize proteins using tRNA to translate genetic information in mRNA.
- of how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
- of how mutations in the DNA sequence of a gene may or may not affect the expression of the gene, or the sequence of amino acids in an encoded protein.
- that specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
- that proteins can differ from one another in the number and sequence of amino acids.
- of why proteins having different amino acid sequences typically have different shapes and chemical properties.

Standard 5:

Students will understand that the genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge of:

- the general structures and functions of DNA, RNA, and protein.
- how to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication, and transcription of information from DNA into mRNA.
- how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
- how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation and transformation) is used to construct recombinant DNA molecules.
- how exogenous DNA can be inserted into bacterial cells in order to alter their genetic makeup and support expression of new protein products.

Standard 6:

Students will understand that the stability in an ecosystem is a balance between competing effects. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

- that biodiversity is the sum total of different kinds of organisms, and is affected by alterations of habitats.
- of how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of non-native species, or changes in population size.
- of how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
- of how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration.
- that a vital part of an ecosystem is the stability of its producers and decomposers.
- that at each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat, and this can be represented in a food pyramid.

- of how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

Standard 7:

Students will understand that the frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

- of why natural selection acts on the phenotype rather than the genotype of an organism.
- of why alleles that are lethal in a homozygous individual may be carried in a heterozygote, and thus be maintained in a gene pool.
- that new mutations are constantly being generated in a gene pool.
- that variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
- of the conditions for Hardy-Weinberg equilibrium in a population, and why these conditions are not met in nature.
- of how to solve the Hardy-Weinberg equation to determine the predicted frequency of genotypes in a population, given the frequency of phenotypes.

Standard 8:

Students will understand that evolution is the result of genetic changes that occur in constantly changing environments. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

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

Standard 9:

Students will understand that as a result of coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic), despite changes in the outside environment. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge of:

- how the complimentary activity of major body systems provides cells with oxygen and nutrients, and removes toxic waste products such as carbon dioxide.

- how the nervous system mediates communication between different parts of the body and interactions with the environment.
- how feedback loops in the nervous system and endocrine systems regulate conditions within the body.
- the functions of the nervous system, and the role of neurons in transmitting electrochemical impulses.
- roles of sensory neurons, interneurons, and motor neurons in sensations, thought, and response.
- the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
- the homeostatic role of the kidneys in the removal of nitrogenous wastes, and of the liver in blood detoxification and glucose balance.
- the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca^{+2} , and ATP.
- how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.

Standard 10:

Students will understand that organisms have a variety of mechanisms to combat disease. This will be measured by a variety of methods, such as quizzes, tests, presentations, projects, labs, activities, notes, journals, portfolios, visual and/or verbal assessments. In order to exhibit proficiency students will demonstrate knowledge:

- of the role of the skin in providing nonspecific defenses against infection.
- of the role of antibodies in the body's response to infection.
- of how vaccination protects an individual from infectious diseases.
- that there are important differences between bacteria and viruses, with respect to their requirements for growth and replication, the primary defense of the body against them, and effective treatment of infections they cause.
- as to why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections and microorganisms that are usually benign.
- of the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

Course Objectives by Essential Agriculture Core Standards**Standard 1.1 Agriculture & Society**

Students will develop an awareness of the interrelationship of California agriculture and society on the local, state, national, and international levels, and will discuss the economic impact of leading commodities.

Examples of types of work students should be able to do to meet the standard.

- 1.1.1 List the five agricultural commodities exported from California and the U.S. and explain the economic importance of each.
- 1.1.2 List five agricultural commodities imported to California and the U.S. and explain the economic importance of each.
- 1.1.3 Identify and explain the importance of five agricultural commodities produced in their county, in California, and in the U.S.

- 1.1.4 Explain the relationship of the development of agriculture to the development of civilization and modern society in the U.S. (i.e. diversification of labor, development of trade, mechanization, and land use.)

Standard 1.2 Agriculture and the Environment

Students will understand the interrelationship of modern agriculture and the environment, focusing on water, land, and other natural resources in California. Students will explain how natural resource availability affects agriculture.

Examples of types of work students should be able to do to meet the standard.

- 1.2.1 Describe the environmental impacts of agriculture on water, soil, and air.
1.2.2 Describe the environmental challenges of urban sprawl, decline in water quality, and concerns over chemical use for agriculture.
1.2.3 Explain the importance of agriculturists as stewards of our natural resources.

Standard 1.3 Agriculture Business and Technology

Students will understand the importance of agriculture firms and technology with regard to the production, processing, servicing, purchasing, and marketing of agriculture products.

Examples of types of work students should be able to do to meet the standard.

- 1.3.1 Explain the flow of an agricultural commodity from the producer to the consumer.
1.3.2 Explain the effect technology has had on agriculture (i.e. labor, production efficiency, product diversity and availability, mechanization, and communication.)
1.3.3 Explain the functions of production, processing, servicing, and marketing in agriculture.

Standard 1.4 Record Keeping

Students will understand the importance of keeping accurate records and explain the consequences of inaccurate records. Students will maintain and complete the California Agricultural Record Book, which pertains to their Supervised Occupational Experience (SOE) Program.

Examples of types of work students should be able to do to meet the standard.

- 1.4.1 Explain reasons for keeping accurate records and consequences of inaccurate records
1.4.2 Develop a budget and a business agreement for a project.
1.4.3 Complete journal entries for two enterprises and carry entries forward to the next month.
1.4.4 Prepare a financial statement and a net income summary.
1.4.5 Complete non-depreciable and depreciable property inventories.
1.4.6 Use the straight-line method for determining depreciation.

Standard 1.5 Computer Literacy

Students will understand the importance of computer literacy as it pertains to agriculture.

Examples of types of work students should be able to do to meet the standard.

- 1.5.1 Describe three examples of computer applications in agriculture.

Standard 1.6 Interpersonal Leadership Development

Students will develop a basic understanding of the FFA, recognize the traits of effective leaders and participate in leadership training activities associated with the FFA, which may include public speaking, leading group discussions, working within a committee, conducting business meetings, and problem solving.

Examples of types of work students should be able to do to meet the standard.

- 1.6.1 Explain the benefits of FFA membership
- 1.6.2 Describe and explain leadership skill developed by participating in FFA.
- 1.6.3 Demonstrate the use of five parliamentary procedure skills
- 1.6.4 Demonstrate the ability to cooperate and collaborate by serving on a committee.
- 1.6.5 Make an oral presentation
- 1.6.6 Demonstrate the process of solving a problem by identifying the problem, proposing solutions, gathering information, testing and evaluating solutions.

Standard 1.7 Projects

Students will understand the relationship between a supervised occupational experience (SOE) and their preparation for a career in agriculture. Students will actively engage in and manage a SOE, which enables them to develop occupational skills.

Examples of types of work students should be able to do to meet the standard.

- 1.7.1 Develop an agricultural SOE plan (student data sheet).
- 1.7.2 Demonstrate responsibility, commitment, and time management skills by conducting and maintaining and SOE.

Standard 1.8 Careers and Employability in Agriculture

Students will be aware of existing and future employment opportunities in the field of agriculture and will develop an understanding of how to conduct a job search, write a resume, and interview for a job.

Examples of types of work students should be able to do to meet the standard:

- 1.8.1 Describe the six agriculture career clusters and give examples of entry, technical, and professional careers in each cluster.
- 1.8.2 Develop a resume and participate in a mock job interview.
- 1.8.3 Utilize resources to learn about an agriculture occupation of their choice.

Standard 1.9 Measurement

Students will be able to read and use measuring equipment, and perform calculations for problem solving.

Examples of types of work students should be able to do to meet the standard.

- 1.9.1 Measure within $1/16^{\text{th}}$ of an inch.
- 1.9.2 Calculate area and volume when given dimensions.

Standard 1.10 Tool Use and Safety

Students will understand the operating principles of common tools used in agriculture and will understand the principles of safety that apply to them.

Examples of types of work students should be able to do to meet the standard.

- 1.10.1 Identify commonly used tools
- 1.10.2 Select and justify the tools appropriate for a given project.
- 1.10.3 Explain safety procedures in the use of hand and power tools.

Standard 1.11 Domestic Animals and Society

Students will understand the importance of animals, their domestication, and role in modern society. Students will explain the care and uses of domesticated livestock in society.

Examples of types of work students should be able to do to meet the standard.

- 1.11.1 Explain the difference between domesticated and non-domesticated animals.
- 1.11.2 Describe proper care of domesticated animals to insure their welfare and productivity.
- 1.11.3 Compare and contrast the evolution and uses of domestic animals.

Standard 1.12 Major Body Systems

Students will understand the anatomy of the major body systems. Students will explain the major functions of the digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

Examples of types of work students should be able to do to meet the standard.

- 1.12.1 Compare and contrast the basic parts and functions of monogastric and ruminant digestive systems.
- 1.12.2 Label the basic parts and describe the functions of male and female reproductive systems.
- 1.12.3 Identify the major body systems that compose the vertebrate: digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine.
- 1.12.4 Give examples of the major components of each system.
- 1.12.5 Compare and contrast the structures of plant and animal cells.
- 1.12.6 Compare and contrast the major external body parts of a bovine, porcine, and avian animal.

Standard 1.13 Animal Genetics

Students will understand the basic theory of inheritance, the genetic basis for animal selection, the process of fertilization, and the processes of meiosis and mitosis. Students will explain and/or diagram these concepts and processes.

Examples of types of work students should be able to do to meet the standard.

- 1.13.1 Describe the difference between genotype and phenotype and dominant and recessive genes with the assistance of the Punnett Square.
- 1.13.2 Describe the process of fertilization.
- 1.13.3 Diagram and label the process of meiosis to form sperm and ova, and the process of mitosis.

Standard 1.14 Animal Nutrition

Students will understand factors influencing animal nutrition and feeding. Students will identify common feed ingredients and will explain the uses of different feeds for particular animal species.

Examples of types of work students should be able to do to meet the standard.

- 1.14.1 List six classes of nutrients and their functions.
- 1.14.2 Choose and justify the type of feeds suitable for the digestive system of ruminant, monogastric and avian species.

Standard 1.16 Soil Science and Principles

Students will understand the role of soil, water and fertilizer in plant production.

Examples of types of work students should be able to do to meet the standard.

- 1.16.1 Describe the major components of soil (air, water, organic material and minerals).
- 1.16.2 Explain the relationship of soil characteristics to plant growth (soil texture, structure, pH and salinity).

Standard 1.17 Plant Physiology and Functions

Students will understand the requirements for plant growth and development. Students will identify and explain the functions of plant systems and structures.

Examples of types of work students should be able to do to meet the standard.

- 1.17.1 Identify the major components for plant growth (air, water, heat, light, soil).
- 1.17.2 Explain the functions of the root, leaf, stem, fruit and flower.
- 1.17.3 Explain the process of photosynthesis and its importance to life.
- 1.17.4 Describe the life cycles of annual, biannual, and perennial plants.
- 1.17.5 Compare and contrast the structures of plant and animal cells.

Standard 1.18 Pest Management in Plant Production

Students will understand the importance of pest management in plant production.

Students will explain the major principles of integrated pest management.

Examples of types of work students should be able to do to meet the standard.

- 1.18.1 Explain how insects, weeds, disease and vertebrate pests affect plant production.

Standard 1.19 Natural Resources

Students will be aware of the major natural resources used in agriculture. Students will discuss major issues related to the use of these natural resources.

Examples of types of work students should be able to do to meet the standard.

- 1.19.1 Describe how natural resources are used in agriculture.
- 1.19.2 Describe major issues related to water sources and water quality.
- 1.19.3 Compare and contrast practices for conserving renewable and non-renewable resources.

Outline of Course

Units 1-3/Chapters 1-9:

- Biology: The study of Life, Principles of Ecology, Communities and Biomes, Population Biology, Biological Diversity and Conservation, The Chemistry of Life, A View of the Cell, Cellular Transport and the Cell Cycle, Energy in a Cell

Units 4-5/Chapters 10-17:

- Mendel and Meiosis, DNA and Genes, Patterns of Heredity and Human Genetics, Genetic Technology, The History of Life, The Theory of Evolution, Primate Evolution, Organizing Life's Diversity

Units 6-9/Chapters 18-32:

- Viruses and Bacteria, Protists, Fungi, What Is a Plant?, The Diversity of Plants, Plant Structure and Function, Reproduction in Plants, What Is an Animal?, Sponges, Cnidarians, Flatworms, and Roundworms, Mollusks and Segmented Worms, Arthropods, Echinoderms and Invertebrate Chordates, Fishes and Amphibians, Reptiles and Birds, Mammals, Animal Behavior, Animal Science, Plant Science.

Methods of Instruction

- Lecture
- Laboratory Investigations
- Group/Individual Activities
- Discussion
- Critical Reading Assignments
- Audio Visual Materials
- Guest Speakers
- Writing Assignment including
 - Outlining and summarizing information from class lecture notes or presentations
 - Essay test questions, which demonstrate knowledge and mastery of skills in each major unit
 - Reports and papers that demonstrate appropriate format, style, usage, spelling, punctuation and vocabulary
 - Lab report writing which accurately discusses lab process and results
- Agriculture Internships

Assessment methods and/or tools

Assessment methods include formative assessment, which will promote learning throughout the course or summative assessments, such as final exams, which document student progress toward meeting standards. These methods include:

- Multiple-choice, true/false, matching, and short answer fill-in items, which can appear on single topic quizzes, unit, midterm and final exams
- Performance, e.g. student projects, lab performances and reports, debates, oral and written presentations, homework, class participation, essays and written reports, problem-solving sets
- FFA Leadership Participation
- FFA Vocational Record Book

Morgan Hill Unified School District

Course Outline

Course Title: Ag Metals and Machinery

Course Length: One Year

Grades: 9-12

Course Goals

- To practice good, safe work habits and understanding and understand their benefit in terms of a safe working condition.
- To understand terminology common to the machining areas.
- To become more adept with the operation and use of machining tools.
- The students will analyze and compare the uses of various machines and metal working methods which best suit the needs of his/her projects.

Texts and Supplemental Instructional Materials

• **Text:** Agricultural Mechanics Fundamentals and Applications, Ray V. Herren, 6th Edition 2010

• **Supplementary Text:** NA

• **Supplementary Material:** Audio-visual materials, transparencies, VCR tapes, computer software, supplementary worksheets, newspaper articles and magazines, Arc welders, Oxy-acetylene tanks, Mills, Lathe, Foundry, and forge.

Course Objectives by Essential Standards

Standard 1:

The machine and forming technology pathway provides students with an understanding of manufacturing processes and systems common to careers in machine tool and materials forming industries. Representative topics include the interpretation layout of machined and formed part prints; the cutting, shaping, fastening, and finishing of machine tools; and casting, forging, molding, cold forming, and shearing processes.

C1.0 Students understand the planning and layout operations used in machine tool and materials forming processes:

C1.1 Interpret scaled machine tool and materials forming prints; gather design and materials information; perform calculations; and use the detail to plan, lay out, and produce parts or finished products that meet the standards of the National Institute for Metalworking Skills, the Manufacturing Skill Standards Council, or similar standards.

C1.2 Understand the design parameters across machine tool and materials-forming organizational levels.

C1.3 Use current information technology ideation and design process systems in the manufacturing of machined and formed parts and products.

C2.0 Students understand how materials can be processed through the use of machine tools, such as milling, drilling, turning, and shaping machines, and forming equipment, such as dies, presses, and rolls:

C2.1 Understand the qualities of various raw and industrial materials and how these qualities affect the ability of the materials to be processed in the manufacturing of machined and formed parts and products.

C2.2 Use machine tools, such as machine lathes, milling machines, drilling machines, power hacksaws, and band saws, and forming equipment, such as presses, brakes, ironworkers, and stake benches, to cut, shape, combine, and form manufactured parts or products that meet the standards of the National Institute for Metalworking Skills, the Manufacturing Skill Standards Council, or similar standards.

C3.0 Students understand various types of machine and forming assembly processes, such as flow, pressure, cold, and adhesive bonding, and mechanical fasteners:

C3.1 Use various methods for the assembly of machined and formed parts and products in manufacturing, such as thread cutting and bonding agents.

C3.2 Select and use the tools, such as taps and dies, wrenches, and spot welders, and the assembly process appropriate to the design criteria of a specific machined and formed product.

C4.0 Students understand finishing processes and the differences between various types of finishing materials used in the manufacturing of machined and formed parts and products:

C4.1 Understand and use processes such as pickling, dipping, plating, spraying, and flow coating to finish machined and formed materials.

C4.2 Select and use appropriate machined- and formed-part finishing processes, such as coating, plating, and anodizing, to meet specific product design criteria.

C5.0 Students understand the purposes and processes of inspection and quality control in machining and forming manufacturing processes:

C5.1 Know the reasons for inspection and quality control in the manufacture of machined and formed parts.

C5.2 Know how to perform a continuous online quality control inspection of machined and formed parts.

C5.3 Know how to troubleshoot performance problems of machining and forming systems.

C6.0 Students understand various machining and forming manufacturing systems that require standard hand and machine tools:

C6.1 Understand the characteristics of various machining and forming systems used in conventional manufacturing industries, such as open dies, smith forging, blow molding, stamping, drawing, shearing, chip removal, milling, turning, and electrical discharge systems.

C6.2 Select and use appropriate machining and forming tools, equipment, and inspection devices to manufacture parts or products.

C7.0 Students understand various machining and forming automated manufacturing systems, tool design, design for manufacturing, flexible manufacturing systems, and materials resource planning:

C7.1 Understand materials and processes in relation to machining and forming manufacturing systems.

C7.2 Understand the processes involved in the following machining and forming manufacturing systems: “just in time,” tool design, design for manufacturing, flexible manufacturing systems, and materials resource planning.

C7.3 Use computers to design and produce machined and formed products, write numerical control programs, and control robots.

C8.0 Students understand the development of emerging machining and forming technology systems:

C8.1 Manufacture parts or products from industrial materials by using machining and forming systems, such as electrical discharge, laser cutting, chemical machining, and chemical bonding processes.

C8.2 Understand the importance of maintaining documentation for machining and forming systems.

C9.0 Students understand the operation and functions of machine tools in production and prototype work:

C9.1 Use various machine tools, such as lathes, mills, drills, and saws, to produce parts and products.

C9.2 Select appropriate machining processes and equipment to produce prototypes or production parts or products.

C10.0 Students understand industrial forming processes and their application to specific types of materials:

C10.1 Use various forming tools and equipment, such as rolls, brakes, dies, and presses, to manufacture parts and products.

C10.2 Select appropriate tools, processes, and equipment to successfully produce formed parts or products.

C11.0 Students understand how a manufacturing company is organized and the elements of a machining and forming production management system:

C11.1 Understand corporate structures that affect machining and forming production.

C11.2 Understand that a machining and forming production management system includes planning, engineering, organizing, and controlling resources and manufacturing processes.

C11.3 Know how scheduling, quality control, accident prevention, and inventory control are used efficiently and appropriately in a machining and forming production management system.

Course Objectives by Essential Agriculture Core Standards

Standard 1.1 Agriculture & Society

Students will develop an awareness of the interrelationship of California agriculture and society on the local, state, national, and international levels, and will discuss the economic impact of leading commodities.

Examples of types of work students should be able to do to meet the standard.

1.1.1 List the five agricultural commodities exported from California and the U.S. and explain the economic importance of each.

1.1.2 List five agricultural commodities imported to California and the U.S. and explain the economic importance of each.

1.1.3 Identify and explain the importance of five agricultural commodities produced in their county, in California, and in the U.S.

1.1.4 Explain the relationship of the development of agriculture to the development of civilization and modern society in the U.S. (i.e. diversification of labor, development of trade, mechanization, and land use.)

Standard 1.2 Agriculture and the Environment

Students will understand the interrelationship of modern agriculture and the environment, focusing on water, land, and other natural resources in California. Students will explain how natural resource availability affects agriculture.

Examples of types of work students should be able to do to meet the standard.

1.2.1 Describe the environmental impacts of agriculture on water, soil, and air.

1.2.2 Describe the environmental challenges of urban sprawl, decline in water quality, and concerns over chemical use for agriculture.

1.2.3 Explain the importance of agriculturists as stewards of our natural resources.

Standard 1.3 Agriculture Business and Technology

Students will understand the importance of agriculture firms and technology with regard to the production, processing, servicing, purchasing, and marketing of agriculture

products.

Examples of types of work students should be able to do to meet the standard.

1.3.1 Explain the flow of an agricultural commodity from the producer to the consumer.

1.3.2 Explain the effect technology has had on agriculture (i.e. labor, production efficiency, product diversity and availability, mechanization, and communication.)

1.3.3 Explain the functions of production, processing, servicing, and marketing in agriculture.

Standard 1.4 Record Keeping

Students will understand the importance of keeping accurate records and explain the consequences of inaccurate records. Students will maintain and complete the California Agricultural Record Book, which pertains to their Supervised Occupational Experience (SOE) Program.

Examples of types of work students should be able to do to meet the standard.

1.4.1 Explain reasons for keeping accurate records and consequences of inaccurate records

1.4.2 Develop a budget and a business agreement for a project.

1.4.3 Complete journal entries for two enterprises and carry entries forward to the next month.

1.4.4 Prepare a financial statement and a net income summary.

1.4.5 Complete non-depreciable and depreciable property inventories.

1.4.6 Use the straight-line method for determining depreciation.

Standard 1.5 Computer Literacy

Students will understand the importance of computer literacy as it pertains to agriculture.

Examples of types of work students should be able to do to meet the standard.

1.5.1 Describe three examples of computer applications in agriculture.

Standard 1.6 Interpersonal Leadership Development

Students will develop a basic understanding of the FFA, recognize the traits of effective leaders and participate in leadership training activities associated with the FFA, which may include public speaking, leading group discussions, working within a committee, conducting business meetings, and problem solving.

Examples of types of work students should be able to do to meet the standard.

1.6.1 Explain the benefits of FFA membership

1.6.2 Describe and explain leadership skill developed by participating in FFA.

1.6.3 Demonstrate the use of five parliamentary procedure skills

1.6.4 Demonstrate the ability to cooperate and collaborate by serving on a committee.

1.6.5 Make an oral presentation

1.6.6 Demonstrate the process of solving a problem by identifying the problem, proposing solutions, gathering information, testing and evaluating solutions.

Standard 1.7 Projects

Students will understand the relationship between a supervised occupational experience (SOE) and their preparation for a career in agriculture. Students will actively engage in and manage a SOE, which enables them to develop occupational skills.

Examples of types of work students should be able to do to meet the standard.

1.7.1 Develop an agricultural SOE plan (student data sheet).

1.7.2 Demonstrate responsibility, commitment, and time management skills by

conducting and maintaining and SOE.

Standard 1.8 Careers and Employability in Agriculture

Students will be aware of existing and future employment opportunities in the field of agriculture and will develop an understanding of how to conduct a job search, write a resume, and interview for a job.

Examples of types of work students should be able to do to meet the standard:

1.8.1 Describe the six agriculture career clusters and give examples of entry, technical, and professional careers in each cluster.

1.8.2 Develop a resume and participate in a mock job interview.

1.8.3 Utilize resources to learn about an agriculture occupation of their choice.

Standard 1.9 Measurement

Students will be able to read and use measuring equipment, and perform calculations for problem solving.

Examples of types of work students should be able to do to meet the standard.

1.9.1 Measure within 1/16th of an inch.

1.9.2 Calculate area and volume when given dimensions.

Standard 1.10 Tool Use and Safety

Students will understand the operating principles of common tools used in agriculture and will understand the principles of safety that apply to them.

Examples of types of work students should be able to do to meet the standard.

1.10.1 Identify commonly used tools

1.10.2 Select and justify the tools appropriate for a given project.

1.10.3 Explain safety procedures in the use of hand and power tools.

Course Outline—Biology – Ag Emphasis 8

Standard 1.11 Domestic Animals and Society

Students will understand the importance of animals, their domestication, and role in modern society. Students will explain the care and uses of domesticated livestock in society.

Examples of types of work students should be able to do to meet the standard.

1.11.1 Explain the difference between domesticated and non-domesticated animals.

1.11.2 Describe proper care of domesticated animals to insure their welfare and productivity.

1.11.3 Compare and contrast the evolution and uses of domestic animals.

Standard 1.12 Major Body Systems

Students will understand the anatomy of the major body systems. Students will explain the major functions of the digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

Examples of types of work students should be able to do to meet the standard.

1.12.1 Compare and contrast the basic parts and functions of monogastric and ruminant digestive systems.

1.12.2 Label the basic parts and describe the functions of male and female reproductive systems.

1.12.3 Identify the major body systems that compose the vertebrate: digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine.

1.12.4 Give examples of the major components of each system.

1.12.5 Compare and contrast the structures of plant and animal cells.

1.12.6 Compare and contrast the major external body parts of a bovine, porcine, and

avian animal.

Standard 1.13 Animal Genetics

Students will understand the basic theory of inheritance, the genetic basis for animal selection, the process of fertilization, and the processes of meiosis and mitosis. Students will explain and/or diagram these concepts and processes.

Examples of types of work students should be able to do to meet the standard.

1.13.1 Describe the difference between genotype and phenotype and dominant and recessive genes with the assistance of the Punnett Square.

1.13.2 Describe the process of fertilization.

1.13.3 Diagram and label the process of meiosis to form sperm and ova, and the process of mitosis.

Standard 1.14 Animal Nutrition

Students will understand factors influencing animal nutrition and feeding. Students will identify common feed ingredients and will explain the uses of different feeds for particular animal species.

Examples of types of work students should be able to do to meet the standard.

1.14.1 List six classes of nutrients and their functions.

1.14.2 Choose and justify the type of feeds suitable for the digestive system of ruminant, monogastric and avian species.

Course Outline—Biology – Ag Emphasis 9

Standard 1.16 Soil Science and Principles

Students will understand the role of soil, water and fertilizer in plant production.

Examples of types of work students should be able to do to meet the standard.

1.16.1 Describe the major components of soil (air, water, organic material and minerals).

1.16.2 Explain the relationship of soil characteristics to plant growth (soil texture, structure, pH and salinity).

Standard 1.17 Plant Physiology and Functions

Students will understand the requirements for plant growth and development. Students will identify and explain the functions of plant systems and structures.

Examples of types of work students should be able to do to meet the standard.

1.17.1 Identify the major components for plant growth (air, water, heat, light, soil).

1.17.2 Explain the functions of the root, leaf, stem, fruit and flower.

1.17.3 Explain the process of photosynthesis and its importance to life.

1.17.4 Describe the life cycles of annual, biannual, and perennial plants.

1.17.5 Compare and contrast the structures of plant and animal cells.

Standard 1.18 Pest Management in Plant Production

Students will understand the importance of pest management in plant production.

Students will explain the major principles of integrated pest management.

Examples of types of work students should be able to do to meet the standard.

1.18.1 Explain how insects, weeds, disease and vertebrate pests affect plant production.

Standard 1.19 Natural Resources

Students will be aware of the major natural resources used in agriculture. Students will discuss major issues related to the use of these natural resources.

Examples of types of work students should be able to do to meet the standard.

1.19.1 Describe how natural resources are used in agriculture.

1.19.2 Describe major issues related to water sources and water quality.

1.19.3 Compare and contrast practices for conserving renewable and non-renewable

resources.

Outline of Course

I. First Semester:

◆Week 1	Introduction, Course Syllabus, class and shop orientation
◆Week 2	Introduction to the FFA and California agriculture
◆Week 3	Shop Safety, Intro to machine operation
◆Week 4	Shop safety and safety test.
◆Week 5	Introduction to tool ID and uses
◆Week 6	Tap and Die introduction (making nuts and bolts)
◆Week 7	Introduction to measurement and plan reading
◆Week 8	Plan reading
◆Week 9	Sheet metal (dust pan/ Tool box)
◆Week 10	Continue sheet metal (dust pan/ Tool box)
◆Week 11	Forging safety and fundamentals
◆Week 12	Sand casting and fundamentals
◆Week 13	Students make chisel and sand cast
◆Week 14	Students continue chisel and sand casting
◆Week 15	Introduction to robotics, mass production, CNC
◆Week 16	Robotics, mass production, CNC
◆Week 17	Finish up projects and clean up shop
◆Week 18	Review, Written Semester Final, Practical Semester Final

II. Second Semester:

◆Week 1	Intro to Record Keeping / FFA Recordbook.
◆Week 2	Lathes safety and operation
◆Week 3	students operation of lathe
◆Week 4	Milling safety and operation
◆Week 5	Students operation of mills
◆Week 6	Group projects
◆Week 7	Finish group projects and project quality inspection
◆Week 8	Individual projects using machine and forming technology
◆Week 9	Continue individual projects using machine and forming technology
◆Week 10	Continue individual projects using machine and forming technology
◆Week 11	Continue individual projects using machine and forming technology
◆Week 12	Careers in the metal and machine industries
◆Week 13	Oxy-acetylene welding and cutting.
◆Week 14	Oxy-acetylene welding and cutting.
◆Week 15	Arc welding and advanced machining operation
◆Week 16	Arc Welding and advanced machining operation
◆Week 17	Arc Welding and advanced machining operation
◆Week 18	Individual welding project
◆Week 19	Individual welding project
◆Week 20	Shop Clean-up, check out of lockers

Methods of Instruction

- Lecture
- Laboratory
- Group/Individual Activities
- Discussion
- Critical Reading Assignments
- Audio Visual Materials
- Guest Speakers
- Writing Assignment including
 - Outlining and summarizing information from class lecture notes or presentations
 - Essay test questions, which demonstrate knowledge and mastery of skills in each major unit
 - Reports and papers that demonstrate appropriate format, style, usage, spelling, punctuation and vocabulary
 - Lab report writing which accurately discusses lab process and results
- Agriculture Internships

Assessment methods and/or tools

Assessment methods include formative assessment, which will promote learning throughout the course or summative assessments, such as final exams, which document student progress toward

meeting standards. These methods include:

- Multiple-choice, true/false, matching, and short answer fill- in items, which can appear on single topic quizzes, unit, midterm and final exams
- Performance, e.g. student projects, lab performances and reports, debates, oral and written presentations, homework, class participation, essays and written reports, problem-solving sets
- FFA Leadership Participation
- FFA Vocational Record Book



SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
Serving Santa Clara and San Benito Counties



SANTA CLARA COUNTY
OFFICE OF EDUCATION

1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

AGRICULTURE LEADERSHIP

2. CBEDS TITLE

Agriculture: Business Management and Marketing

3. CBEDS NUMBER

4098

4. JOB TITLES

O*NET	TITLE
45-2011.00	Agri-business Agent / Inspectors
19-4011.01	Agricultural Technician/Aide
097.221.010	Agricultural Instructor
23-1011.00	Agricultural Lawyer
11-2021.00	Agricultural Marketing and Sales
41-4011.00	Sales Rep. Wholesale/Manufacturing Scientific Product
41-9022.00	Real Estate Agents, Agriculture
11-1011.00	Agricultural Services Director

5. Course Description

The purpose of this course is to accent agriculture education and the Future Farmers of America (FFA) organization in developing young people to be premier leaders with a vision. Critical thinking and evaluation skills will be an important aspect of the curriculum. Just as important will be the incorporation of articulation skills, both written and verbal. Students will develop and enhance their leadership skills through self-enhancement, goal setting, cooperative learning, speech proficiency, parliamentary procedure, book reviews, and presentations. To maximize critical thinking skills, current events in agriculture will be brought in by students and used in a decision-making forum. This process will incorporate both verbal and written skills.

6. HOURS

Classroom Theory/Applied	180
Community Classroom/Coop Voc Ed	120
Future Farmers of America - FFA	100
TOTAL HOURS	400

7. RECOMMENDED PREREQUISITE

Required Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.

Recommended One year of agriculture required or approval from teacher
None

8. DATE WRITTEN	August 20, 2004
UPDATED	October 2009

9. COURSE OUTLINE			
A. Career Preparation Skills			
Class Hours	CC/CVE Hours	GENERAL WORKPLACE SKILLS	Standards
30	Integrated throughout the course	<ul style="list-style-type: none"> • Personal Skills 1. Demonstrate an understanding of classroom policies and procedures 2. Discuss the importance of the following personal skills in a business environments <ul style="list-style-type: none"> a. Positive attitude b. Self-confidence c. Honesty d. Perseverance e. Self-management/worth ethic f. Pride in product/work g. Dependability h. Identify acceptable work attire i. Establish goals for self-improvement and further education/training j. Prioritize tasks and meet deadlines k. Understand the importance of initiative and leadership l. Understand the importance of lifelong learning in a world of constantly changing technology 	<p>CPS: Personal Skills; Interpersonal Skills</p> <p>SCANS: Personal Qualities; Interpersonal Qualities</p>

		<ul style="list-style-type: none"> • Job Employment Skills <ol style="list-style-type: none"> 1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan 2. Identify steps for setting goals and writing personal goals and objectives 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities 4. Develop a career portfolio, including the following documents: <ol style="list-style-type: none"> a. Job application b. Resume c. Appropriate cover and follow up correspondence 5. Identify and demonstrate effective interviewing techniques 	
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Sources:

CPS - *Career Preparation Standards*. California Department of Education and WestEd
 SCANS - *What Work Requires of Schools: A SCANS Report of America 2000*.
 The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.
Career Technical Education Model Curriculum Standards. California Department of Education. May 2005

B. Career Technical Skills						
Class Hours	CVE Hours	FFA	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards
30	10	10	I. Technology Skills	* See attached pages that follow		
			<p>A. Student will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.</p> <ol style="list-style-type: none"> 1. Demonstrate ability to use personal computers for loading/retrieving data, information gathering, measurements, and writing. 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry. 3. Understand the importance of lifelong learning in adapting to changing technology. 	4.1 4.2 4.3 4.5 4.6 5.1 11.0	T	
	10	10	II. Communication Skills			

		A. Student will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following/giving directions, requesting/giving information, and asking questions.	2.0	M		T
			2.2	T M	1.1 1.2 1.3 1.5 2.3 2.5 2.6	
		1. Use communication concepts in application of skills, techniques, and operations	2.3	T	1.1 1.2 1.3	
		a. Prepare written material			1.1	
		b. Analyze written material	2.4		1.7 2.2 2.3 1.8 1.14 2.4	
		2. Understand and implement written instructions, from technical manuals, written communications, and reference books				
		3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication				
		4. Demonstrate active listening through oral and written feedback				
		5. Give and receive feedback				
		6. Demonstrate assertive communications (oral/written)				
		7. Demonstrate writing/editing skills as follows:				
		a. Use correct grammar, punctuation, capitalization, vocabulary, and spelling				
		b. Select and use appropriate forms of technology for communication				
		8. Exhibit a proficiency in the use of reference books				
		9. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology				

Career Technical Skills							
Class Hours	CVE Hours	FFA	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
15	15	10	III. Thinking and Problem-Solving Skills				
			A. Student will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure, identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions. 1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed 2. Read, write, and give directions 3. Exhibit critical and creative thinking skills, logical reasoning skills, and employ these skills for problem solving a. Work as a team member in solving problems b. Diagnose the problem, its urgency, and its causes c. Identify alternatives and their consequences d. Explore possibly solutions e. Compare/contrast the advantages and disadvantages of alternatives f. Determine appropriate action(s) g. Implement action(s) h. Evaluate results of action(s) taken	5.0	M R T R	5.1 5.2 5.3	T

Career Technical Skills							
Class Hours	CVE Hours	FFA	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
10	10	10	IV. Leadership and Teamwork				
			<p>A. Students understand effective leadership styles, key concepts of group dynamics, team and individual decision-making, the benefits of workforce diversity, and conflict resolution.</p> <ol style="list-style-type: none"> 1. Identify and discuss behaviors of an effective team 2. Explain the central importance of mutual respect in workplace relations 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations 5. Work cooperatively, share responsibilities, accept supervision, and assume leadership roles 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups 	9.0	R T	9.1 9.2 9.3 9.4 9.5 9.6	T
20	20	10	V. Importance of Ethics				
			<p>Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.</p> <ol style="list-style-type: none"> 1. Discuss social and ethical responsibilities in the industry 2. Demonstrate ethical choices in workplace situations 	8.0	M T M	8.1 8.2 8.3 8.4	T

25	10	10	II. Agriculture Marketing B. Student will demonstrate an understanding of the functions of purchasing and marketing in agriculture business including: 1. Basic principles of marketing 2. Advertising 3. Promotion 4. Public Relations 5. Marketing agriculture products	R(2.3) 8.3 A1(10.0) A1(12.0) A1(13.0) A1(15.0) 11.0	M T M T	A1.6 A7.1 A7.2 A7.3 A7.4 A7.5 A7.6	T
20	20	10	VII. Record Keeping of Student Projects (each student will have a project record book) Students will maintain financial records including: 3. Introduction/SOEP 4. Calendars 5. Business agreements 6. Budgets 7. Journals 8. Loan payments 9. Property inventory 10. Financial statements 11. Income summaries Accounts Receivable/Payable	R(2.3) 5.1 5.2 5.3 A1(10.0)	M T M	A4.1 A4.2 A4.3 A4.4 A4.5 A4.6	T
10	0	10	VIII. Parliamentary Procedure A. Student will research and debate current agriculture industry and FFA topics, use parliamentary procedure, and debate in a logical and informed manner including: 1. Origins 2. Handling of motions 3. Subsidiary motions I 4. Subsidiary motions II 5. Incidental motions 6. Unclassified motions 7. Application of parliamentary procedure	5.1 5.3 8.3 9.1-9.6 11.0	T		

C. Expected Student Proficiencies	
<p>PERSONAL SKILLS</p> <ul style="list-style-type: none"> Positive Attitudes Self-confidence Honesty Responsibility Initiative Self-discipline Personal hygiene Time management Lifelong learning <p>EMPLOYMENT LITERACY</p> <ul style="list-style-type: none"> Resumes Application forms Cover Letters Sources of employment information Interviewing Portfolio <p>COMMUNICATION SKILLS</p> <ul style="list-style-type: none"> Oral and written communication Listening Skills Following and giving directions, asking direction 	<p>THINKING & PROBLEM-SOLVING SKILLS</p> <ul style="list-style-type: none"> Calculating Estimating Measuring Locate and organize information Interpret and follow directions from manuals, labels Analyze and evaluate information and solutions <p>INTERPERSONAL SKILLS</p> <ul style="list-style-type: none"> Work cooperatively Accept supervision Assume Leadership Show respect for others Sexual harassment laws Cultural diversity <p>TECHNOLOGY LITERACY</p> <ul style="list-style-type: none"> Role of technology Adapting to new technology

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS**A. Academic credit:** One year or 10 units**B. Other – n/a****ARTICULATION**

None

UC APPROVAL

None

INDUSTRY CERTIFICATION**C. Instructional Strategies:**

- Lecture
- Demonstration
- Design problems and vocabulary
- Cooperative Group Learning
- Critical comparison
- Readings
- Multi-media aides
- Project-based learning
- Work-based learning
- Job Applications
- Career Preparation Portfolios
- Employability Skills
- Guest presentations
- Group projects
- Computer programs
- Field trips
- Videos
- Internet research
- Demonstration
- Modeling
- Peer learning
- FFA Leadership Activities
- Resume Writing
- Agriculture Projects
- Evaluation of Agriculture Issues and Events

D. Instructional Materials:

- Lecture notes, handouts, videos and field trips
- Publications:
 1. AgriScience - Cooper, Elmer; Delmar Publishers; 1990
 2. Agricultural Mechanics; Cooper; Elmer; Delmar Publishers, 1987
 3. Leadership; Ricketts; Cliff; Delmar Publishers; 1997
 4. Landscaping; Ingels; Jack; Delmar Publishers; 1987
 5. Western Garden Book; Sunset; Sunset Publishing; 1992
 6. Floral Design; Hunter; Norah; Delmar Publishers; 1994
 7. Stockman=s Handbook; Ensminger, M.E.; the Interstate Publishers; 1980
 8. Official FFA Manual; National FFA Organization; 1996
 1. Exploring Farmer Cooperative; AG Council of CA; 1996

11. FOUNDATION STANDARDS ALIGNED**1.0 Academics**

Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Algebra I

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

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

History/Social Science

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

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

2.0 Communications

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

Reading

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

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
 - (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
 - (2.3) Generate relevant questions about readings on issues that can be researched.
- of the text to defend and clarify interpretations.

Writing

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

- (1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- (2.5) Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.

- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

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

(2.5) Write job applications and résumés:

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

(2.6) Deliver multimedia presentations:

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

Written & Oral English Language Conventions

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

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

Listening & Speaking

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

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

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

- (1.8) Use effective and interesting language, including:
 - a. Informal expressions for effect

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

3.0 CAREER PLANNING & MANAGEMENT

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

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

4.0 TECHNOLOGY

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

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

5.0 PROBLEM SOLVING & CRITICAL THINKING

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

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

6.0 HEALTH & SAFETY

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

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

7.0 RESPONSIBILITY & FLEXIBILITY

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

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

demeanor.

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

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

7.4 Understand that individual actions can affect the larger community.

7.5 Understand the importance of time management to fulfill responsibilities.

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

8.0 ETHICS & LEGAL RESPONSIBILITY

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

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

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

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

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

9.0 LEADERSHIP & TEAMWORK

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

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

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

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

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

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

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

10.0 TECHNICAL KNOWLEDGE & SKILLS

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

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

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

10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 DEMONSTRATION & APPLICATION

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

12. A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:

A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.

A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.

A1.3 Understand the advantages and disadvantages of the four types of business ownership.

- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural Production:

- A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.
- A2.2 Know basic agricultural economic terminology.
- A2.3 Understand the law of supply and demand as it effects price determination.
- A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
- A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

- A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and longterm credit).
- A3.2 Know the criteria lenders use to evaluate repayment capacity.
- A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

- A4.1 Understand the differences between cash and accrual accounting systems.
- A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.
- A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
- A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
- A4.5 Understand how to determine property values and how to complete a depreciation schedule.
- A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

- A5.1 Understand environmental responsibility and its impact on agribusiness.
- A5.2 Understand the concept of liability and the economic impact of being held liable.
- A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.
- A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.
- A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

- A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
- A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.
- A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:

- A7.1 Understand how marketing functions in a free market society.
- A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.
- A7.3 Understand how the law of comparative advantage affects agricultural production.
- A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and

services.

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

A7.6 Understand how to develop a marketing plan for an agricultural product or service.

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

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

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

A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:

A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.

A9.2 Know how governmental, economic, and cultural factors affect international trade.

A9.3 Compare and contrast United States trade policies with those of other important trading partners.

A9.4 Understand how biotechnology affects trade and global economies.

A9.5 Understand how different cultural values affect agricultural production and marketing.

A9.6 Understand how negotiations and bargaining agreements affect trade agreements.

A9.7 Analyze agricultural marketing strategies in other parts of the world.

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 Students understand personal and group safety:

B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.

B1.2 Know the relationship between accepted shop management procedures and a safe working environment.

B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 Students understand the principles of basic woodworking:

B2.1 Know how to identify common wood products, lumber types, and sizes.

B2.2 Know how to calculate board feet, lumber volume, and square feet.

B2.3 Know how to identify, select, and implement basic fastening systems.

B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:

B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.

B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).

B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).

B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.

B3.5 Interpret basic agricultural electrical plans.

D. Animal Science Pathway

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

D2.0 Students understand key principles of animal nutrition:

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

D3.0 Students understand animal physiology:

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

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

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

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

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

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

- D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible byproducts, such as those outlined in Hazard Analysis and Critical Control Point documents.
- D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.
- D12.3 Understand how meat-based products and meals are made.
- D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and byproducts) are harvested and processed.
- D12.5 Understand how meat products and nonmeat products are marketed.
- D12.6 Understand the value of animal by-products to nonagricultural industries.

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 Students understand plant classification principles:

- G1.1 Understand how to classify and identify plants by order, family, genus, and species.
- G1.2 Understand how to identify plants by using a dichotomous key.
- G1.3 Understand how common plant parts are used to classify the plants.
- G1.4 Understand the differences between and uses of native and nonnative plants.
- G1.5 Understand the differences between monocots and dicots.
- G1.6 Understand the differences between plants under production and weeds.

G5.0 Students understand pest problems and management:

- G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their roles.
- G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.
- G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
- G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
- G5.5 Understand how biotechnology can be used to manage pests.

G6.0 Students understand soils and plant production:

- G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
- G6.2 Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.
- G6.3 Understand soil biology and diagram the soil food chain.
- G6.4 Understand how soil biology affects the environment and natural resources.

LEGEND FOR REFERENCE OF ACADEMIC STANDARDS

Parenthetical notation preceding the content standard item refers to the grade level for the standard. i.e. (8) refers to grade 8, (9-10) refers to grades 9 & 10.

Example: (8) W2.1 refers to the Eighth Grade Writing Standard Item 2.1

English-Language Arts:

R Reading
W Writing
WOC Written & Oral Conventions
LS Listening & Speaking

Mathematics:

NS Number Sense
AF Algebra & Functions
SDP Statistics, Data Analysis & Probability
MR Mathematical Reasoning
MG Measurement & Geometry
AI Algebra I
G Geometry
AII Algebra II
P&S Probability & Statistics
APP&S Advanced Placement Probability & Statistics
C Calculus

Science:

PH Physics
CH Chemistry
ES Earth Science
I&E Investigation and Experimentation

History-Social Science:

WH World History, Culture and Geography
USH United States History and Geography
AD American Democracy
ECON Economics

Visual and Performing Arts:

APP: Artistic Perception Proficient Level
APA: Artistic Perception Advanced

CEP: Creative Expression Proficient

CEA: Creative Expression Advanced

HCCP: Historical & Cultural Proficient

HCCA: Historical & Cultural Advanced

AVP: Aesthetic Valuing Proficient

AVA: Aesthetic Valuing Advanced

CRP: Connections, Relationships,
Proficient

CRA: Connections, Relationships,
Advanced

ELA: English-Language Arts with in VPA

ELA- LRA: Literary Response and Analysis

ELA-WSA: Writing Strategies &
Applications

ELA-WOELC: Written & Oral English
Language Conventions

Sectors

AME Arts, Media and Entertainment

BTC Building Trades and Construction

ECDFS Education, Child Development &
Family Services

EU Energy & Utilities

ED Engineering & Design

FID Fashion and Interior Design

FAB Finance and Business

HSMT Health Science & Medical Technology

HTR Hospitality, Tourism & Recreation

IT Information Technology

MPD Manufacturing and Product
Development

MSS Marketing, Sales, & Services

PS Public Services

T Transportation



SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
Serving Santa Clara and San Benito Counties



1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

Agricultural Construction and Maintenance – Agricultural Mechanics / Agriculture and Natural Resources

2. CBEDS TITLE

Mechanics and Engineering Technology

3. CBEDS NUMBER

4030

4. JOB TITLES

O*NET TITLE

79021	Farm Equipment Operator/Machine Tender
79999D	Farmer – General
85321	Farm Equipment Mechanic Apprentice
93105	Farm Machinery Assembler

5. COURSE DESCRIPTION

The program is geared to job-entry development of a variety of skills utilized by farming and ranching industries. The student will gain knowledge and perfect existing skills in the areas of welding, carpentry, and metalworking. Specifically, they will be able to make minor repairs on farm machinery and construct small tools and appliances frequently needed at the place of employment.

6. HOURS

Classroom Theory/Applied	255
Community Classroom/Coop Voc Ed	90
TOTAL HOURS	345

7. RECOMMENDED PREREQUISITE

Required	Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.
Recommended	None

8. DATE WRITTEN	July 2005
UPDATED	September 2007

9. COURSE OUTLINE			
A. Career Preparation Skills			
Class Hours	CC/CVE Hours	GENERAL WORKPLACE SKILLS	Standards
30	Integrated throughout the course	<ul style="list-style-type: none"> • Attitude and Work Habits <ol style="list-style-type: none"> 1. Works both independently and collaboratively 2. Attends regularly and on time 3. Practices good safety procedures 4. Solves problems thinks critically and makes good decisions 5. Plans work and takes initiative 6. Demonstrates leadership and the willingness to help train others • Job Employment Skills <ol style="list-style-type: none"> 1. Develop a plan to achieve career goals 2. Complete a career portfolio 3. Use effective job search strategies 4. Perform employment research 5. Complete job application and resume 6. Develop effective interviewing and follow-up skills. 7. Demonstrate an awareness of importance of lifelong learning. 	<p>CPS: Personal Skills; Interpersonal Skills</p> <p>SCANS: Personal Qualities; Interpersonal Qualities</p> <p>CPS: Employment Literacy</p>

Sources:

CPS - *Career Preparation Standards*. California Department of Education and WestEd
 SCANS - *What Work Requires of Schools: A SCANS Report of America 2000*.
 The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.
Career Technical Education Model Curriculum Standards. California Department of Education. May 2005

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
100	50	I. CONSTRUCTION	* See attached pages that follow			
20	5	A. Personal and Group Safety Students will know and demonstrate personal and group safety including: 1. Policy and procedures regarding health & safety in the workplace 2. Power tool safety rules 3. Hand tool safety rules 4. Personal protective gear 5. Storing/cleaning and maintaining equipment and supplies.	HS 6.1 HS 6.2 HS 6.3 HS 6.4 HS 6.5 HS 6.6 9.0 10.0	T T T T T T T T	B1.1 B1.2 B1.3	T T T
20	5	A. Agricultural construction measurements – Students will be able to complete mathematical computations necessary in agricultural construction such as, perimeter, area & volume	AI 13.0 AI 10.0 G 8.0 G11.0 G 12.0	R R R R	B 2.2 B6.1	R R
20	5	B. Types of Drawing – Students will prepare a working drawing to scale and read simple blueprints	AI 13.0 AI 10.0	R R	B 2.4 B 3.5 B 12.2 B 4.4 B 5.5 B 9.7 B 12.6	T T T R R R R
20	0	C. Materials - Students will order materials taking into consideration needs and available funds, and complete a project using agricultural construction materials including 1. Wood 2. Metal 3. Concrete 4. Concrete blocks	5.1 5.2 5.3 7.6	R R R R	B 6.3	T
40	25	D. Students will practice proper construction techniques including: 1. Layout and cutting a. Metal and wood saw b. Oxyacetylene 2. Assembly a. Bolting, nailgun and using screws b. Welding c. Riveting 3. Finishing-painting of Projects a. Hardware b. Wood c. Concrete d. Steel	G 8.0 G 11.0 2.1 5.1 5.2 5.3 7.1 7.6 8.2 11.0 3.1	R R R R R R R R T R	B 2.1 B 2.2 B 5.1 B 5.3 B 5.4 B 7.1 B 7.2 B 2.3 B 7.3 B 7.4 B 7.5 B 8.3 B 5.2 B 8.1 B 8.2 B 8.4 B 6.2 B 6.3 B 9.7 B 9.5	T R T T T T T T T T T T T T T R R R R

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
40	15	E. Electrician Helper – Students will demonstrate proper techniques and procedures used in electrical wiring lay out and installation including: 1. Basics of electricity both AC and DC 2. Electrical terms 3. Wiring materials 4. Types of wiring: conduit and romex 5. Amperage and voltage drop: wire size, material and length 6. Voltages: 110 and 220 volt 7. Importance of ground wire 8. Fuses/ circuit breakers 9. Wiring/wiring diagrams 10. Safety and precautions	4.1	M	B 3.1	T
			4.3	M	B 3.2	T
			4.5	M	B 3.3	T
			4.6	R	B 3.4	T
			5.3	R	B 3.5	R
			3.1	M		
			6.1	R		
			2.1	R		
			5.1	R		
			5.2	R		
			5.3	R		
			7.1	R		
			7.6	R		
			8.2	T		
			11.0	R		
35	10	II. UTILITIES - PLANNING AND INSTALLATION				
		A. Plumbing – Students will demonstrate knowledge of: 1. Types and sizes of pipes 2. Cutting, threading, measuring, fitting of pipe 3. Installation techniques 4. Planning, determining costs 5. Drain pipe and tile 6. Sprinkler system 7. Mist system	4.6	R	B 4.1	T
			5.3	R	B 4.2	T
			2.1	R		
			5.1	R	B 4.3	T
			5.2	R		
			5.3	R	B 4.4	R
			7.1	R		
			7.6	R		
			8.2	T		
			6.1	R		
			11.0	R		
			3.1	M		

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS SPECIALIZATION	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
100	50	III. STRUCTURES - CARPENTRY, FENCING				
40	10	A. Building Parts and Design – Students will demonstrate skills in	AI 10.0 AI 12.0 AI 13.0 AI 15.0 G 8.0 G 11.0 G 12.0	R R R R R R R	B 6.2 B 12.5 B 2.1 B 2.2 B 2.3 B 2.4 B 6.1	T T R R R R R
		1. Foundations				
		a. Frame building				
		b. Concrete block building				
		2. Floors				
		a. Woods	2.1	R		
		b. Concrete	5.1 5.2 5.3	R R R	B 12.6	R
		3. Walls				
		a. Frame	7.1	R		
		b. Block	7.6 8.2	R T		
		4. Roofs and Ceiling				
		a. Rafters	6.1	R		
		b. Coverings	11.0 3.1	R M		
40	10	B. Construction Skills – Students will demonstrate skills in	AI 10.0 AI 12.0 AI 13.0 AI 15.0 G 8.0 G 11.0 G 12.0	R R R R R R R	B 6.1 B 6.2 B 6.3	R R R
		1. Concrete Work				
		a. Laying out a building				
		b. Forms and forming				
		c. Foundations and floors				
		d. Mix, place and finish concrete				
		2. Framing Structures	2.1	R		
		a. Subfloors and floors				
		b. Walls and partitions	5.1 5.2 5.3	R R R	B 12.6	T
		c. Roof and ceilings	7.1 7.6 8.2	R R T		
		3. Surfacing				
		a. Flooring				
		b. Walls	6.1 11.0 3.1	R R M		
		c. Roofing				

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
33	10	Fencing – Students will demonstrate knowledge of 1. Types a. Selection b. Materials c. Costs 2. Planning and Layout a. Location of gates, braces and stretch posts b. Measurements 3. Construction a. Set fence posts and braces (1) Wire-field, hog, barbed, etc. (2) Wood-corral (3) Ornamental	AI 10.0 AI 12.0 AI 13.0 AI 15.0 G 8.0 G 11.0 G 12.0 2.1 7.1 7.6 8.2 6.1 3.1 11.0	R R R R R R R R R R T R M R	B 12.6 B 5.5 B 11.0	R R T
288	90	Total Hours				

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS

Works both independently and collaboratively
Attends regularly and on time
Practices good safety procedures
Solves problems thinks critically and makes good decisions
Plans work and takes initiative
Demonstrates leadership and the willingness to help train others

CAREER PREPARATION SKILLS

Identifies appropriate careers and resources for training
Identifies job resources
Demonstrates interview skills
Demonstrates knowledge of techniques for getting a job

CONSTRUCTION

Safely uses common hand and power tools
Figures costs of a list of materials
Prepares working drawings and reads blueprints

Demonstrates proper techniques and procedures used in fence construction
Able to do basic framing structures
Demonstrates proper techniques and procedures used in plumbing layout and installation
Demonstrates electrical wiring layout and installation
Demonstrates proper use of paints and equipment

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. **Academic credit:** One year or 10 units

B. **Other**

ARTICULATION None

UC APPROVAL None

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C. **Instructional Strategies:**

- Lecture
- Demonstration
- Design problems and vocabulary
- Critical comparison
- Readings
- Project-based learning
- Work-based learning
- Guest presentations
- Group projects
- Computer programs
- Field trips
- Videos
- Internet research
- Peer learning
- NOCTI External Assessment

D. **Instructional Materials:**

- Cooper, Elmer L.; Herren, Ray V. Agriculture Mechanics: Fundamentals & Applications 4th Edition. (Albany, NY: Delmar Publishers, 2004).
- Worksheets, Lab Manual, Agriculture Core Curriculum, FFA Student Manual, Videos, FFA Record Book



**SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
Serving Santa Clara and San Benito Counties**



1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

The Art & History of Floral Design/Floriculture – Ornamental Floriculture / Agriculture
and Natural Resources/Arts Media and Entertainment

2. CBEDS TITLE

Horticulture and the Environment

3. CBEDS NUMBER

4050

4. JOB TITLES

O*NET	TITLE
34038F	Floral Designer
	Nursery and Greenhouse Manager
	Florist

5. COURSE DESCRIPTION

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two-dimensional or three-dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating all topics of study.

6. HOURS

Classroom Theory/Applied	180
Community Classroom/Coop Voc Ed	100
TOTAL HOURS	280

7. RECOMMENDED PREREQUISITE

Required	Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.
Recommended	Successful completion of Integrated Agricultural Biology or Biology

**8. DATE REVISED June 2004
 UPDATED July 2008**

9. COURSE OUTLINE			
A. Career Preparation Skills			
Class Hours	CC/CVE Hours	GENERAL WORKPLACE SKILLS	Standards
30	Integrated throughout the course	<ul style="list-style-type: none"> • Attitude and Work Habits <ol style="list-style-type: none"> 1. Works both independently and collaboratively 2. Attends regularly and on time 3. Practices good safety procedures 4. Solves problems thinks critically and makes good decisions 5. Plans work and takes initiative 6. Demonstrates leadership and the willingness to help train others • Job Employment Skills <ol style="list-style-type: none"> 1. Develop a plan to achieve career goals 2. Complete a career portfolio 3. Use effective job search strategies 4. Perform employment research 5. Complete job application and resume 6. Develop effective interviewing and follow-up skills. 7. Demonstrate an awareness of importance of lifelong learning. 	<p>CPS: Personal Skills; Interpersonal Skills</p> <p>SCANS: Personal Qualities; Interpersonal Qualities</p> <p>CPS: Employment Literacy</p>

Sources:

CPS - *Career Preparation Standards*. California Department of Education and WestEd
 SCANS - *What Work Requires of Schools: A SCANS Report of America 2000*.
 The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.
Career Technical Education Model Curriculum Standards. California Department of Education. May 2005

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
50	35	I. Historical & Cultural Context	* See attached pages that follow			
		A. Students will be able to:	Ag:		AVP:	
		1. Explain the history of floral design. The students will identify cultural floral designs, Monet's Garden, and Design Practicum.	G(8-12) 11.0 R(9-10) 2.2 R(9-10) 2.3 W(9-10) 1.1 W(9-10) 1.2 W(9-10) 1.3 W(9-10) 2.3 W(9-10) 2.5 W(11-12) 1.3 W(11-12) 1.6 W(11-12) 1.8 W(11-12) 2.6 WOC(11-12) 1.1 WOC(11-12) 1.2 LS(9-10) 1.1 LS(9-10) 1.7 LS(9-10) 2.2 LS(11-12) 2.4 3.5 4.1 4.2 5. 6.1 6.2 6.4 6.5 7.2 7.6 8.4 9.1 9.5 9.6 10.2 10.3 VPA: MG (7) 1.2	T R R R T R T R R M R		

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B. Career Technical Skills

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B. Career Technical Skills

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B. Career Technical Skills

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B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
15	0	IV. Mechanics and Materials				
		A. Students will be able to: 1. Identify plant growing structures. 2. Demonstrate appropriate uses of different media according to theme. 3. Identify different media used in floral design. 4. Identify mechanics and materials used in floral design.	AG: A1(8-12) 15.0 R(9-10) 2.1 W(11-12) 2.6 LS(9-10) 1.7 4.2 5.1 VPA: R(9-10) 2.3 WOC(1-12) 1.1 WOC(1-12) 1.2 4.2	T R T T R T R R R R	F2.6 F5.1 F5.5 F8.4 F9.1 F9.2 F9.3 F10.5	R T R T T T R T
15	0	V. Alternative Arrangements				
		A. Students will be able to: 1. Explain, evaluate, and design alternative arrangements using Weaving and Tying techniques. 2. Create Two-Dimensional and Three-Dimensional arrangements using Weaving and Tying techniques	AG: I&E(9-12) 1.d R(9-10) 2.1 W(11-12) 2.6 LS(9-10) 1.7 4.2 4.5 5.1 VPA: R(9-10) 2.3 WOC(1-12) 1.1 WOC(1-12) 1.2 4.2	R R T T R T T M M M M M M M	CEP/ A: 2.1 2.3 2.6 HCCP : 3.1 3.3 AVP: 4.1 4.3 4.4 4.6 F11.3	T R R R T M M M M T
180	100	Total Hours				

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS

Works both independently and collaboratively
Attends regularly and on time
Practices good safety procedures
Solves problems thinks critically and makes good decisions
Plans work and takes initiative
Demonstrates leadership and the willingness to help train others

CAREER PREPARATION SKILLS

Identify appropriate careers and resources for training
Identifies job resources
Demonstrates interview skills
Demonstrates knowledge of techniques for getting a job
Describes career opportunities in the floriculture industry

HISTORICAL & CULTURAL CONTEXT

Explains the history of floral design
Explains the cultural differences of wedding work, sympathy work, and alternative arrangements.

ELEMENTS AND PRINCIPLES OF DESIGN

Demonstrates principles and elements of design
Practices design procedures to increase life span of floral materials
Demonstrates arrangements with use of principles of design
Demonstrates two-dimensional layout and three-dimensional design
Demonstrates the proper techniques used in oriental, wedding, sympathy, and contemporary designs

FLOWERS AND FOLIAGE FORMS

Recognizes plant scientific names and select healthy potted plants, cut flowers and foliage
Demonstrates how to care for plants and cut flowers
Demonstrates the proper care and handling of cut flowers

MECHANICS AND MATERIALS

Recognizes and demonstrates use of commonly used tools and supplies

ALTERNATIVE ARRANGEMENTS

Explains, evaluates, and designs alternative arrangements using Weaving and Tying techniques.

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. **Academic credit:** One year or 10 units

B. **Other – n/a**

ARTICULATION None

UC APPROVAL None

X INDUSTRY CERTIFICATION NOCTI

C. **Instructional Strategies:**

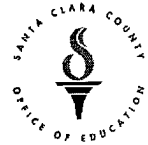
- | | |
|----------------------------------|-----------------------|
| • Lecture | • Guest presentations |
| • Demonstration | • Group projects |
| • Design problems and vocabulary | • Computer programs |
| • Critical comparison | • Field trips |
| • Readings | • Videos |
| • Project-based learning | • Internet research |
| • Work-based learning | • Peer learning |

D. **Instructional Materials:**

- Art Talk, by Rosalind Ragans: pub Glencoe & McGraw-Hill
- Art Fundamentals, by Otto Ocvirk; pub McGraw-Hill.
- Discovering Art History, by Gerald F. Bromer; pub Davis
- The Visual Experience; pub Delmar
- Exploring Visual Design: The Element and Principles; pub Davis
- The Natural Way to Draw, by Kimon Nicolaides
- *Visual and Performing Arts Framework*, California Department of Education, 2005.
- *The Art of Floral Design*, by Norah T. Hunter; Delmar Publishing 2000.
- *The California State Vo-Ag Record Book*.



SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
Serving Santa Clara and San Benito Counties



1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

Environmental Horticulture – Plant and Soil Science / Agriculture and Natural Resources

2. CBEDS TITLE

Horticulture and the Environment

3. CBEDS NUMBER

4050

4. JOB TITLES

O*NET	TITLE
19-1020.01	Biologist
19-1013.00	Botanist
11-9012.00	Farmer (fruit & vegetable)
37-3011.00	Grounds keeper
41-2031.00	Salesperson and Nursery Products
17-1012.00	Landscape
37-3011.00	Landscapers
67008	Pest Controller

5. COURSE DESCRIPTION

Environmental Horticulture provides a unique learning experience through studies, class projects and individual projects, which may involve landscaping, growing bedding plants, plant propagation and growing holiday crops. Students will become familiar with various environmental systems and tools used in the horticultural field.

Students will learn the basics of sowing seeds, studying growth schedules, flower development, soil analysis, flower arranging, pest management, and fertilizer formulations and applications. Students are expected to keep financial and production records for their individual needs and class projects. General knowledge of the FFA organization is taught, and students are encouraged to participate in leadership activities as an integral part of the learning. Students learn how to work together and complete a project from conception to completion and analysis. Students are expected to invest time outside of class to gain a fuller “real life” experience in horticulture. Opportunities for involvement range from providing plant treatments on marketable crops to exciting and creative garden displays at local county fairs. Students learn valuable planning, budgeting, and marketing skills as each is expected to participate by producing horticultural products.

6. HOURS

Classroom Theory/Applied	290
Community Classroom/Coop Voc Ed	145
TOTAL HOURS	435

7. RECOMMENDED PREREQUISITE

Required Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.

Recommended None

8. DATE REVISED April 8, 2005
UPDATED August 18, 2008

9. COURSE OUTLINE

A. Career Preparation Skills			
Class Hours	CC/CVE Hours	GENERAL WORKPLACE SKILLS	Standards
30	Integrated throughout the course	<ul style="list-style-type: none"> • Attitude and Work Habits <ol style="list-style-type: none"> 1. Works both independently and collaboratively 2. Attends regularly and on time 3. Practices good safety procedures 4. Solves problems thinks critically and makes good decisions 5. Plans work and takes initiative 6. Demonstrates leadership and the willingness to help train others • Job Employment Skills <ol style="list-style-type: none"> 1. Develop a plan to achieve career goals 2. Complete a career portfolio 3. Use effective job search strategies 4. Perform employment research 5. Complete job application and resume 6. Develop effective interviewing and follow-up skills. 7. Demonstrate an awareness of importance of lifelong learning. 	<p>CPS: Personal Skills; Interpersonal Skills</p> <p>SCANS: Personal Qualities; Interpersonal Qualities</p> <p>CPS: Employment Literacy</p>

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 The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.
Career Technical Education Model Curriculum Standards. California Department of Education. May 2005

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
12	0	I. Communication Skills	* See attached pages that follow			
		Students will be able to:	R(9-10)2.1	R	F10.1	T
		1. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and /or work site.	2.2	R	F10.2	T
			2.3	R	F10.3	T
			2.7	R	F4.1	T
			(11-12) 2.3	R		
		2. Practice professional verbal skills for resolving a conflict.	W(9-10) 1.1	R		
			1.3	R		
			2.3	R		
		3. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.	2.5	R		
			2.6	R		
			(11-12) 2.5	R		
		4. Listen for and process information and directions.	2.6	R		
			WOC(11-12) 1.1	R		
		5. Read and interpret written information and directions.	1.2	R		
			1.3	R		
		6. Practice positive body language skills.	LS(9-10) 1.1	R		
			1.7	R		
		7. Practice various forms of written communication appropriate to the occupation.	2.2	R		
			2.3	R		
			(11-12) 1.8	R		
			2.4	R		
			3.1	R		
			3.2	R		
			3.3	R		
			3.6	R		
			5.1	R		
			5.3	R		
			7.1	R		
			7.3	R		
			7.4	R		
			9.1	R		
			9.4	R		
			9.5	R		
			9.6	R		
12	0	II. Interpersonal Skills	WOC1.1	R		
		A. Students will be able to:	LS(9-10) 1.1	R		
		1. Demonstrate positive teamwork skills by contributing to the group effort	1.7	R		
			2.2	R		
		2. Practice participation skills	2.3	R		
			(11-12) 1.8	R		
		3. Identify different personality types and strategies for working effectively with each type.	2.4	R		
			5.1	M		
			5.2	M		
		4. Practice business and social etiquette skills appropriate to the occupation.	5.3	M		
			7.1	M		

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
12	10	5. Discuss the role of business and personal ethics in the decision making process.	7.2	M		
		6. Evaluate various job-related scenarios and justify decisions based on ethics.	7.3	M		
		7. Demonstrate flexibility and adaptability in working with others.	7.4	M		
		8. Discuss the importance of diversity awareness and sensitivity in the work place	7.5	M		
		9. Demonstrate the use of time management skills.	8.2	R		
		10. Define sexual harassment in the work place and identify the employee's role and responsibility.	8.3	T		
			8.4	M		
			9.1	R		
			9.3	R		
			9.4	R		
			9.5	R		
			9.6	R		
		III. Personal and Occupational Safety				
		A. Students will be able to:	HSS			
		1. Apply personal safety practices to and from the job	12.2.2	R		
		2. Recognize good housekeeping as a safety issue	W(9-10)			
		3. Identify safety hazards commonly found in the workplace environment.	1.3	R		
		4. Describe the procedures for reporting a work related injury	2.3	R		
		5. Discuss ways to report a potential safety hazard to a supervisor	2.6	T		
		6. Explain the importance of CAL-OSHA.	W(11-12)			
		7. Define and discuss ergonomics in relation to the working environment.	1.6	R		
		8. Discuss the hazards of working with electrical equipment.	2.6	R		
		9. Recognize the effects of substance abuse in the workplace	WOC			
		10. Demonstrate procedures to be followed in case of emergency	1.1	R		
			1.2	R		
			LS(9-10)			
			1.1	R		
			1.7	R		
			2.2	R		
			(11-12)			
			1.8	R		
			2.4	R		
			5.1	R		
			5.2	R		
			5.3	R		
			6.1	R		
			6.2	R		
			6.3	R		
			6.4	R		
			6.5	R		
			6.6	R		

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
30	5	VI. Environmental Factors Affecting Plant Growth				
		A. Students will be able to: <ol style="list-style-type: none"> 1. Explain the effects of temperature, moisture, wind and sunlight on plant growth. 2. Explain the effects of temperature, moisture, pH factor and soil composition on root development. 3. Name the components of soil composition 4. Research and write a summary of the effects of air pollution on the plant of choice. 5. Read and interpret a pH scale. 6. Explain the difference between acidic and alkaline soils. 7. Calculate the correct proportions of nutrients for proper plant health using media (such as liquids, slow-release, spray) 	A1 10.0 13.0 15.0 I&E1.c W(9-10) 1.2 1.3 1.5 2.3 2.5 (11-12) 1.3 2.5 2.6 WOC 1.1 1.2 LS(9-10) 1.1 1.7 2.2 (11-12) 1.8 2.4	R R R T R	F2.4 F2.3 F3.3 F5.1 F5.2 F5.3 F5.4 F5.5	T T
30	5	VII. Horticultural Plant Health				
		A. Students will be able to: <ol style="list-style-type: none"> 1. Explain water quality and its effects on plants 2. Explain the role of proper irrigation practices 3. Diagnose and treat plants with bacterial, viral and fungus disease. 4. Identify at least ten common insects that are both harmful and beneficial to plant health. 5. Identify & use a variety of resources to gain information (i.e. industry publications) 	AI10.0 12.0 13.0 15.0 GE11.0 R(9-10) 2.1 WOC 1.1 1.2 4.2 5.1 5.3	R R R R R R R R R R R R R	F4.1 F4.2 F4.3 F4.4 F5.1 F5.2 F5.3 F5.4	T T T T T T T T T T T T T
40	10	VIII. Landscape Design and Installation – AutoCAD				
		A. Students will be able to: <ol style="list-style-type: none"> 1. Design a basic diagram of the landscape and show all buildings, plant materials and elevations. 2. Test and calculate proper nutrients for soil composition. 3. Describe the drainage system for the design. 	AI10.0 13.0 W(9-10) 1.2 (11-12) 1.6 2.6 WOC 1.1 1.2	R R R R T R R R R R	F10.1 F10.2 F10.3 F10.4 F10.5 F9.3 F7.1 F7.2	T T T T T T T T T T

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
23	5	4. Lay out and measure walks, and other hardscape structures. 5. Use leveling and grading tools in establishing a landscape area. 6. Select and plant proper trees, flowers and other plant material in the landscape. 7. Estimate and present a cost analysis for the following components: a) Labor b) Material c) Alternatives for cost effectiveness IX. Irrigation	LS(9-10) 1.1 1.7 2.2 (11-12) 1.8 2.4 3.1 4.1 4.2 5.1 5.2	R R T R T R T R R R		
		A. Students will be able to: 1. Identify water sources and their capabilities through measurements and mathematic calculations. 2. List conditions that affect the irrigation system and its ability to function properly. 3. Measure and calculate evapotranspiration rates using meters and measuring devices. 4. Determine, calculate and measure the correct amount of irrigation needed for specific plants. 5. Measure P.S.I. (pounds per square inch) and GPM (gallons per minute) 6. Determine meter size 7. Design and install proper irrigation and drainage systems for the landscape. 8. Calculate the flow rate from main source X. Maintaining Landscaping	AI10.0 12.0 13.0 GI1.0 8.0 IE1.C R(9-10) 2.3 W(9-10) 1.2 (11-12) 1.3 1.6 1.8 2.6 WOC 1.1 1.2 LS(9-10) 1.1 1.2 1.7 (11-12) 1.8 2.4 5.1 5.2	R R R R R R R R R R T R R R R R R R R R R R R R	F5.1 F5.2 F5.3 F5.4 F5.5 F9.4	T T T T T T
30	15	X. Maintaining Landscaping				
		A. Students will be able to: 1. Explain the difference between weekly, monthly, seasonal, and annual maintenance cycles. 2. Explain when and why pruning takes place and demonstrate how to prune using diagrams and natural materials.	AI10.0 R(9-10) 2.3 W(9-10) 1.2 1.3 2.3 (11-12) 1.3 1.6	R R R R R T R R R R	F1.4 F6.1 F6.2 F6.3 F6.4 F9.3 F10.3 F10.4 F9.2	T T T T T T T T T

Page 9 of 19

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
10	0	XIII. Future Farmers of America				
		Students will be able to: 1. Develop a Supervised Agriculture Experience Project 2. Complete a California FFA Record Book 3. Demonstrate Leadership skills through the FFA Organization	AI10.0 R(9-10) 2.6 2.7 2.8 (11-12) 2.1 2.3 W(9-10) 1.2 2.3 2.4 2.5 (11-12) 2.5 2.6 WOC 1.1 1.2 1.3 LS(9-10) 1.1 1.7 2.2 2.3 (11-12) 1.8 1.14 2.4 3.1 3.2 3.3 3.4 3.5 3.6 7.1 7.2 7.3 7.4 7.5 7.6 9.1 9.2 9.3 9.4 9.5 9.6 10.1 10.2 10.3 11.0	R R R R R R R R T T T T R		

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS

Works both independently and collaboratively
Attends regularly and on time
Practices good safety procedures
Solves problems thinks critically and makes good decisions
Plans work and takes initiative
Demonstrates leadership and the willingness to help train others

CAREER PREPARATION SKILLS

Identifies appropriate careers and resources for training
Identifies job resources
Demonstrates interview skills
Demonstrates knowledge of techniques for getting a job

CAREER TECHNICAL SKILLS

Identifies plants, trees, weeds, flowers, etc.
Understands the processes of respiration, transpiration, and photosynthesis
Understands environmental factors affecting plant growth
Diagnoses causes of plant health
Designs landscaping including walks, drainage and proper plant placement and selection
Uses AutoCad to design landscaping
Understands importance of and implements irrigation methods
Maintains landscaping including pruning, feeding and trimming
Understands uses, benefits and hazards of various pesticides

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. **Academic credit:** One year or 10 units

B. **Other**

ARTICULATION None

UC APPROVAL None

INDUSTRY CERTIFICATION None

C. **Instructional Strategies:**

- | | |
|----------------------------------|----------------------------|
| • Lecture | • Guest presentations |
| • Demonstration | • Group projects |
| • Design problems and vocabulary | • Field trips |
| • Critical comparison | • Videos |
| • Readings | • Internet research |
| • Project-based learning | • Peer learning |
| • Work-based learning | • FFA Project |
| | • Leadership opportunities |

D. **Instructional Materials:**

“Introductory Horticulture” 6th edition Delmar



**SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
NORTH & SOUTH
Serving Santa Clara and San Benito Counties**



1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

Veterinary Science – Animal Science/Agriculture and Natural Resources Industry

2. CBEDS TITLE

Animal Science

3. CBEDS NUMBER

4020

4. JOB TITLES

O*NET	TITLE
39-2021.00	Animal Caretaker/Animal Groomer (nonfarm)
45-2021.00	Animal Breeder
39-2011.00	Animal Trainer Kennel Assistant
39-2011.00	Lab Animal Caretaker
41-2031.00	Pet Store Sales Person
45-1011.08	Ranch Manager
31-9096.00	Vet Assistant
19-1023.00	Wildlife Biologist

5. COURSE DESCRIPTION

Veterinary Science is designed to provide students with an opportunity to study animal anatomy and physiology as well as animal health and disease by forming a link between classroom instruction and field experience. Students will also have the opportunity to investigate different aspects of the veterinarian and animal health care field through project-based learning, community classroom, and coop.

6. HOURS

Classroom Theory/Applied	180
Community Classroom/Coop Voc Ed	180
TOTAL HOURS	360

7. RECOMMENDED PREREQUISITE

Required	Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.
Recommended	Successful completion of one year of High School Biology.

**8. DATE WRITTEN February 10, 2004
UPDATED July 17, 2008**

9. COURSE OUTLINE			
A. Career Preparation Skills			
Class Hours	CC/CVE Hours	GENERAL WORKPLACE SKILLS	Standards
30	Integrated throughout the course	<ul style="list-style-type: none"> • Attitude and Work Habits <ol style="list-style-type: none"> 1. Works both independently and collaboratively 2. Attends regularly and on time 3. Practices good safety procedures 4. Solves problems thinks critically and makes good decisions 5. Plans work and takes initiative 6. Demonstrates leadership and the willingness to help train others • Job Employment Skills <ol style="list-style-type: none"> 1. Develop a plan to achieve career goals 2. Complete a career portfolio 3. Use effective job search strategies 4. Perform employment research 5. Complete job application and resume 6. Develop effective interviewing and follow-up skills. 7. Demonstrate an awareness of importance of lifelong learning. 	<p>CPS: Personal Skills; Interpersonal Skills</p> <p>SCANS: Personal Qualities; Interpersonal Qualities</p> <p>CPS: Employment Literacy</p>

Sources:

CPS - *Career Preparation Standards*. California Department of Education and WestEd
 SCANS - *What Work Requires of Schools: A SCANS Report of America 2000*.
 The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.
Career Technical Education Model Curriculum Standards. California Department of Education. May 2005

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
9	11	I. Introduction to Veterinary Science	* See attached pages that follow			
		A. Animal types & uses	S1.m HSS12.2	R R	D1.1 D1.2	T T
		B. Normal animal behavior	2		D1.3	T
		C. Animal welfare & control	R(11- 12)2.3	T	D1.4 D9.1	T T
		D. Careers in animal health	W2.3	R	D9.2	T
		E. Safe handling of animals	W1.6	T	D9.3	R
			W(9- 10)2.6	T	D9.4	R
			W(11- 12)2.6	R	D8.1 D8.2 D8.3	T
			LS1.1	T		
			LS1.7	R		
			LS2.2B	T		
			LS1.8C	R		
			3.2	T		
			4.6	R		
			5.1	R		
			6.1	R		
			6.2	T		
			6.5	T		
			6.6	T		
			7.4	T		
			8.3	T		
			8.4	T		
			9.2	T		
			9.6	R		
			10.2	R		
			10.3	T		
			11.0	T		
6	6	II. Cells and Tissue Types				
		A. Cells of the animal body	I&E1.a I&E1.1		D5.5	T
		B. Cell make-up, structure and function				
		C. Mitosis and cancer				
		1. LAB: Identify animal cells by tissue type				
		2. LAB: Identify mitosis stages				

B. Career Technical Skills

Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced – R Taught – T	CTE Pathway Standards	Mention - M Reinforced – R Taught – T
45	25	III. Anatomy & Physiology				
		A. Skeletal/Muscle Systems	I&EI.a	T	D2.2	T
		1. Musculoskeletal system functions	1.m	T	D2.3	
		2. Bone structure, growth and remodeling	R(9-10)		D2.4	
		3. Joint types and movements	2.2	R	D3.1	
		4. Axial and appendicular skeletons	2.3	R	D3.2	
		a. LAB: Dissection of chicken thigh	W(9-10)		D4.1	
		b. LAB: Observation of muscle tissue and bone cells	1.3	R	D4.2	
		B. Circulatory System	2.3	R	D4.3	
		C. Blood components and functions	2.5	T	D4.4	
		D. Mammalian heart structures	W(11-12)		D4.5	
		E. Blood vessels and blood flow	1.3	R	D6.1	
		F. Heart sounds and blood pressure	2.5	T		
		1. LAB: Heart dissection	2.6	R		
		2. LAB: Taking blood pressure in dogs and cats	WOC			
		3. LAB: Separate chemical compounds of blood	(11-12)			
		G. Respiratory System	1.1	R		
		H. Respiratory tract	1.2	R		
		I. Mechanisms of breathing	LS(9-10)			
		1. LAB: Pulse and breathing rate	1.1	R		
		J. Renal System	1.7	R		
		K. Renal system structure and functions	2.2	R		
		L. Kidney structure and urine formation	3.1	R		
		M. Urine and blood evaluation	3.6	T		
		1. LAB: Urinalysis – chemistry and morphology	4.1			

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
15	20	N. Digestive System O. Digestive system structure P. Monogastric digestion Q. Ruminant digestion 1. LAB: Chemical mechanism of digestion 2. LAB: Digestive tract dissection R. Reproductive Systems S. Male and female anatomy hormonal function T. Pregnancy and parturition U. Genetics 1. LAB: Artificial insemination V. Nervous System W. Structures and functions of the nervous system 1. LAB: Eyeball dissection IV. Nutrition				
		A. Basic nutrients B. Species comparison C. Animal nutrition D. Pet food labels E. Monogastric nutrition F. Ruminant nutrition 1. LAB: Evaluation of nutritional values of a meal V. Common Diseases and Disorders	AI 10.0 R(11-12)2.3 W2.3 W(9-10)2.6 LS1.7 5.3 7.4	R R R R T	D2.2 D2.3 D2.4 D10.1 D11.1 D11.2	T
30	15	A. Principles of infectious diseases B. Living agents (Pathogens) C. Spread of disease D. Poisons E. Classification of diseases F. Parasites G. Diagnosis of disease 1. LAB: Fecal analysis for parasites and bacteria 2. LAB: Microscopic examination of fleas, ticks, roundworms & flatworms 3. LAB: Bacterial culture and antibiotic treatments	I&E1.a 1.c 1.d 1.j LS1.7 6.2	R T T T R T	D6.1 D6.2 D6.3 D6.4 D6.5 D6.6 D6.7 D9.1 D11.2	T

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
20	30	VI. Disease Prevention				
		A. Environmental and stress B. Vaccines C. Preventative care	I&E 1c I&E 1d W 1.1	T T R	D1.1 D1.2 D1.3 D1.4	T
20	10	VII. Principles of Surgery				
		A. Standard procedures B. Laceration healing	6.4 6.6	R		
15	10	VIII. Pharmacology				
		A. Classification and chemistry of common drugs B. Determination amount and correctly measure prescribes medication using medical math, calculation, conversions C. Drug laws, dispensing and record keeping	6.2 6.1 6.3 AI 10.0	R	D6.4 D6.5	T
10	15	IX. Radiology				
		A. Darkroom procedures and radiation safety B. Biologic changes with radiation 1. LAB: Anatomical positioning	6.2 6.1 4.1	R R T		
10	38	X. Professional Career Opportunities				
		A. College education and career planning B. Work ethics and employability skills C. Resume writing D. Interview techniques E. Developing a professional portfolio F. Work Experience in vet clinics G. Observe treatment of disease and/or trauma H. Administer care to animals	W (9-10) 2.5 W(11-12)2.5 W(11-12)2.6 LS(9-10)2.3 3.1 3.2 9.1 9.2 9.3 9.4 9.5 9.6 7.1-7.6	T R	D6.1 D6.2 D6.3 D6.5	T
180	180	Total Hours				

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS

Works both independently and collaboratively
Attends regularly and on time
Practices good safety procedures
Solves problems, thinks critically and makes good decisions
Plans work and takes initiative
Demonstrates leadership and the willingness to help train others

INTRO TO VETERINARY SCIENCE

Safely handle different types of animals

CELLS AND TISSUE TYPES

Identify animal cells by tissue type
Identify mitosis stages

ANATOMY & PHYSIOLOGY

Use procedures that are safe to dissect a vertebrate
Measure and record vital signs using proper technology
Separate chemical compounds of blood
Understand functions of different body systems

NUTRITION

Understand various aspects of animal nutrition

COMMON DISEASES AND DISORDERS

Determine illness or disease bases on observation of animal
Safely conduct fecal and urine analysis
Use proper tools to gather data on specimens

PHARMACOLOGY

Explain side effects of medications down to cellular level
Solve conversion problems; record information on a database

PROFESSIONAL CAREER OPPORTUNITIES

Use internet as a resource for research on veterinary career opportunities
Compile a portfolio showing background, experience and knowledge gained

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. **Academic credit:** This course receives 10 units of high school science credit

B. **Other – n/a**

ARTICULATION

None

X

UC APPROVAL

“g” elective credit

INDUSTRY CERTIFICATION

None

C. **Instructional Strategies:**

- | | |
|----------------------------------|-----------------------|
| • Lecture | • Guest presentations |
| • Demonstration | • Group projects |
| • Design problems and vocabulary | • Computer programs |
| • Critical comparison | • Field trips |
| • Readings | • Videos |
| • Project-based learning | • Internet research |
| • Work-based learning | • Peer learning |
| | • Role-play |
| | • Simulation |

D. **Instructional Materials:**

Introduction to Veterinary Science, James B Lawhead and Meecee Baker Thomson Delmar Learning 2005

11. FOUNDATION STANDARDS ALIGNED*** CAHSEE Test Items****1.0 Academics**

Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history-social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Math – Algebra I

- * 10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

Science

- 1.A Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
 1.C Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
 1.D Formulate explanations by using logic and evidence.
 1.J Recognize the issues of statistical variability and the need for controlled tests.
 1.L Analyze situations and solve problems that require combining and applying concepts from more than one 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.

History/Social Science

- 12.2.2 Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

2.0 Communications

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

Reading

- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. (grades 9-10)
 (2.3) Generate relevant questions about readings on issues that can be researched. (grades 9-10)
 (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. (grades 11-12)
 (2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

Writing

- (1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
 (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. (grades 9-10)
 (2.3) Write expository compositions, including analytical essays and research reports:
 a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 b. Convey information and ideas from primary and secondary sources accurately and coherently.
 c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 f. Use technical terms and notations accurately. (grades 9-10)
 (2.5) Write business letters:
 a. Provide clear and purposeful information and address the intended audience appropriately.
 b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 c. Highlight central ideas or images.

- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact. (grades 9-10)
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
 - a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.
- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). (grades 11-12)
- (2.5) Write job applications and résumés:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document. (grades 11-12)
- (2.6) Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly. (grades 11-12)

Written & Oral English Language Conventions

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

Listening & Speaking

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- (2.2) Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview (grades 9-10)
- (1.8) Use effective and interesting language, including:
 - c. Technical language for specificity. (grades 11-12)

3.0 CAREER PLANNING & MANAGEMENT

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

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

4.0 TECHNOLOGY

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

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

5.0 PROBLEM SOLVING & CRITICAL THINKING

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

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

6.0 HEALTH & SAFETY

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

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

7.0 RESPONSIBILITY & FLEXIBILITY

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

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

8.0 ETHICS & LEGAL RESPONSIBILITY

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

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 LEADERSHIP & TEAMWORK

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

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

10.0 TECHNICAL KNOWLEDGE & SKILLS

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

11.0 DEMONSTRATION & APPLICATION

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

12. ANIMAL SCIENCE PATHWAY STANDARDS

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

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

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

D2.0 Students understand key principles of animal nutrition:

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

D3.0 Students understand animal physiology:

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

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

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

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

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

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

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

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

D7.1 Understand the role of rangeland use in an effective animal production program.
D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.
D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

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

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

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

D9.1 Know the early warning signs of animal distress and how to rectify the problem.
D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

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

D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

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

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).
D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.
D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the

production of specialty animals.

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

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

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

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

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

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

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

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

LEGEND FOR REFERENCE OF ACADEMIC STANDARDS

Parenthetical notation preceding the content standard item refers to the grade level for the standard. i.e. (8) refers to grade 8, (9-10) refers to grades 9 & 10.

Example: (8) W2.1 refers to the Eighth Grade Writing Standard Item 2.1

English-Language Arts:

R Reading
W Writing
WOC Written & Oral Conventions
LS Listening & Speaking

Mathematics:

NS Number Sense
AF Algebra & Functions
SDP Statistics, Data Analysis & Probability
MR Mathematical Reasoning
MG Measurement & Geometry
AI Algebra I
G Geometry
All Algebra II
P&S Probability & Statistics
APP&S Advanced Placement Probability & Statistics
C Calculus

Science:

PH Physics
CH Chemistry
ES Earth Science
I&E Investigation and Experimentation

History-Social Science:

WH World History, Culture and Geography
USH United States History and Geography
AD American Democracy
ECON Economics

Visual and Performing Arts:

APP: Artistic Perception Proficient Level
APA: Artistic Perception Advanced

CEP: Creative Expression Proficient
CEA: Creative Expression Advanced
HCCP: Historical & Cultural Proficient
HCCA: Historical & Cultural Advanced
AVP: Aesthetic Valuing Proficient
AVA: Aesthetic Valuing Advanced
CRP: Connections, Relationships, Proficient
CRA: Connections, Relationships, Advanced

ELA: English-Language Arts with in VPA

ELA- LRA: Literary Response and Analysis
ELA-WSA: Writing Strategies & Applications
ELA-WOELC: Written & Oral English Language Conventions

Sectors

AME Arts, Media and Entertainment
BTC Building Trades and Construction
ECDFS Education, Child Development & Family Services
EU Energy & Utilities
ED Engineering & Design
FID Fashion and Interior Design
FAB Finance and Business
HSMT Health Science & Medical Technology
HTR Hospitality, Tourism & Recreation
IT Information Technology
MPD Manufacturing and Product Development
MSS Marketing, Sales, & Services
PS Public Services
T Transportation

**SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM-SOUTH
Serving Santa Clara and San Benito Counties**

1. COURSE TITLE

AG Sales and Services

2. CBEDS TITLE

Agriculture: Business Management and Marketing

3. CBEDS NUMBER

4040

4. JOB TITLES**O*NET****TITLE**

22308	Landscaper
49008	Food Products Sales
49011	Agricultural Sales
49011	Salesperson, Flowers
49011	Horticultural Salesperson and Nursery Products
49023A	Cashier (Auction Clerk)
49032A	Demonstrators and Promoters
55347	General Office Clerk (Auction Assistant)
79002A	Forest and conservation Workers
79041	Gardeners and Groundskeepers
79999B	Irrigation Workers
79999D	Farmer
79999K	Agricultural Crop Farm Managers

5. COURSE DESCRIPTION

The Agriculture Sales and Services course is designed to give students highly individualized instruction in various areas of the agriculture industry relevant to sales, services and production. Classroom instruction will enable students to: (1) become knowledgeable of the many career opportunities available in agriculture; (2) become proficient in employability skills; (3) understand the agriculture business, marketing functions and government regulations offering agriculture business management; (4) become knowledgeable of the variety of records necessary in operating an agriculture business and (5) develop leadership skills through participation in the FFA. A supervised occupational experience program is required; and (6) work experience (community classroom) is available for students who qualify.

6. HOURS

Classroom Theory/Applied	180
FFA	100
Community Classroom/Coop Voc Ed	120
TOTAL HOURS	400

7. PREREQUISITES

- One year of agriculture required or approval from teacher

8. REVISION DATE August 20, 2004

9. COURSE OUTLINE**A. Career Preparation Skills**

Class Hours	CC/CV E Hours	GENERAL WORKPLACE SKILLS	Standards
Integrated throughout the course		<ul style="list-style-type: none"> • Attitude and Work Habits <ol style="list-style-type: none"> 1. Works both independently and collaboratively 2. Attends regularly and on time 3. Practices good safety procedures 4. Solves problems thinks critically and makes good decisions 5. Plans work and takes initiative 6. Demonstrates leadership and the willingness to help train others • Career Preparation Skills <ol style="list-style-type: none"> 1. Identifies appropriate careers and resources for training 2. Identifies job resources 3. Demonstrates interview skills 4. Demonstrates knowledge of techniques for getting a job 	<p>CPS: Personal Skills; Interpersonal Skills</p> <p>SCANS: Personal Qualities; Interpersonal Qualities</p> <p>CPS: Employment Literacy</p>
5			
5			
10			
10			

Sources:

CPS - *Career Preparation Standards*. California Department of Education and WestEd

SCANS - *What Work Requires of Schools: A SCANS Report of America 2000*.

The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.

B. Career Technical Skills

Class Hours	CC/CV E Hours	FFA	CONTENT AREA SKILLS
25	10	10	<ul style="list-style-type: none"> • Technology Skills – Student will demonstrate entering data in an appropriate format utilizing: <ol style="list-style-type: none"> 1. Keyboarding skills 2. The Internet 3. Word processing software 4. Data Base software 5. A computerized accounting system (FFA)
20	10	10	<ul style="list-style-type: none"> • Agriculture Marketing – Student will demonstrate an understanding of the functions of purchasing and marketing in agriculture business including: <ol style="list-style-type: none"> 1. Basic principles of marketing 2. Advertising 3. Promotion 4. Public Relations 5. Marketing agriculture products
15	5	10	<ul style="list-style-type: none"> • California and Global Agriculture – Student will develop an awareness of the interrelationship of California agriculture and society on the local, state, national, and international levels including: <ol style="list-style-type: none"> 1. Economy of California agriculture 2. Agriculture and society 3. Agriculture and California resources 4. California and local production 5. California and national agriculture economy 6. California agriculture and the global economy 7. Agriculture trends 8. Agencies for agriculture 9. Agricultural resources 10. Agricultural and the environment 11. Energy and agriculture
10	15	10	<ul style="list-style-type: none"> • Cooperative Marketing – Student will demonstrate an insight into the importance of agriculture; show where new opportunities for employment and careers exist, and demonstrate an understanding of business structures and management techniques within cooperatives including: <ol style="list-style-type: none"> 1. The American private enterprise system 2. Agriculture cooperatives in America 3. Operating an agriculture cooperative 4. Cooperative principles 5. Decision-makers in a cooperative 6. Laws affecting agriculture cooperatives 7. Cooperatives and taxes 8. Agencies that serve agriculture cooperatives

10	10	10	<ul style="list-style-type: none"> • Safety – Student will use equipment properly for maximum performance and safety <ol style="list-style-type: none"> 1. Farm safety/regulations 2. Animal safety/handling 3. Farm maintenance
10	10	10	<ul style="list-style-type: none"> • Basic Agriculture Mechanism – Student will determine how mechanical skills, concepts, and principles are used in agriculture, related occupations and as they relate to Agriculture Sales and Services including: <ol style="list-style-type: none"> 1. Hand tools, fasteners, and hardware 2. Shop orientation/procedures 3. Rope work 4. Sketching and drawing projects 5. Figuring a bill of materials 6. Electricity 7. Wood projects 8. Hammers and nails 9. Personal safety in agriculture mechanics 10. Mechanics in the world of agriculture 11. Shop organization 12. Layout tool/procedures
20	20	10	<ul style="list-style-type: none"> • Record Keeping of Student Projects (each student will have a project record book) – Students will maintain financial records including: <ol style="list-style-type: none"> 1. Introduction/SOEP 2. Calendars 3. Business agreements 4. Budgets 5. Journals 6. Loan payments 7. Property inventory 8. Financial statements 9. Income summaries 10. Accounts Receivable/Payable
10	0	10	<ul style="list-style-type: none"> • Parliamentary Procedure – Student will research and debate current agriculture industry and FFA topics, use parliamentary procedure, and debate in a logical and informed manner including: <ol style="list-style-type: none"> 1. Origins 2. Handling of motions 3. Subsidiary motions I 4. Subsidiary motions II 5. Incidental motions 6. Unclassified motions 7. Application of parliamentary procedure
15	20	10	<ul style="list-style-type: none"> • Animal Science – Student will demonstrate knowledge of

15	20	10	<p>species of animals and more specific areas of animal production including:</p> <ol style="list-style-type: none"> 1. Domestic animals 2. Animal behavior and biology 3. Major mammal body systems 4. Genetics and breeding 5. Nutrition and feeds 6. Animal health 7. Livestock evaluation and selection 8. Meat grading 9. Sales and services <p>• Plant Science – Student will define the basic parts of a plant and more specific areas of plant production including:</p> <ol style="list-style-type: none"> 1. Basic botany 2. Soils 3. Plant nutrition 4. Irrigation 5. Pest management 6. Measurement in plant science 7. Hydroponics 8. Sales and services 	
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Sources:

C. Expected Student Proficiencies:

<p>CURRENT TECHNOLOGY SKILLS</p> <ul style="list-style-type: none"> Word Processing Database PowerPoint Utilize Internet Computerized accounting system Time management <p>DEVELOP, PROMOTE, AND ADVERTISE AGRICULTURE PRODUCTS</p> <p>INTERRELATIONSHIPS OF CALIFORNIA AGRICULTURE</p> <ul style="list-style-type: none"> Economy of CA Agriculture Agriculture trends Agencies for agriculture Resources <p>COOPERATIVE MARKETING</p> <ul style="list-style-type: none"> Classes Organization Operations Laws 	<p>AGRICULTURAL MECHANICS</p> <ul style="list-style-type: none"> Hand tools, fasteners and hardware Shop orientation and organization Sketching and drawing projects Bill of Materials Layout tools/procedures California Agricultural Record Book Parliamentary Procedure <p>ANIMAL SCIENCE/ANIMAL PRODUCTION</p> <ul style="list-style-type: none"> Animal Species Genetics and breeding Nutrition and feeds Animal Health Evaluation and selection <p>PLANT SCIENCE/PLANT PRODUCTION</p> <ul style="list-style-type: none"> Plant nutrition Irrigation Pest management
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10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. Articulation:

B. Academic credit:

C. Instructional Strategies:	Lectures	Projects
	Group discussions	Tests
	Readings	FFA
	Meetings	

D. Instructional Materials:

- Lecture notes, handouts, videos and field trips
- Publications:
 1. AgriScience - Cooper, Elmer; Delmar Publishers; 1990
 2. Agricultural Mechanics; Cooper; Elmer; Delmar Publishers, 1987
 3. Leadership; Ricketts; Cliff; Delmar Publishers; 1997
 4. Landscaping; Ingels; Jack; Delmar Publishers; 1987
 5. Western Garden Book; Sunset; Sunset Publishing; 1992
 6. Floral Design; Hunter; Norah; Delmar Publishers; 1994
 7. Stockman=s Handbook; Ensminger, M.E.; the Interstate Publishers; 1980
 8. Official FFA Manual; National FFA Organization; 1996
 9. Exploring Farmer Cooperative; AG Council of CA; 1996

E. Certificates other than for ROP:



SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
Serving Santa Clara and San Benito Counties



COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

Food Science I/II - Agriculture and Natural Resources

CBEDS TITLE

Other Agriculture Course

CBEDS NUMBER

4098

JOB TITLES

O*NETTITLE

Entry Level

45-2011.00 Production Worker
Crop Certification Inspector
Dairy Products Inspector
Fish and Fish Products Inspector
Fruit and Vegetable Inspector
Grain Inspector
Livestock Inspector
Poultry Inspector
Butcher
Meat Cutter
Food Service Assistant

Technical Level

19-4011.00 Research Technician
Food Science Technician
Product Development Technologist
Quality Assurance Technician
Product Development Technician
Food Retail and Wholesale Buyer
Applied Chemical Technician
Marketing Assistant
Food Service Supervisor

Professional Level

19-1012.00 Food Engineer
Nutrition Scientist
Food Chemist
Food Microbiologist
Sensory Scientist
Product Development Scientist
Food Marketing Director

COURSE DESCRIPTION

FOOD SCIENCE applies fundamental scientific principles to the research, development, manufacturing, packaging, storage, and marketing of food products. This applied, laboratory-based course, which focuses on food processing, is designed to educate students about functional components of foods, food safety, nutrition, sensory evaluation, quality assurance, new product development, food chemistry, food processing and engineering.

Course instruction

This course will explore the role of food in respect to its historical, nutritional, social, environmental and industrial contexts. It will investigate the management of food quality and safety, explore the processes involved in food production, encompassing processes at the farm level and during primary production and the science and physics of food production. The study of Food Science includes all types of foods, such as fruits and vegetables, meat and poultry, dairy products, and further processed foods that you find in the grocery store and restaurants.

Key instructional methods include direct supervision via lectures and PowerPoint presentations, discussion, cooperative learning, project-based learning, career development portfolio, and numerous processing labs.

The structure of the course includes students attending class daily for one period.

Leadership skills are developed through FFA (Future Farmers of America).

HOURS

Classroom Theory/Applied

180

Community Classroom/Coop Voc Ed

100

TOTAL HOURS

280

RECOMMENDED PREREQUISITE**Required**

Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.

Recommended

Successful completion of Integrated Agricultural Biology or Biology

DATE REVISED**UPDATED**

COURSE OUTLINE			
Career Preparation Skills			
Class Hours	CC/CVE Hours	GENERAL WORKPLACE SKILLS	Standards
		Attitude and Work Habits Works both independently and collaboratively Attends regularly and on time Practices good safety procedures Solves problems thinks critically and makes good decisions Plans work and takes initiative Demonstrates leadership and the willingness to help train others	CPS: Personal Skills; Interpersonal Skills SCANS: Personal Qualities; Interpersonal Qualities
30	Integrated throughout the course	Job Employment Skills Develop a plan to achieve career goals Complete a career portfolio Use effective job search strategies Perform employment research Complete job application and resume Develop effective interviewing and follow-up skills. Demonstrate an awareness of importance of lifelong learning.	CPS: Employment Literacy

Sources:

CPS - *Career Preparation Standards*. California Department of Education and WestEd
 SCANS - *What Work Requires of Schools: A SCANS Report of America 2000*.
 The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.
Career Technical Education Model Curriculum Standards. California Department of Education. May 2005

B. Career Technical Skills			
Class Hours Yr. 1	Class Hours Yr. 2	CONTENT AREA SKILLS	
8	8	<p>Orientation</p> <p>Identify, describe, and demonstrate positive work ethics in the workplace</p>	<p>CTE Pathway Standards</p> <p>Foundation Standards</p> <p>CTE Health and IT Safety 6.1.6.2, 6.3</p>

<p>Required Paperwork Complete and explain the purpose of the following ROP paperwork Socrates Enrollment Registration Permit</p>	<p>English/L.A.: Grades 9-10 Reading Comprehension 2.3, 2.6 M</p>	<p>CTE/Health and IT Safety 6.1.6.2, 6.3</p>
<p>Classroom Procedures Demonstrate a clear understanding of attendance, and grading.</p>	<p>Grades 11-12 Reading Comprehension 2.3 R</p>	<p>CTE/Health and IT Safety 6.1.6.2, 6.3</p>
<p>Safety OSHA: explain the purpose and function of OSHA in the workplace. Labor Laws for Teens: identify and explain the labor laws that govern teens in the workplace. Accident Prevention: describe accident prevention techniques and provide methods to prevent accidents in the workplace. Emergency Procedures: explain and implement procedures to be followed in the event of an emergency or accident in the workplace or classroom. Lab Safety</p>	<p>English/L.A.: Grades 9-10 Reading Comprehension 2.3, 2.6 M</p>	<p>CTE/Health and IT Safety 6.1.6.2, 6.3</p>
<p>Sexual Harassment Identify instances of sexual harassment and provide appropriate solutions to deal with such workplace issues.</p>	<p>Grades 11-12 Reading Comprehension 2.3 R</p>	<p>CTE/Health and IT Safety 6.1.6.2, 6.3</p>
<p>Work Ethics Identify, describe, and demonstrate positive work ethics in the workplace</p>	<p>English/L.A.: Grades 9-10 Reading Comprehension 2.3, 2.6 M</p>	<p>CTE/Health and IT Safety 6.1.6.2, 6.3</p>

B. Career Technical Skills

Class Hours Yr. 1	4	4	Class Hours Yr. 2	4	4	Class Hours Yr. 1	4	4	Class Hours Yr. 2	4	4
CONTENT AREA SKILLS				CONTENT AREA SKILLS				CONTENT AREA SKILLS			
CC/ CVE Hours				CC/ CVE Hours				CC/ CVE Hours			
Foundation Standards				Foundation Standards				Foundation Standards			
CTE Pathway Standards				CTE Pathway Standards				CTE Pathway Standards			
English/LA: Grade 9-10: Reading Comprehension 2.5 a-d				English/LA: Grade 9-10: Reading Comprehension 2.5 a-d				English/LA: Grade 9-10: Reading Comprehension 2.5 a-d			
Math: Grade 11-12: Reading Comprehension 2.3				Math: Grade 11-12: Reading Comprehension 2.3				Math: Grade 11-12: Reading Comprehension 2.3			
Science: Grade 11-12: Reading Comprehension 2.3				Science: Grade 11-12: Reading Comprehension 2.3				Science: Grade 11-12: Reading Comprehension 2.3			
CTE/Ag Business A.2.0				CTE/Ag Business A.2.0				CTE/Ag Business A.2.0			
CTE/ Food Science A.2.0				CTE/ Food Science A.2.0				CTE/ Food Science A.2.0			
Career Development: Agriculture Industry Opportunities Explore, research, and describe the levels of career opportunities available to individuals in the agriculture food science industry.				Career Development: Agriculture Industry Opportunities Explore, research, and describe the levels of career opportunities available to individuals in the agriculture food science industry.				Career Development: Agriculture Industry Opportunities Explore, research, and describe the levels of career opportunities available to individuals in the agriculture food science industry.			
Self-Assessment Complete a self-assessment related to work values and qualities and complete a plan to improve areas of weakness.				Self-Assessment Complete a self-assessment related to work values and qualities and complete a plan to improve areas of weakness.				Self-Assessment Complete a self-assessment related to work values and qualities and complete a plan to improve areas of weakness.			
Occupational Goal-Setting Develop a personal occupational plan that outlines specific career goals, and an action plan to achieve these outcomes.				Occupational Goal-Setting Develop a personal occupational plan that outlines specific career goals, and an action plan to achieve these outcomes.				Occupational Goal-Setting Develop a personal occupational plan that outlines specific career goals, and an action plan to achieve these outcomes.			

B. Career Technical Skills				B. Career Technical Skills				B. Career Technical Skills			
Class Hours Yr. 1	15	15	Class Hours Yr. 2	15	15	Class Hours Yr. 1	15	15	Class Hours Yr. 2	15	15
CONTENT AREA SKILLS				CONTENT AREA SKILLS				CONTENT AREA SKILLS			
CC/ CVE Hours				CC/ CVE Hours				CC/ CVE Hours			
Foundation Standards				Foundation Standards				Foundation Standards			
CTE Pathway Standards				CTE Pathway Standards				CTE Pathway Standards			
English/LA: Grade 9-10: Reading Comprehension 2.5 a-d				English/LA: Grade 9-10: Reading Comprehension 2.5 a-d				English/LA: Grade 9-10: Reading Comprehension 2.5 a-d			
Math: Grade 11-12: Reading Comprehension 2.3				Math: Grade 11-12: Reading Comprehension 2.3				Math: Grade 11-12: Reading Comprehension 2.3			
Science: Grade 11-12: Reading Comprehension 2.3				Science: Grade 11-12: Reading Comprehension 2.3				Science: Grade 11-12: Reading Comprehension 2.3			
CTE/Ag Business A.2.0				CTE/Ag Business A.2.0				CTE/Ag Business A.2.0			
CTE/ Food Science A.2.0				CTE/ Food Science A.2.0				CTE/ Food Science A.2.0			
Employability:				Employability:				Employability:			

English/LA/R	CTE/Leadership and Teamwork	CTE/Career Planning and Management	IT
Grade 9-10: Writing Applications 2.3 a-d	9.2, 9.3		
Grade 9-10: Written & Oral English Language Conventions 1.2, 1.3			
Grade 11-12: Writing Strategies 1.8			
Grade 11-12: Writing Applications 2.3 a-d			
Grade 11-12: Written & Oral English Language Conventions 1.1, 1.2			
Grade 9-10: Listening & Speaking 1.7			
Grade 9-10: Speaking Applications 2.3-a, 2.3-c, 2.3-d, 2.3-e, 2.3-f			

<p>B. Career Technical Skills</p>	<p>Class Hours Yr. 1</p>	<p>Class Hours Yr. 2</p>	<p>CC/ CV E Hours</p> <p>CONTENT AREA SKILLS</p>	<p>Foundation Standards</p>	<p>CTE Pathway Standards</p>	<p>5</p>
	<p>5</p>		<p>IV. Business/Professional Communication:</p>			<p>5</p>

4	4	<p>Interpersonal Communication Effective communication: demonstrate the ability to communicate effectively with co-workers, supervisors, teachers, customers, and classmates. Human Relations: demonstrate effective human relation skills while working with others.</p> <p>Written Communication Business Correspondence: identify and create business appropriate memos and letters related to common industry practices. Writing Sample/Research Paper: create a writing sample or research paper that demonstrates effective writing and communication skills used in the workplace.</p> <p>Oral Communication Present Agriculture Research project to an audience determined by ROP instructor.</p>	<p>English/LA: Grades 9-10: Reading, Comprehension 2.3 Grades 9-10: Writing, Applications 2.5 a-d Grades 9-10: Speaking, Application 2.3 9-8 Grades 9-10: Speaking & Listening 1.7</p> <p>R CDE/Ag Business AS.0, AS.1, AS.2 CTE/Leadership and Teamwork 9.0, 9.6 CTE/Communications 2.2 Write Business Letters (2.5) R CTE/Communications 2.4 Listening and Speaking(2.2)</p>	<p>Interpersonal Communication Written Communication Oral Communication</p>
		<p>V. Leadership:</p>		

		<p>Service Learning Develop and execute a community service project that will be of benefit to a specific group, institution, or cause within the community.</p> <p>Student Organization Actively participate in the applicable course student organization.</p> <p>Personal Growth and Development Through the Student Organization of FFA 1. Review and practice FFA policies from handbook. List and describe FFA awards available to members Identify FFA contest in which vocational –agriculture students may participate. List the requirements for earning the Chapter FFA Degree, State FFA Degree, and American FFA Degree Complete the FFA student data Sheet</p> <p>Critical Thinking/Problem Solving 1. List five characteristics of a critical thinker. List criteria used to identify when a problem exists. Identify the nature and specifics of a particular problem. Define and describe the scientific method of problem solving. Identify the information needed to solve the problem Identify how to locate specific information related to the problem List possible solutions to a problem Evaluate the consequences of alternative solutions Determine the best solution among the alternatives Define discussion, disagreement, argument, inference, counterexample, and propaganda</p>	<p>English/LA: Grade 9-10: Speaking, Applications 2.3a Grade 9-10: Listening & Speaking 1.3, 1.4, 1.7, 1.9 Grade 9-10: Speaking, Applications 2.6a, 2.6b, 2.6c English/LA: Grade 9-10: Reading, Comprehension 2.3 CTE/Leadership and Teamwork 9.2 CTE/Leadership and Teamwork 9.4</p>	<p>Service Learning Student Organization Personal Growth and Development Through the Student Organization of FFA Critical Thinking/Problem Solving</p>
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5	5	VI. Agriculture Research Project:				
		<p>Written Project and Presentation in Agriculture Complete a research project related to the food science industry that includes the following: written report presentation visuals oral report</p> <p>Identify an Agricultural Commodity Research the history, harvesting, grow seasons, manufacturing, marketing of chosen commodity List possible recipes and end products of commodity. Present recipes, researched information, and engage other students in activity pertaining to commodity chosen.</p> <p>To create a visual, informational, exciting display to accompany the cuisine at each team's station in International Food Day. Displays will include nutritional information, popular ingredients in each cuisine, and other important facts about the food in each area.</p>	<p>English/LA: Grade 9-10: Written & Oral English Conventions 1.1, 1.2, 1.3, 1.4, 1.5 Grade 9-10: Reading Comprehension 2.5, 2.2</p> <p>Grade 9-10: Writing Applications 2.3</p> <p>Grade 9-10: Writing Strategies 1.9</p> <p>Grade 9-10: Speaking Applications 1.2-b, 2.2-c, 2.2-d, 2.2-e, 2.2-f, 2.3-c, 2.3-d, 2.3-e, 2.3-f</p> <p>Grade 9-10: Listening and Speaking 1.3, 1.4, 1.7, 1.9</p> <p>Grade 11-12: Written & Oral English Language Conventions 1.1, 1.2, 1.3</p> <p>Grade 11-12: Writing Applications 2.6</p> <p>Grade 11-12: Writing Strategies 2.6</p> <p>Grade 11-12: Reading Comprehension 2.3</p> <p>Grade 11-12: Speaking Applications 2.4</p>	<p>CTE/Commu T ications 2.2</p> <p>CTE/Commu T ications 2.2</p> <p>CTE/Commu T ications 2.2</p>		

2	2	VII. Scholarships/Higher Education				
		<p>College/University Application Identify college and university application deadline dates Identify the components of the college/university application process.</p> <p>Entrance Requirements Identify entrance requirements for CA community colleges, CSU and UC's.</p> <p>Financial Aid Research and identify financial aid resources, deadlines, and application process.</p> <p>Trade Institutions Identify different trade institutions, application requirements, and cost of tuition.</p>	<p>English/LA: Grade 9-10: Reading Comprehension 2.3, 2.6</p> <p>Grade 11-12: Reading Comprehension 2.3</p> <p>M</p> <p>Grade 9-10: Reading Comprehension 2.3, 2.6</p> <p>Grade 11-12: Reading Comprehension 2.3</p> <p>Grade 9-10: Reading Comprehension 2.3, 2.6</p> <p>Grade 11-12: Reading Comprehension 2.3</p> <p>Grade 9-10: Reading Comprehension 2.3, 2.6</p> <p>Grade 11-12: Reading Comprehension 2.3</p>	<p>R</p> <p>R</p> <p>M</p> <p>R</p> <p>M</p> <p>R</p> <p>M</p>		
3	3	VIII. Food Science Careers				
		<p>Career Development List the basic skills and knowledge needed for successful employment and job advancement. Describe the thinking skills needed for the workplace of today. Identify the traits of an entrepreneur. List occupational areas of the food industry. Identify the careers that require a science background.</p>	<p>English/LA: Grade 9-10: Reading Comprehension 2.5 a-d</p> <p>Grade 11-12: Reading Comprehension 2.3</p>	<p>R</p> <p>M</p>	<p>CTE/Food Science: A.1.0, A.1, A.2</p>	

10	10	IX. Industry Exploration:			
		<p>Field Trip Exploration Attend a field trip to research various sectors within the agriculture industry which could include one or more of the following industry areas:</p> <p>Dairy Science Water Science Environmental Science Livestock Management Agribusiness Food Processing Farmers Market</p> <p>Complete a reflection paper to summarize knowledge learned at the field trip exploration.</p> <p>Who are we visiting? Who is our Tour Guide? What is their Job Title? What is the company they known for? How does it pertain to what we have learned thus far in our course? What are three things you learned today you didn't previously know? What are two things you would like to explore more, either in class or on your own time?</p>	English/LA: Grade 9-10: Listening & Speaking 1.7	R	
			English/LA: Grade 9-10: Writing Strategies 1.1, 1.2	R	
			Grade 9-10: Writing Applications 2.6 a-d		
10	10	X. Personal Financial Management		R	
		<p>Record Keeping Explain the main reasons for keeping records. Identify and demonstrate the guidelines for completing a record book.</p> <p>Identify the components of the California Agricultural Record Book. Demonstrate how to record data into the record book. Understand the reconciliation of record book accounts. Implement the record book for related award applications.</p>	English/LA: Grade 9-10: Listening & Speaking 2.3, 2.6	R CTE/Technical Knowledge and Skills 10.2, 10.3, 11.0	T
			Grade 11-12: Reading Comprehension 2.3	M	
			Mathematics: Algebra Functions G7-1.5	R	

15	15	XI. Safety and Learning the Procedures and Policies of Working in the Laboratory			
		<p>Tools and Layout Identify the tools used in the kitchen. Describe the layout of the kitchen.</p> <p>Safety Measures Accident Prevention: Describe accident prevention techniques and provide methods to prevent accidents in the kitchen. Emergency Procedures: Explain and implement procedures to be followed in the event of an emergency or accident in the kitchen or classroom. Identify sources of safety information.</p> <p>Weights and Measures Demonstrate conversions of measurements used in the kitchen. Properly measure liquids and solids. Read a scale and thermometer. Demonstrate how to read a recipe to complete a project.</p> <p>Lab Organization Demonstrate how to organize your work stations.</p>	English/LA: Grade 9-10: Reading Comprehension 2.3, 2.6	R CDE/Food Science: A3.0, A3.2, A3.3, A8.3, A8.4, A8.5	T
			Grade 11-12: Reading Comprehension 2.3	CDE/Math 1.3	T
4	4	XII. Overview of Food Science			
		<p>Food Industry Organization Name the four parts of the food industry. Divide the food industry by major product lines. Explain international aspects of the Food Industry.</p> <p>Food Industry Trends Compare US food expenditures to other countries. List four consumption trends. Explain trends in meal purchases. Identify allied industries.</p>	English/LA: Grade 9-10: Reading Comprehension 2.3 a-d	R CDE/Food Science: A1.0, A1.1, A1.2, A1.3, A4.0, A4.4, A5.0, A5.1, A5.2, A5.3, A5.5, A6.3	T
			Grade 11-12: Reading Comprehension 2.3	M	

10	10	XIII: Nutrition and Digestion		
		<p>Nutritional Values Identify nutritional needs using RDA or DRI. Discuss the functions of energy, carbohydrates, fats, and proteins in the body. Provide the calorie content of proteins, carbohydrates, and fats. List the essential amino acids. Name two protein-deficiency diseases. Describe protein quality. Name an essential fatty acid. List the water and fat soluble vitamins and their functions. List six minerals required by the body.</p> <p>Digestion Describe the process of digestion. Identify the organs involved in digestion. Discuss the relationship of diet to health.</p>	<p>English/LA: Grade 9-10: Reading: 2.3, 2.6 Comprehension 2.3</p> <p>Grade 11-12: Reading: Comprehension 2.3</p> <p>CDE/Food Science A4.0, A4.1, A4.4</p> <p>CDE/Health 1.2a-d</p> <p>CDE/Math 1.1, 1.3, 1.6, M1.3, 2.1</p> <p>CDE/Biology 1h, 9f</p> <p>CDE/Chemistry 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d, 10, a, 10c, 10e</p>	
4	4	XIV: Chemistry of Foods		

		<p>Chemical Properties Describe the chemical properties of an element. Name the three elements most important to life. Explain how covalent, hydrogen, and ionic bonds are formed. Define a molecule. Identify symbols for hydroxyl, amino, ammonia, methyl, and carboxyl. Discuss oxidation-reduction reactions. Describe the two divisions of metabolism.</p> <p>Carbohydrates Classify carbohydrates. Compare the sweetness of various sugars. Name the three uses of carbohydrates in foods.</p> <p>Proteins Describe the chemical makeup of proteins. Discuss the use and function of proteins in foods.</p> <p>Fats Classify lipids. Discuss the use of lipids or fats in foods. Identify saturated and unsaturated fats. List the fat and water soluble vitamins.</p> <p>Minerals Name ten minerals important in nutrition.</p> <p>Water Essentials List two functions of water in the body.</p> <p>Miscellaneous Chemicals Identify biotin, choline, and phytochemicals.</p>	<p>English/LA: Grade 9-10: Reading: 2.3, 2.6 Comprehension 2.3</p> <p>Grade 11-12: Reading: Comprehension 2.3</p> <p>CDE/Food Science A4.0, A4.1, A4.2, A4.3, A4.4</p> <p>CDE/Biology 1h, 9f</p> <p>CDE/Health 1.2a-d</p> <p>CDE/Chemistry 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d, 10a, 10c, 10e</p> <p>CDE/Physics 9a, 3b, 3c, 3d</p>	
5	5	XV: Operations in Food Processing		
		<p>Material Handling Describe material handling aspects in the food industry.</p> <p>Miscellaneous Operations Name three methods of reducing the size of a food product. Identify two general types of pumps. Name three methods for separating food products. Describe four factors that affect mixing. Describe five factors influencing heat transfer. Identify five unit processes that include heat transfer. Discuss the uses of three common methods of drying. List two examples of formed food. Describe the purposes of concentration. Identify two reasons for packaging food products. Discuss why some unit operations overlap.</p>	<p>English/LA: Grade 9-10: Reading: 2.3, 2.6 Comprehension 2.3</p> <p>Grade 11-12: Reading: Comprehension 2.3</p> <p>CDE/Food Science A4.0, A4.1, A4.2, A4.3, A4.4, A10.0, A10.1</p> <p>CDE/Chemistry 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d</p>	
3	3	XVI: Packaging		

10	10	<p>Packaging Concepts Identify three types of food packaging. Name and describe the use of four basic packaging materials. List ten features or requirements of packaging materials. Describe tests that measure the properties of packaging material. Identify packages with special features. Discuss how packaging addresses environmental concerns. Identify and describe a packaging innovation</p> <p>Peanut Butter & Jelly Packaging project. Students will research best ways to package a peanut butter and Jelly sandwich, using the least amount of materials, saving the packager money and time. Then the packaged PB&J will then be ran through a series of tests to see which package was most durable.</p>	<p>English/LA: Grade 9-10: Reading: Comprehension 2.3, 2.6 Grade 11-12: Reading: Comprehension 2.3</p> <p>R CDE/Food Science: A1.0, A1.1, A1.2, A1.3, A1.4, A1.5 CDE/Health 9.1b.1-9.1b.7 MCDE/Ag Business A6.1</p>	
		XVII. Dairy Processing		

		<p>Dairy Processes Define the term "milk". Describe quality control during the production of milk and milk products. Explain pasteurization and homogenization. Identify three methods of pasteurization. Describe the "solids" composition of milk. List four beverages of milk products.</p> <p>Butter Describe the process of separating butterfat. Describe butterfat uses. LAB- Make butter, and taste test homemade butter vs. store bought vs. margarine</p> <p>Dairy Products Name five concentrated or dried dairy products. Identify three bacteria used to produce dairy products. Name five fermented dairy products. LAB- Make cheese, and taste test different flavors of cheeses, for example; Cheddar, Swiss Cheese, Provolone, etc.</p> <p>Ice Cream Describe the five steps in processing ice cream. LAB- Ice Cream in a bag lab, and making ice cream with our traditional ice cream maker.</p> <p>USDA Grades Describe three USDA quality grade shields LAB- Meats grading activities. Videos and photos, possible field trip to meat market/ or butcher guest speaker.</p>	<p>English/LA: Grade 9-10: Reading: Comprehension 2.3, 2.6 Grade 11-12: Reading: Comprehension 2.3</p> <p>R CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5 CDE/AG Agriculture: MC4.0, C4.3</p>	
12	12	XVIII. Meat Poultry and Eggs		
		<p>Meat and Poultry Describe the production of meat from cattle, pigs, and poultry. Identify meat products from cattle, pigs, and poultry. Discuss the general composition of meat and meat products. List five factors affecting meat tenderness. Describe the cooking process of meat Discuss the production of meat substitutes. Identify quality grading of meat.</p> <p>Eggs Describe egg production. Identify factors affecting egg quality. Discuss factors related to the grading of eggs.</p>	<p>English/LA: Grade 9-10: Reading: Comprehension 2.3, 2.6 Grade 11-12: Reading: Comprehension 2.3</p> <p>R CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5 CDE/AG Agriculture: MC4.0, C4.3 CDE/Animal Science: D12.0-D12.6</p>	
10	10	XIX. Brains and Viscerables		

5	5	<p>Structure and Physiology Identify the parts of a plant considered a vegetable or a fruit. Discuss the nutrient composition of a fresh fruit or vegetable. Discuss the structure of a plant cell. Describe the plant tissues and their functions. Explain climatic and non-climatic with examples. Name one pigment in fruits or vegetables and describe how it responds to heat or Ph. List four factors affecting the texture of fruits or vegetables.</p> <p>Grading Describe how quality grade determines the use of a fruit or vegetable.</p> <p>Storage List five factors considered during storage.</p> <p>Processing Describe the processing of fruits. Describe the processing of vegetables</p> <p>Guest Speaker- Fruit/Vegetable Farmer and an In-the-Field Quality Assurance</p> <p>LAB- 1. Composition and Structure of Fruit Group Project 2. Making Jam 3. Vegetable Appetizers 4. Vegetable Bread/Cake recipes</p>	<p>English/ELA: Grade 9-10: Reading: Comprehension 2.3, 2.6</p> <p>Grade 11-12: Reading: Comprehension 2.3</p> <p>CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5</p> <p>CDE/Ag Plant & Soil Science: MG3.0-G3.6, G9.0, G9.2, G10.0-G10.3, G11.0-G11.5</p>	
5	5	XIX - Cereal Grains, Legumes and Oilseed		

10	10	<p>Grains Diagram the general structure of a grain. Name three cereal grains. Describe the general composition of grains.</p> <p>Starches Identify three properties of starch. List four factors that must be controlled when cooking with starch.</p> <p>Flour Discuss the milling of grain to flour. Identify five types of wheat flour. Explain the classes of wheat and grades of flour. Identify the type of flours other than wheat flour.</p> <p>Corn List the steps in corn refining. Name four products derived from corn.</p> <p>Oilseeds Describe the general composition of oilseed. List four oilseeds and indicate the use of their products.</p> <p>Legumes Describe the general composition of legumes. Discuss the general uses of legumes.</p> <p>Soy Beans Name four general categories of products from soybean extraction. Identify five food products of soybean extraction.</p> <p>Baking Processes Explain the various processes that occur during baking relevant to grains, legumes, and oils.</p>	<p>English/ELA: Grade 9-10: Reading: Comprehension 2.3, 2.6</p> <p>Grade 11-12: Reading: Comprehension 2.3</p> <p>CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5</p> <p>CDE/Ag Plant & Soil Science: MG3.0-G3.6, G9.0, G9.2, G10.0-G10.3, G11.0-G11.5</p>	
10	10	XXI - Food Safety		

3	3	<p>Sanitation List three categories of food safety. Discuss the role of sanitation and cleaning during food safety processing. Identify the correct order of sanitizing or cleaning a food contact surface. Identify the microorganisms that provide an index of food sanitation. Explain the two types of sanitation.</p> <p>Food-Borne Illness Name four factors contributing to the development of a food-borne disease. Identify four types of microorganisms that can cause food-borne illness. Explain the five factors affecting microbial growth. Name three types of food soils.</p> <p>Regulations Identify the various agencies and their specific purpose involved in food safety regulations. Describe the role of HACCP in food safety. Describe measures being formulated in the area of Food Security and Food Defense.</p> <p>XXII: Regulation and Labeling</p>	<p>English/LA: Grade 9-10: Reading: Comprehension 2.3, 2.6</p> <p>Grade 11-12: Reading: Comprehension 2.3x</p> <p>CDE/Food Science: A3.0, A3.2, A3.3, A9.0, A9.2, A9.3</p>	T
3	3	<p>Agencies and Regulations Identify the agencies and the laws that regulate foods and labeling. Describe the functions of a quality assurance department. Identify issues related to Ethical Treatment of Animals.</p> <p>Labeling Discuss the history of food labels. List five features of new labels. Name two general categories of food exempt from food labels.</p> <p>Nutritional Identification List six components found on the nutritional panel. Describe the format of the nutritional panel. Discuss the use of the DRV's. Identify when these words can be used: Free, low, high, less, light and more. List two health claim relationships that can be listed on a food package.</p>	<p>English/LA: Grade 9-10: Reading: Comprehension 2.3, 2.6</p> <p>Grade 11-12: Reading: Comprehension 2.3x</p> <p>CDE/Food Science: A3.0, A3.2, A3.3, A4.0, A4.1</p> <p>CDE/Health-T 9.1b.1-9.1b.7</p> <p>MCDE/Ag Business: A3.0, A3.1</p>	T
3	3	XXIII: Fats and Oils		

3	3	<p>Composition and Processes Explain saturated and unsaturated, cis, and trans, in terms and fatty acids. Describe fatty acids. Discuss melting point and the structure of fatty acids. Identify six sources of fats and oils. List eight functions fats and oils serve in food. Compare the extraction of fats or oils from animals to that of plants. Describe the processes in the refining and modifying of oils or fats after extraction. Discuss monoglycerides and diglycerides and their uses. Identify substances that may substitute for fat. Describe two tests conducted on fats and oils.</p> <p>XXIV: Candy and Confectionery</p>	<p>English/LA: Grade 9-10: Reading: Comprehension 2.3, 2.6</p> <p>Grade 11-12: Reading: Comprehension 2.3x</p> <p>CDE/Health-T 9.1d, 12a-d</p> <p>MCDE/Ag Agriculture: CA.0, CA.3</p>	T
		<p>Types of Candies Identify three crystalline and three non-crystalline candies.</p> <p>Components of Candies and Confectionaries Explain the common components of candies and confectionaries.</p> <p>Candy-making Processes Describe the relationship between sugar concentration and boiling point. Identify two ways to invert sugar. Explain caramelization in candy-making. Name four sugar-based sweeteners developed by cornstarch. Describe uses of high fructose corn starch. List four sugar alcohols and four high intensity sweeteners. Define Cocoa. Explain the process of conching.</p> <p>Labeling Discuss labeling requirements for candy.</p> <p>LAB-Baklava, Brownie, Candy with Durfee, Graham Cracker and Saline Toffee, Peanut Butter Cup Brownies</p>	<p>English/LA: Grade 9-10: Reading: Comprehension 2.3, 2.6</p> <p>Grade 11-12: Reading: Comprehension 2.3x</p> <p>CDE/Food Science: A3.0, A1.3, A3.0, A3.1, A3.2, A3.3, A3.4, A3.5</p> <p>CDE/Health-T 12a-d, 9.1d</p>	T
Total Yr. 1 180	Total Yr. 2 180	Total CCCV E N/A		

C. Expected Student Proficiencies

Upon successful completion of the course the student will have:

Common to all Programs:

Demonstrated awareness of employment opportunities in careers related to the industry.
Developed employment literacy to include job readiness skills and technical reading and writing applications demonstrated by completion of an Employability Portfolio.
Demonstrated safe work habits and attitudes.
Exhibited leadership skills related to teamwork, communications, human relations, and community responsibility.

Common to this ROP Course/ Industry:

Understanding of the four parts of the food industry.
Identified the chemistry of foods.
Understanding of the nutrition and digestion of foods.
Identified various foods in a food composition table and described their nutritional value.
Described the factors of quality in foods.
An understanding of the unit operations in food processing.
Discussed the reasons for dehydrating.
Identified and described types and uses of packing.
An understanding of the process of milk processing.
Described the production of meat from cattle, sheep, hogs, and poultry.
Described the general composition of grains, legumes, and oilseeds.
Identified the parts of a plant considered a vegetable or a fruit.
Listed the categories of food safety.
Identified the agencies and laws that regulate foods and labeling.

ASSESSMENT OF STUDENT PERFORMANCE

Assessment of student performance will include but is not limited to:
Employability Skills Evaluation with a rubric that will be used for peer, teacher, and external expert feedback.
Employability Portfolio and presentation
Safety awareness in the classroom and/or community classroom setting
Individual or group Project-Based Learning assignment
Timely and complete required assignments
Tests and quizzes given per unit with cumulative final at the conclusion of each semester.
Classroom participation, punctuality, and attendance
Presentations/Exhibitions

ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

Academic credit: One year or 10 units

Other – n/a

ARTICULATION

Modesto Junior College has a food and nutrition course which will be explored for possible articulation.
Under consideration

UC APPROVAL

X INDUSTRY CERTIFICATION NOCTI

Instructional Strategies:

Direct instruction and discussion	Investigations and research
Teacher developed materials	Business and/or community partnerships
Operation of equipment	Student exhibitions and presentations
Group and/or independent Project-Based Learning assignment(s)	Work-based learning opportunities
Cooperative learning	Service Learning
Portfolio development	Business, school, and/or community surveys
Audiovisual	Guest speakers
Computer applications, software, simulations	Business interviews
Reading and writing assignments	Field trips
Instructional Materials:	Labs

This includes, but is not limited to, computer resources, textbooks, video/audiovisual, websites, trade publications, laboratory materials, and specialized equipment.

A. Computer Software
Microsoft Office Suite

B. Student Reading Selection
Introduction to Food Science by Rick Parker, Delmar Learning 2003

- C. Instructor Reference Materials (*common to all program areas)
- * Curriculum Handbook
 - * California Department of Education Business Education Career Path and Model Curriculum Standards
 - * English-Language Arts Content Standards for California Public Schools
 - * Mathematics Content Standards for California Public Schools
 - * Labor Market Information/Websites
 - Discovering Food
 - Guide to Good Food
 - Nutrition Curriculum Activities Kit
 - Discovering Nutrition
 - Nutrition Education Today
 - The World of Food
 - Lessons on Meat Processing
 - Food Science Lab Activities

11. FOUNDATION STANDARDS ALIGNED	
1.0 Academics	Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. <i>(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history-social science, and visual and performing arts content standards adopted by the State Board of Education.)</i>
Algebra I	Specific applications of Algebra I standards (grades eight through twelve): (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
Geometry	Specific applications of Geometry standards (grades eight through twelve): (8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures. (11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.
Science	Specific applications of Investigation and Experimentation standards (grades nine through twelve): (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
History/Social Science	Specific applications of Principles of Economics standards (grade twelve): (12.2.5) Understand the process by which competition among buyers and sellers determines a market price. (12.2.6) Describe the effect of price controls on buyers and sellers. (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
Visual and Performing Arts	Specific applications of Visual Arts standards at the proficient level (grades nine through twelve):

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- (1.1) Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- (1.2) Describe the principles of design as used in works of art, focusing on dominance and subordination.
- (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.
- (1.5) Analyze the material used by a given artist and describe how its use influences the meaning of the work.
- (1.6) Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

Creative Expression

Skills, Processes, Materials, and Tools

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

Historical and Cultural Context

Role and Development of the Visual Arts

- (3.1) Identify similarities and differences in the purposes of art created in selected cultures.
- (3.3) Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- (3.4) Discuss the purpose of art in selected contemporary cultures.

Aesthetic Valuing

- (4.1) Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- (4.2) Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments

- (4.3) Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- (4.4) Articulate the process and rationale for refining and reworking one of their own works of art.
- (4.5) Employ the conventions of art criticism in writing and speaking about works of art.

Connections, Relationships, Applications

Connections and Applications

- (5.2) Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy

- (5.3) Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition
- (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).

2.0 Communications

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

Reading

- Specific applications of Reading Comprehension standards (grades nine and ten):
- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
 - (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
 - (2.3) Generate relevant questions about readings on issues that can be researched.
- Specific applications of Reading Comprehension standards (grades eleven and twelve):
- (2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
 - (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Writing

<p>Specific applications of Writing Strategies and Applications standards (grades nine and ten):</p> <p>(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.</p> <p>(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>(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.</p> <p>(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).</p> <p>(2.3) Write expository compositions, including analytical essays and research reports:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p> <p>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p> <p>f. Use technical terms and notations accurately.</p> <p>(2.5) Write business letters:</p> <p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>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.</p> <p>c. Highlight central ideas or images.</p> <p>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.</p> <p>(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):</p> <p>a. Report information and convey ideas logically and correctly.</p> <p>b. Offer detailed and accurate specifications.</p> <p>c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).</p> <p>d. Anticipate readers' problems, mistakes, and misunderstandings.</p> <p>Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):</p> <p>(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>(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).</p> <p>(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.</p> <p>(2.5) Write job applications and résumés:</p> <p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.</p> <p>c. Modify the tone to fit the purpose and audience.</p> <p>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.</p> <p>(2.6) Deliver multimedia presentations:</p> <p>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).</p> <p>b. Select an appropriate medium for each element of the presentation.</p> <p>c. Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p>d. Test the audience's response and revise the presentation accordingly.</p>	<p>Written & Oral English Language Conventions</p>
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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.

<p>Listening & Speaking</p> <p>Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):</p> <p>(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p>(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p> <p>(2.2) Deliver expository presentations:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p>d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.</p> <p>e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.</p> <p>f. Use technical terms and notations accurately.</p> <p>(2.3) Apply appropriate interviewing techniques:</p> <p>a. Prepare and ask relevant questions.</p> <p>b. Make notes of responses.</p> <p>c. Use language that conveys maturity, sensitivity, and respect.</p> <p>d. Respond correctly and effectively to questions.</p> <p>e. Demonstrate knowledge of the subject or organization.</p> <p>f. Compile and report responses.</p> <p>g. Evaluate the effectiveness of the interview.</p> <p>Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):</p> <p>(1.8) Use effective and interesting language, including:</p> <p>a. Informal expressions for effect</p> <p>b. Standard American English for clarity</p> <p>c. Technical language for specificity</p> <p>(2.4) Deliver multimedia presentations:</p> <p>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.</p> <p>b. Select an appropriate medium for each element of the presentation.</p> <p>c. Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p>d. Test the audience's response and revise the presentation accordingly.</p>	<p>3.0 CAREER PLANNING & MANAGEMENT</p> <p>Students understand how to make effective decisions, use career information, and manage personal career plans:</p> <p>3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.</p> <p>3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p>3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>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.</p> <p>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.</p> <p>TECHNOLOGY</p> <p>Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:</p>
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- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
 4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
 4.6 Differentiate among, select, and apply appropriate tools and technology.

PROBLEM SOLVING & CRITICAL THINKING

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

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
 5.3 Use critical thinking skills to make informed decisions and solve problems.

HEALTH & SAFETY

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

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
 6.4 Maintain safe and healthful working conditions.
 6.5 Use tools and machines safely and appropriately.

RESPONSIBILITY & FLEXIBILITY

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

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

ETHICS & LEGAL RESPONSIBILITY

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

- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

LEADERSHIP & TEAMWORK

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

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

TECHNICAL KNOWLEDGE & SKILLS

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

11.0 DEMONSTRATION & APPLICATION

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

12. F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

- F1.1 Understand how to classify and identify plants by order, family, genus, and species.
- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Understand the seed's essential parts and functions.
- F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
- F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.6 Understand the factors that affect plant growth.

F5.0 Students understand water and soil (media) management practices:

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

F8.0 Students understand nursery production principles:

- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

- F10.1 Know the terms associated with landscape and design and their appropriate use.
- F10.2 Understand the principles of residential design, including how to render design to scale.
- F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

- F11.1 Understand the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Understand marketing and merchandising principles used in the floral industry.

Food Science Course Outline 2012-2013

Sobrato High School – Ms. Silveira

Bold = Primary Subject Units

Italics = Secondary (Ongoing) Subject Units

****** Order of instruction subject to change. Topics may overlap at times.

GS = Guest Speaker

FT = Field Trip

1st Semester:

UNIT	MONTH/ TIME FRAME	TOPICS / ACTIVITIES
Introduction/ Classroom and Lab(s) Orientation	Aug (2-3 days)	Welcome, Syllabus, Course Outline; Tour school farm, gardens, greenhouse, other classrooms
1. California Agriculture	Aug (1½ wks)	Cal Ag Commodity Posters, Food Production in CA, Importance and significance of Ag in CA
2. Palate Education	Sept (1 wk)	The Sense of Taste, Flavors & Flavorings, The 5 Tastes Taste-Test
3. Food Safety	Sept (2 wk)	Lab Safety Test, Current Event in Food Safety, Germ Swab Lab, Food Safety Rap GS – Fire Chief, demo kitchen fires/safety
4. Vegetables and Fruits	Sept-Oct (4 wks)	Vegetable ID, Fruit ID, Exotics Taste Test, Apples Taste Test, Knife Skills practice; Cooking Fruit - Jam, Juice, pastry, etc; Cooking vegetables
5. Herbs and Spices	Oct-Nov (2 wks)	Herb ID, Spice ID, History of Spices, Spice Marketing Flier
6. Dairy Products	Nov-Dec (4 wks)	Dairy Products Overview; Cheese ID, Cheese tasting, Cheese making, Butter Lab, Ice Cream lab, Dairy Products Evaluation
<i>History of Food</i>	<i>Ongoing</i>	<i>Timeline</i>
<i>Global Food Market</i>	<i>Ongoing</i>	<i>Hungry Planet, Magazine Reviews, National Food Supply</i>
<i>Local Food Market</i>	<i>Ongoing</i>	<i>Field trip(s) to local farmers market (interviews)</i>
<i>Supply and Equipment ID</i>	<i>Ongoing</i>	<i>Smallwares ID, Knife ID, Equipment ID</i>
<i>Knife Skills</i>	<i>Ongoing</i>	<i>Knife Safety and Use, Knife Cuts</i>
<i>Propagation of Food</i>	<i>Ongoing</i>	<i>Work in greenhouse, Winter and Spring Vegetable crop planting, Proper care/ maintenance, SAE Projects FT - local restaurant garden</i>
<i>Food Appreciation/ Professional Observation</i>	<i>Ongoing</i>	<i>Food Network Observations Industry Tours in Morgan Hill & Guest Speakers</i>
<i>FFA / SAE</i>	<i>Ongoing</i>	<i>Human history timeline, FFA official dress paper dolls, Emblem, Colors, Motto, Creed, O/C ceremonies contest, SAE Planning/brainstorming, Proficiency awards</i>
CROP REPORT (1 st Sem. Term Paper)	Jan	Fruit or vegetable commodity report

2nd Semester:

UNIT	MONTH/ TIME FRAME	TOPICS / ACTIVITIES
<i>Supervised Ag Experience</i>	Ongoing Jan-June	Record FFA Books, Work on projects/Work experience, Proficiency applications
7. Weights, Measures, and Culinary Math	Jan (1 wk)	Conversions, Dry vs. liquid measure, recipe cost analysis
8. Rice, Beans, Legumes and Lentils	Jan- Feb (4 wks)	ID Rice, beans, legumes, lentils; Prepare group recipes, Rice production in CA
9. Meats (Beef, Pork, Lamb, Poultry, Fish)	Mar (4 wks)	Beef, Pork, Veal, and Lamb Production in the US, Cooking methods of meat (dry vs. moist), Cuts of meat, US Meat Inspection/Grading, Meats marketing brochures, Carne Asada taco lab, Hamburger Lab GS – Sausage making GS – Meat Curing - Lars Kronmark, CIA Poultry Production in the US, Cooking chicken, Cooking methods of chicken(dry vs. moist), Egg ID US/World Fish Production, Fish and Seafood ID FT –Fish restaurant
10. Nutrition	Apr (1 wk)	Vits, Mins, Fat, Protein, Carbs; Health benefits of foods
11. Grains	Apr-May (4 wks)	Wheat, flour, and other grains; Pasta ID, Fresh pasta labs, Tortilla labs, polenta lab, crepes, Baking and pastry basics, Making breads, Frying dough – Apple fritter lab FT – Model Bakery
11. Sugar and Cocoa	May-June (2 weeks)	History of Chocolate, Cooking with Sugar, Candy basics, Honey GS – Candy chef, CIA
<i>Chemistry of Food</i>	<i>Ongoing</i>	<i>Ingredient substitutions, Active ingredients/Leavening agents, yeasts in foods, microorganisms, active cultures</i>
<i>Professionalism and Service</i>	<i>Ongoing</i>	<i>Industry Interviews Guest Speakers throughout year</i>
<i>Career/Further Education Exploration</i>	<i>Ongoing</i>	<i>Job search, Industry interviews and reports, Further education options; GS – California Culinary Academy Rep. GS – Johnson & Wales University Rep. FT – CIA Cooking School</i>
<i>International Foods</i>	<i>Ongoing</i>	<i>International foods research & exploration, International Foods Day collaboration</i>
THE HISTORY OF... REPORT (2nd Sem. Term Project)	May-June	Pick your favorite food and research its history, origin, and current availability. Create a timeline project.

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Agriculture

skilled technicians and graduates in the six career cluster areas of agriculture is landing. Many of tomorrow's jobs in agriculture have not been imagined. It is an exciting, dynamic career field.

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PLANT & SOIL SCIENCE

Agriculture is California's most important economic industry. There is a strong demand for well-trained, environmentally sensitive individuals to provide the state, nation, and the world with food and fiber and a healthy environment that is functional and aesthetically pleasing to the community. Projections show that there will be more jobs than applicants in the areas of marketing, biochemistry, soil science, irrigation development and water quality.



ANIMAL SCIENCE

Animal production for food, fiber, recreation and companionship is one of the leading areas of the agricultural economy in California. Careers in this pathway require the knowledge and skills needed to service, manage, and improve economic, social, environmental, and biological aspects of this industry. Courses in managing animals, economic and environmental resources prepare students for technical and professional level positions in the animal industry.



ORNAMENTAL HORTICULTURE

Ornamental Horticulture is a diversified profession experiencing rapid growth and change. These conditions have been spurred by changing life-styles and technology, demographic changes in population, growth in the housing market, recognition of urban and rural environmental concerns, and emphasis on aesthetics. These concerns have created a need for careful planning of the interaction between people and their



natural surroundings. Based on these concerns, the projected outlook for employment in Floriculture, Landscape Design and Nursery Production is good.

NATURAL RESOURCES AND FORESTRY



This exciting industry provides job opportunities in the development, operation and maintenance of outdoor recreation enterprises. Job titles include park rangers, ski resort managers, guides, grounds workers, public relation agents, salespeople



for horticultural supplies and campground managers. Employment in the field of Forestry requires course work in forest production, fire protection, cruising and scaling, harvesting and forest engineering. Jobs are available through governmental agencies and private enterprises.



AGRICULTURAL MECHANICS

Today's agricultural engineering and power equipment industry is a multifaceted technology that matches hydraulic power to electronic controls and powerful engines to an efficient transmission of power. This industry has become very specialized and requires technicians who can diagnose, test, analyze, and repair equipment. Persons interested in equipment design and construction, land leveling, or layout and design of irrigation systems would find employment in this pathway.



AGRI-BUSINESS

Agricultural Business students will find many job opportunities in the managerial and financial ranks. Demand will be greatest for environmental program managers, landscape managers, retail food service managers, and import/export managers. Agri-Business ties together all the disciplines of agriculture: agricultural production, and processing. Rapid technological advances, new markets, foreign competition, and other factors have combined to change agri-business irreversibly. These changes have brought about a new, exciting, and complex decision making environment. This all results in a need for stronger leaders, more creative scientists, international business understanding, and an increased sensitivity towards consumers and our environment.



Almost ten percent of today's professional jobs in agriculture go unfilled. As the demand increases for agricultural products, so does the demand for qualified individuals in the agricultural industry. Rapid changes in agriculture will require employees to have more advanced training than ever before. A college education is needed for nearly all preferable positions.

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griculture

griculture has long been a mainstay of the nation's economy, successfully feeding and clothing people in the nation as well as exporting agricultural goods around the world. This industry was once a labor intensive industry, providing jobs for at least 12% of the workforce as late as 1950. Because of mechanization and other technological improvements, agricultural output has more than doubled in the past 50 years, even though there has been a decrease in the number of farm-related jobs. In addition, plant and animal research continues to grow to keep up with global competition. Exports of agriculture continue to be in high demand, and agricultural production remains one of the nation's leading industries.

Self-Contact Us **ations with information on job growth,**
percent growth, and earnings potential (listed by percent of job growth):

Occupation	Employment Levels in 1996	Projected Employment Levels in 2006	Job Growth	Percent of Job Growth	Entry Level Hourly Wage	Entry Level Weekly Wage (based on 40 hr week)	Entry Level Monthly (based on 168 hrs)	Estimated Average Annual Wage
Lawn Service Managers	3,210	4,750	1,540	48%	\$8.04	\$321.60	\$1,351	\$28,670
Floral and Plant Designers	18,150	25,620	7,470	41%	\$8.92	\$356.80	\$1,499	\$38,940
Organic Chemist	10,310	14,470	4,160	40%	\$14.14	\$565.60	\$2,376	\$48,590
Sprayers, Applicators	890	1,220	330	37%	\$6.92	\$276.80	\$1,163	\$22,120
Plant Breeders	7,330	9,890	2,560	35%	\$16.66	\$666.40	\$2,799	\$53,840
Landscaping/Groundskeepers	79,190	103,980	24,790	31%	\$6.60	\$264.00	\$1,109	\$20,570
Pruners	3,220	4,200	980	30%	\$7.51	\$300.40	\$1,262	\$23,560
Pest Controllers and Assistants	6,320	8,190	1,870	30%	\$9.30	\$372.00	\$1,562	\$26,640
Veterinary Assistants	4,540	5,790	1,250	28%	\$6.92	\$276.80	\$1,163	\$18,850
Veterinarians	2,880	3,660	780	27%	\$17.89	\$715.60	\$3,006	\$64,050
Veterinary Technicians	2,770	3,510	740	27%	\$7.80	\$312.00	\$1,310	\$22,920
Agriculture Managers & Executives	361,510	445,640	84,130	23%	\$16.94	\$677.60	\$2,845	\$72,740
Purchasing Agents and Buyers-Farm Products	4,510	5,510	1,000	22%	\$9.54	\$381.60	\$1,603	\$36,950
Biological or Agricultural Food Technicians	4,460	5,280	820	18%	\$9.70	\$388.00	\$1,630	\$34,990
Forestry Fire Inspectors	1,210	1,430	220	18%	\$11.94	\$477.60	\$2,006	\$39,500
Fish and Game Wardens	450	530	80	18%	\$17.32	\$692.80	\$2,910	\$43,890
Animal Caretakers-Except Farm	10,080	11,760	1,680	17%	\$6.25	\$250.00	\$1,050	\$17,320
Horticulturist	760	890	130	17%	\$11.56	\$462.40	\$1,942	\$43,090
Farm Equipment Operators	290	330	40	14%	\$6.56	\$262.40	\$1,102	\$17,620
Park Rangers	22,690	25,550	2,860	13%	\$12.69	\$507.60	\$2,132	\$42,340
Graders, Sorters-Agricultural Products	9,890	10,940	1,050	11%	\$5.97	\$238.80	\$1,003	\$14,130
Enologist/Winemakers	25,820	28,400	2,580	10%	\$17.94	\$717.60	\$3,014	\$61,430
Farm Equipment Mechanics	2,000	2,130	130	6%	\$8.60	\$344.00	\$1,445	\$27,180
Forest Conservation Workers	6,610	6,710	100	2%	\$6.44	\$257.60	\$1,082	\$20,950

Agriculture Occupations and Education Levels:

HIGH SCHOOL DIPLOMA	1-2 YEARS POST-SECONDARY	4-YEARS OR MORE POST-SECONDARY
<ul style="list-style-type: none"> • Ag Equipment Operator • Crop Inspector • Exterminator • Fish Hatchery Worker • Forestry Aide • Gardener • Greenskeeper • Livestock Rancher • Plant Care Worker 	<ul style="list-style-type: none"> • Ag Sales Representative • Animal Health Technician • Biological Aide • Farm Equipment Mechanic • Nursery Manager • Tree Surgeon • Feed Research Aide 	<ul style="list-style-type: none"> • Ag Business Owner • Animal Breeder • Fire Ranger • Horticulturist • Landscape Architect • Landscape Contractor • Plant Geneticist • Veterinarian • Water Control Supervisor • Horse Trainer

Information source: State of California, Employment Development Department, Labor Market Information Division, Information Services Group.

More About This Career Pathway	Other Occupation Information	Other Career Pathways
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**MORGAN HILL UNIFIED
SCHOOL DISTRICT**



**RIGHTS AND RESPONSIBILITIES HANDBOOK
FOR PARENTS & STUDENTS
2012-2013**

Introduction

Dear parents and guardians:

Welcome to a new school year! The information contained in this booklet is important for the success of your student in school. Some of the information will be important for you to know right now. Other policies and laws in this publication could have more meaning for you at a later date.

This booklet is provided to you and your student. Please read it together and impress upon your student the importance of being familiar with school rules and responsibilities. It would be a good idea to begin by glancing through the *Table of Contents*. Make mental notes of sections that you'd like to explore in more depth at a later time. Skim read the Handbook in its entirety. Read for detail any sections that you feel might have some immediate impact on your child. Discuss these sections with your son or daughter.

A safe, secure learning environment for all of our students and staff is a priority for us. School rules and behavior standards are important for maintaining a school environment that is safe and conducive to learning. Your support and expectations for your student to have regular attendance and to be aware of and follow school rules can go a long way to ensuring his/her academic success. I strongly encourage you to pay particular attention to pages 99-101 regarding attendance policies, and pages 47-69 regarding student discipline / suspension and expulsion.

The following form (on Page 120) must be signed and returned to your student's school as part of the registration process:

1) Receipt of Rights and Responsibilities Handbook (required)

Optional forms for your signature can be found on Pages 116-119:

- 2) Withhold Authorization to Film/Photograph Minors for Publication
- 3) No Child Left Behind Act (NCLB) Parents' Right to Know Professional Qualifications of Classroom Teachers/Paraprofessionals
- 4) Animals in the Classroom (BP 6153.2)
- 5) Parent/Guardian Notice Release of Directory Information

This publication is a valuable tool and resource for you and your student(s). Please save it for future reference.

We look forward to working with you during this school year.



Dr. Wesley Smith
Superintendent

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3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.

4. To be notified on a timely basis if their child is absent from school without permission.

5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of the school that their child attends on standardized tests and statewide tests.

6. To request a particular school for their child and to receive a response from the district.

7. To have a school environment for their child that is safe and supportive of learning.

8. To examine the curriculum materials of the class(es) in which their child is enrolled.

Parents/guardian may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, tapes, and software.

The curriculum, including titles, descriptions, and instructional aims of every course shall be compiled at least once annually in a prospectus. Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course.

The school may charge an amount not to exceed the cost of duplication.

9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.

10. To have access to the school records of their child.

11. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish.

12. To be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school.

13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.

14. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality of character of the student's home life; any form of

parental screening or testing; any nonacademic home-based counseling program; parent training; or any prescribed family education service plan.

15. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations.

16. To question anything in their child's record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.

The Superintendent or designee shall obtain informed written parental consent before testing any student for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in, a special education or remedial program or regular school activity, shall not constitute written consent for these purposes.

All students shall have the right to obtain confidential medical care of confidential counseling related to the diagnosis or treatment of a drug-or alcohol-related problem, or mental health treatment or counseling, without the consent of his/her parent/guardian.

The Superintendent or designee shall ensure that district staff understands the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.

In addition, the Superintendent or designee shall provide interested parents/guardians with opportunities to participate in professional development programs offered at the school in which their child is enrolled.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

School officials or law enforcement officials have the authority to investigate or intervene in cases of suspected child abuse.

Parent Responsibilities

Parents/guardians may support the learning environment of their children by:

1. Monitoring attendance of their children.
2. Ensuring that homework is completed and turned in on time.
3. Encouraging their children to participate in extracurricular and co-curricular activities.
4. Monitoring and regulating the television viewed by their children.
5. Working with their children at home in learning activities that extend the classroom learning.
6. Volunteering in their children's classroom(s) or for other school activities.

due process hearing. Even if the district can and does expel the child, they must provide a free, appropriate public education during the time of expulsion. Additionally, the pupil is entitled to a hearing by the school board. If the school board agrees with the decision to expel the pupil, the pupil or parent or guardian may file an appeal with the county board of education.

Payment for Education of Children Enrolled in Private Schools Without Consent or Referral by the School District:

1. Students enrolled in private school where a free, appropriate public education (FAPE) is not at issue:

School districts have the responsibility to offer a free, appropriate public education to students with disabilities whose parents have chosen to enroll them in private schools, but that responsibility is significantly limited. Federal law limits the amount that school districts may spend for these services to a proportionate share of federal Individuals With Disability Education Act (IDEA) funds. The school district must seek input from representatives of private school students, but the school district determines which services will be provided.

A child with a disability enrolled in a private school does not have an individual right to receive some or all of the special education and related services that he/she would receive if enrolled in a public school.

Due process procedures are unavailable to private school parents for resolving concerns about services provided. Parents may, however, file a complaint.

2. Students enrolled in private school where the provision of FAPE is at issue:
Parents may be entitled to reimbursement for costs associated with having unilaterally withdrawn their child from the public school and placed them in a private school only if a court or hearing officer determines that the public agency had not made a free, appropriate public education (FAPE) available to the child.

Parents seeking reimbursement for unilaterally placed private school students based on the allegation that the public school failed to provide free, appropriate public education may have those reimbursements reduced or denied if they do not provide the school district at the most recent IEP meeting with information describing the nature of their concerns relating to the public placement and a proposed resolution to the problem; their intent to reject the public school placement and enroll their child in a private school at public expense. Parents must be written notice to the school district containing the above information at least the (10) business days prior to the child's removal from public school placement; they must make their child available if the LEA notifies of their intent to evaluate the student. Reimbursement for private school placement by a parent may also be denied or reduced if a judge finds the parent's actions unreasonable.

Exceptions to this are: 1) parent cannot write English; 2) compliance is likely to result in physical or serious emotional harm to the child; 3) the school district prevented the parent from providing such notice; and 4) the parents did not receive the notice informing them of the required contents of the parent's notice to the school district; namely, the name and residence of the child, the name of the school the child is attending, a description of the nature of the problem relating to the proposed initiation or change, including facts relating to such problems, and the proposed resolution of the problem to the extent known and available to the parents at the time.

Award of Attorney Fees:

If either party to a due process hearing intends to be represented by an attorney, a notice of that intent shall be given to the other party at least 10 days prior to the hearing. Failure to notify the other party may delay the start of the hearing until the agency can obtain an attorney.

Attorney fees are not allowed to parents if they are related to an IEP meeting unless the meeting is convened as a result of any administrative hearing, or judicial action, or at the discretion of the State Attorney fees may be reduced if the parents' attorney fails to give the district notice of the nature of the problem and proposed solutions.

In any action or proceeding brought under Part B of the Individuals with Disabilities Education Act, the court may award reasonable attorney fees to the parents or guardians of a child with disabilities who is the prevailing party.

No attorney fees may be awarded and related costs may not be reimbursed subsequent to the time of a written offer of settlement is made to a parent if offer is made more than ten (10) days prior to start of the proceedings; if the offer is not accepted within ten (10) days; and if the court hearing officer finds that relief obtained by parents is not more favorable than the offer. Attorney fees and related costs may be awarded to parents who prevail and substantially justified in rejecting settlement offer.

Attorney fees will be reduced if the parent unreasonably protracted final resolution during the course of the action or proceeding; if fees unreasonable exceed prevailing hourly rate in the community; the time spent and legal services were excessive; and the parent's attorney did not provide the school district the appropriate information (name and address of the child, name of the school the child attends, a description of the nature of the problem, including facts related to the problem, and a proposed resolution of the problem to the extent known and available to the parents at the time). Attorney fees will not be reduced if the state or local educational agency unreasonably protracted the resolution or proceeding or violated due process procedures.

Complaints:

Any individual, LEA, or organization may file a written complaint with the superintendent of a local education agency or with the State Superintendent of Public Instruction alleging a

Supporting Regulation: Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure district compliance with law (T5CCR 4621):

Gender Equity or Harassment:

Assistant Superintendent (or designee) for Human Resources, Development, Planning and Research, and Communications: Morgan Hill Unified School District, 15600 Concord Circle, Morgan Hill, CA 95037 (408) 201-6015

Child Development, Special Education, Safe School; and Drug, Alcohol, and Tobacco Education; Categorical Programs, all other programs, and Williams Settlement issues concerning textbooks and instructional materials:

Assistant Superintendent (or designee) for Educational Services: Morgan Hill Unified School District, 15600 Concord Circle, Morgan Hill, CA 95037 (408) 201-6070

Business, Facilities, and Williams Settlement issues concerning emergency or urgent facilities conditions:

Deputy Superintendent (or designee) for Business Services: Morgan Hill Unified School District, 15600 Concord Circle, Morgan Hill, CA 95037 (408) 201-6050

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible (T5CCR 4621). Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (T5CCR 4622)

The Superintendent or designee shall make available copies of the district's uniform complaint procedures free of charge. (5 CCR 4622)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable (T5CCR 4622)
3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
 - a. The district is primarily responsible for compliance with state and federal laws and regulations
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline
 - c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination (T5CCR 4630)
 - d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision
 - e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the district. (5 CCR 4630)

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful

of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's complaint procedures
7. Other relevant information requested by the CDE

The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists; including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

APPROVED: January 10, 2000
REVISED: May 23, 2005
REVISED: April 11, 2006 (Renumbered replacing AR 1502)
REVISED: March 6, 2012



UNIFORM COMPLAINT FORM

Form to be used regarding complaints of discrimination and/or failure to comply with state or federal law regarding adult education, consolidated categorical programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.)

Today's Date: _____

Check Type(s) of Discrimination Alleged: Age _____, Physical or mental Disability _____,

National Origin _____, Race/Ethnicity _____, Religion _____, Gender Identity _____,

Sexual (actual or perceived) _____, Sexual Orientation (actual or perceived) _____.

Name of person filing complaint: _____

Address: _____

Phone Number/Cell Number: _____

Email Address: _____

Person(s) Against Whom Complaint is filed: _____

Date and Time of Incident (if applicable): _____

Description of Complaint: (Please use back side of form if necessary.)

Proposed Resolution(s): _____

For Office Use Only

Date Received: _____ Date of Employee Conference: _____

Date of Response to Complainant: _____

Revised: 05/07/07 (Renumbered replacing 1502A - English)

Supporting Regulation:

I. Definition

For purposes of this policy, "sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following circumstances:

- Submission to the conduct is explicitly or implicitly made a term or a condition of a student's academic status or progress
- Submission to or rejection of the conduct by a student is used as the basis for educational or academic decisions affecting the student
- Such conduct substantially or unreasonably interferes with a student's academic performance or creates an intimidating, hostile, or offensive educational environment
- Even if the conduct or language is not sexual in nature, harassment based on the victim's sex may create a sexually discriminatory working or learning environment
- Sexual harassment also includes any act of retaliation against a student for reporting violations of the District's policy or for participating in the investigation of a sexual harassment complaint

Sexual harassment can occur in a variety of circumstances.

(1) The victim as well as the harasser may be a woman or a man, a girl or a boy; the victim does not have to be of the opposite sex.

(2) A student can be the victim of sexual harassment by another student or any agent or employee of the school district.

(3) Sexual harassment can include but is not limited to the following conduct when it is unwelcome:

- Physical – leering, winking, throwing kisses, sexual gestures, rape, assault, intercourse, pinching, patting, intentional rubbing or brushing against another individual's body, grabbing, fondling, kissing, touching another individual's body, or blocking a person's way or other physical interference with normal movement.
- Verbal – sexual demands, sexual propositions, sexual slurs, sexual jokes, catcalls or whistles. Derogatory comments; too familiar remarks about an individual's body parts; repeated, unwanted requests for dates; requests for sexual activity; remarks or rumors about an individual's sexual activities; unwelcome compliments; telling about sexual fantasies.
- Visual – sexually explicit posters, graphics, cartoons, drawings, objects. Sexual gestures, suggestive looks, leers or gawking.
- Written – notes or letters of sexual content or proposition, displays of sexually explicit literature, posters or poems.

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Additional examples of specific types of prohibited harassment are listed below.

Racial and Color Harassment

- Racial or color harassment can include unwelcome verbal, written or physical conduct, directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner or speaking, and negative references to racial customs.

National Origin Harassment

- Harassment on the basis of national origin is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs.

Sexual Orientation Harassment

- Harassment on the basis of sexual orientation is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's sexual orientation, such as negative name calling and imitating mannerisms.

Disability Harassment

- Disability harassment includes harassment based on a person's disability mental or physical condition and includes any unwelcome verbal, written or physical conduct, directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment.

Sexual harassment does not refer to occasional compliments of a socially acceptable nature. Rather, it refers to behavior that is unwelcome, offensive, humiliating or demoralizing.

Any expression of sexual interest by District personnel toward students, regardless of whether the interest is mutual, is inappropriate and shall subject the employee to discipline under the Education Code and/or District policies, including but not limited to, Board Policy 4121 (Personnel: Harassment). Students may also be subject to discipline under Board Policy 5130 (Suspension and Expulsion).

II. Communication of Policy and Administrative Regulation

It is the District's intent that the Sexual Harassment Board Policy and Administrative Regulation be known and understood by all employees, parents, and students. This will be accomplished by:

- (1) Inserting this policy in district policy manuals.
- (2) Providing copies of this policy to all employees.

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Step Four – State Department of Education Level: A complaining student who is dissatisfied with the decision of the Superintendent or designee may appeal his/her decision in writing to the State Department of Education within fifteen (15) days of the decision.

The appeal shall: (1) specify the reasons for appealing the Superintendent or designee's decision; (2) include a copy of the complaint filed with the District and a copy of the Superintendent's decision.

Failure to Observe Time Limits

In the event that the Complainant fails to exhaust his/her remedies under the complaint procedure provided above or to abide by the time limits with respect to each step, the complaint shall be presumed to be abandoned and shall be settled in accordance with the last action on the matter. In the event the Administrator fails to give his/her answer to any step within the time limits prescribed, the complainant shall have the right to proceed immediately to the next step. Except as otherwise provided by law, the timelines specified in the above mentioned procedures may be extended by the District.

IV. Confidentiality

The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is made as much as possible, consistent with the District's legal obligations and the need to investigate allegations of sexual harassment and take remedial and corrective action when the conduct has occurred.

V. Retaliation

The District prohibits retaliatory behavior against any complainant or participant in the complaint process. Each reported complaint of sexual harassment will be promptly investigated in a way that respects that privacy of all parties involved.

The reporting or filing of a complaint of sexual harassment will not adversely affect the reporting individual or any witnesses, nor will it affect any of the terms or conditions of employment of such persons, or in the case of students, their grades or any other matter regarding their educational program. It shall be a violation of this policy to retaliate against such persons for exercising their rights and obligations under the policy.

An allegation of retaliation shall be treated as a separate incident from the underlying act(s) of alleged sexual harassment. Acts of alleged retaliation shall be investigated and shall subject District employees and students to disciplinary action as defined in this policy.

VI. Disciplinary Action

When an allegation of sexual harassment is supported by the investigation, the Superintendent or his/her designee shall determine what corrective action, including appropriate discipline, is appropriate.

Employees who violate this policy may be subject to discipline, up to and including dismissal. Such discipline shall be imposed in accordance with applicable laws, policies and/or the terms of the collective bargaining agreements.

Agents of the District or other non-employee individuals having a business or service relationship with the District who violate this policy may be subject to any penalties and sanctions available to the District, including, but not limited to, termination of the relationship or contract.

Students who violate this policy may be subject to discipline, up to and including suspension or expulsion. Such disciplinary action shall be taken in accordance with the Education Code and District policies, including Board Policy 5130 (Student Suspension and Expulsion).

VII. General Matters

Sexual harassment as defined above violates applicable laws, including Title IX of the 1972 Education Act Amendments, the California Education Code, and School District Policies, rules and regulations.

Complainants may be entitled to civil law remedies including but not limited to injunctions, restraining orders, or other orders.

The District encourages all employees, students and other individuals to immediately report any incidents of sexual harassment prohibited by this policy so that complaints may be resolved in a fair and expedient manner.

Violation of this policy by District employees or students shall constitute just and reasonable cause for discipline.

IMPLEMENTATION: June 22, 1998
Revised: March 26, 2001
Revised: July 2010

The Board considers harassment and discrimination based on sexual orientation and gender identity to be a major offense. The District shall investigate all complaints of discrimination and harassment, and take appropriate action against any student or employee who is found to have violated this policy.

Definitions

Sexual orientation describes whether a person is attracted to members of the same sex (gay or lesbian), to members of the opposite sex (heterosexuals), or to members of both sexes (bisexual).

Gender is defined as "a person's sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth." 5 CCR Section 4910(k).

Gender characteristics include traits such as facial hair or vocal pitch. Gender expression refers to the way in which a person expresses his or her gender, through gestures, movement, dress, and grooming. Gender nonconformity refers to gender characteristics or identity that does not conform to others' expectations.

Gender Identity means a person's identity, expression, or physical characteristics, whether or not traditionally associated with one's biological sex or one's sex assigned at birth.

Transgendered describes people whose gender identity, characteristics, or expression do not conform to the identity, characteristics, or expression traditionally associated with their sex at birth, and includes transsexuals, cross-dressers, intersex people and other gender nonconforming individuals.

Harassment means verbal or physical conduct based on the student's actual or perceived sexual orientation or gender identity, or on the basis of association with others identified by these categories, that (1) substantially interferes with or will substantially interfere with a student's educational benefits, opportunities, or performance; or a student's physical or psychological well-being; or (2) creates an intimidating or hostile environment.

Examples

Examples of Sexual Orientation/Gender Identity harassment *may* include, but are not limited to, the following:

1. Slurs, epithets, threats, verbal abuse, or derogatory comments based on sexual orientation or gender identity.
2. Jokes, stories, obscene letters, drawings, pictures or gestures based on sexual orientation or gender identity.
3. Spreading rumors regarding another's sexual orientation or gender identity.
4. Inappropriate touching or physical assault of another known or perceived to be gay, lesbian, bisexual or transgender.

5. Limiting a student's access to educational tools based on the student's actual or perceived sexual orientation or gender identity.

The District takes seriously the importance of ending harassment based upon sexual orientation or gender identity, and acknowledges the importance of addressing the underlying biases that result in violence.

Notifications

A copy of the District's Policy on Sexual Orientation and Gender Identity shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year and given to new students/parents and employees upon entering the district.
2. Be displayed in a prominent location along with the name of the site Compliance Coordinator.
3. Appear in any school or District publication that sets forth the school or District's comprehensive rules, regulations, procedures and standards of conduct.
4. Be provided to employees and employee organizations.

The Superintendent or designee shall take appropriate actions to reinforce the District's Policy on Sexual Orientation and Gender Identity. As needed, these actions may include, but are not limited to, the following:

1. Removal of vulgar or offending graffiti.
2. Providing staff in-service and student instruction or counseling.
3. Notifying appropriate agency, i.e., child protective services, social services, law enforcement.
4. Notifying parents/guardians.
5. Taking appropriate disciplinary action.

Compliance Coordinators

Each district school shall have at least one designated Compliance Coordinator, who will be familiar with:

1. How to investigate and handle allegations of sexual orientation discrimination or harassment;
2. How to track, record, and report such incidents or complaints;
3. How to advise or work with other staff concerning incidents or harassment or discrimination.

The Compliance Coordinator will have ultimate responsibility at each school site for the receipt and investigation of complaints of sexual orientation/gender identity-based harassment or discrimination and for taking corrective action where necessary. The Compliance Coordinator will notify the site administrator or designee upon receipt of a complaint. The Compliance Coordinator will independently investigate and respond to all

accordance with the relevant collective bargaining agreement and/or applicable state and/or federal law.

4. Safety

The Compliance Coordinator shall also be responsible for taking any appropriate actions, when indicated, to ensure the safety of all parties during the investigation process. The assessment and determination of such actions shall include, but not be limited to physical safety concerns, protection of confidentiality, and any other potential retaliation.

5. Incident Report

The Compliance Coordinator shall prepare a written record (hereafter referred to as an "Incident report") of the following verbal or written complaints of harassment or discrimination against students on the basis of actual or perceived sexual orientation or gender identity: (a) each and every complaint of physical harassment reported by a student or by another person who witnessed or learned of such harassment; (b) each and every complaint of verbal harassment or discrimination reported by a student complainant; (c) two or more incidents or verbal harassment or discrimination reported by witnesses or persons who learned of such harassment at second hand. Each Incident Report shall include:

- I. The name of the person making the allegation and, if different, the name of the alleged victim;
- II. The nature of the allegation and the date of the alleged incident;
- III. The names of all persons alleged to have committed violations, if known;
- IV. The names of all persons believed to have relevant information about the alleged incident;
- V. The statements of the complainant, the victim (if different from the complainant), the alleged perpetrator (if known), and any witnesses;
- VI. The outcome of the investigation;
- VII. Any action taken by Morgan Hill Unified School District;
- VIII. Attached copies of any documents supplied to the district or created during the investigation or complaint process.

The Compliance Coordinator shall complete the Incident Report no later than fifteen (15) school days after the date upon which the complaint is first made.

Confidentiality

The District will respect the confidentiality of the complainant and the individual(s) against whom the complaint is made as much as possible, consistent with the District's legal obligations and the need to investigate allegation of sexual orientation/gender identity harassment and take remedial and corrective action when the conduct has occurred.

Appeal and Disciplinary Procedures

All decisions made under this procedure may be appealed by the aggrieved student to the Superintendent or designee and thereafter, to the Governing Board.

If the complaint is against a student, the complainant, before appealing to the Superintendent, should appeal to the Assistant Superintendent for Human Resources.

If the complaint is against an employee, the complainant, before appealing to the Superintendent, should appeal to the Assistant Superintendent for Human Resources. If the employee is a site employee and the Compliance Coordinator of the site has not heard the complaint, the complainant should appeal to the Compliance Coordinator before appealing to the Assistant Superintendent for Human Resources.

Established statutory and District procedures shall be used in the event the administrative review results in a decision that disciplinary action is necessary.

Since established personnel disciplinary procedures provide for Board-level review or decision-making, the Board of Education will take no action on any complaint until it has been acted upon in accordance with this policy. In this way, employees shall be assured of their due process rights.

Within fifteen (15) school days of receiving the complaint, the District shall prepare and send to the complainant a written report summarizing the findings and disposition of the complaint, including corrective actions, if any, the rationale for such disposition, notice of the complainant's right to appeal such decision to the Morgan Hill Unified School District Board of Education within fifteen (15) school days. The report will also include the requirement that an appeal to the State Department of Education must be made within fifteen (15) school days of the receipt of the final report.

If the complainant is dissatisfied with the District's written response, he/she may file within fifteen (15) school days of receipt of the written report his/her complaint with the Board of Education in writing. The Board of Education will consider the matter at its next regularly scheduled Board meeting or at a special meeting convened as soon thereafter as possible but no later than forty-five (45) calendar days after receipt of the complaint. If the Board decides not to hear the complaint, the District's decision shall be final. If the Board hears the complaint, the Assistant Superintendent for Human Resources shall send the Board's decision to the complainant within seven (7) calendar days of the Board meeting, unless the complainant agrees in writing to extend the seven (7) calendar day deadline.

If a complainant is dissatisfied with the resolution of his/her complaint by the Governing Board, he/she may appeal to the State Department of Education within fifteen (15) school days of complainant's receipt of the District's final written report.

Statement of Complainant:

I hereby certify that the information I have provided in this report and any attachments is true, correct, and complete to the best of my knowledge and belief.

Complainant's Name and Signature _____ Date _____

Statement of alleged perpetrator (if known):

I hereby certify that the information I have provided in this report and any attachments is true, correct, and complete to the best of my knowledge and belief.

Alleged perpetrator Name and Signature _____ Date _____

Witness statement(s):

I hereby certify that the information I have provided in this report and any attachments is true, correct, and complete to the best of my knowledge and belief.

Witness Name and Signature _____ Date _____

Complaint Received By [Name & Title or Position] _____ Date _____

Outcome of investigation: _____

Signature of Compliance Coordinator _____ Date _____

Action taken by Morgan Hill Unified School District:

Compliance Coordinator's Initials: _____

Attach copies of any documents supplied to the district or created during the investigation or complaint process.

Conduct (Board Policy 5134)

The Governing Board desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline.

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

Staff shall enforce disciplinary rules fairly and consistently, without regard to sex, sexual orientation, race, color, national origin, ethnicity, religion, age, physical or mental disability, blindness or severely impaired vision or any other basis protected by federal, state or local law, ordinance or regulation to the extent protected by law.

In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Continually disruptive students may be assigned to alternative programs or removed from school.

The Governing Board further recognizes that all segments of the school community assume responsibility for establishing and maintaining a suitable code of conduct.

The student is responsible for:

1. Respecting the authority of teachers, administrators and other personnel to enforce district policies and school rules regarding student conduct.
2. Behaving in classrooms, on school campuses and at all school functions in a manner that maximizes his/her educational opportunities and does not interfere with the rights and opportunities of other students and staff.
3. Abiding by the standards of conduct and rules established by the school and district.
4. Completing assignments and attending classes daily and punctually.

9. Tardiness or unexcused absence from school

10. Failure to remain on school premises in accordance with school rules

11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Possession / Use of Cellular Phones and Other Mobile Communications Devices

(see BP 5525 – Students: Use of Electronic Communication Devices)

Bullying/Cyberbullying

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

The district may provide students with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, students, and community members also may be provided with similar information.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Disciplinary Action:

Violation of district policy or school rules may result in one or more of the following:

- Conferencing with students and parents
- Individualized instruction
- Counseling
- Referral to community agencies
- Reassignment to another class, program or school
- Modification of schedule or instructional program
- Referral to School Attendance Review Board (SARB)
- Referral to Student Study Team (SST)
- Saturday School
- Removal from the classroom or activity
- Detention
- Loss of privileges
- Suspension (BP 5130)
- Exclusion (BP 5140)
- Expulsion (BP 5130)
- Exemption
- Civil action
- Referral for criminal prosecution
- Other appropriate consequences

ORIGINAL ADOPTION: November 19, 1979

REVISED: July 14, 1997

REVISED/RENUMBERED: August 23, 2011 (replacing BP 5510)

Supporting Regulation:

Rules for student discipline shall be developed at each school site and filed with the District Office. These rules shall be adopted jointly by the principal or designee and a representative selected by classroom teachers employed at the school. The views of administrators, teachers, security personnel, parents/guardians and secondary school students shall be obtained when the rules are developed. The rules shall be consistent with

- Students must treat other students with courtesy and respect. Name-calling and slurs (i.e., racial, ethnic, or personally demeaning comments) will not be tolerated.
- It is the student's responsibility to arrive to class on time, to be in the appropriate attire for the class or activity, to have appropriate books and/or materials, and to be ready to work.
- Students are allowed in the building only under appropriate adult supervision. There is to be no loitering or loud noises in the halls, corridors, courtyards, or cafeterias. Students are only allowed in designated areas.
- Food items may be consumed only at brunch or lunch, in designated areas. Eating food or drinking beverages is not allowed in the classrooms or buildings.
- Students should observe traffic laws to and from school and at bus stops. Students should cross streets at marked crosswalks, remain in designated bus stop areas and respect the property of others. If the school allows students to ride bikes to school, students must walk their bikes while on campus.
- Students should wait to be picked up in designated areas and not cross in front of or between school buses or waiting vehicles.

II. School and Personal Property

- Students must treat school property and the personal property of others with respect. Students/parents will be held responsible for any necessary financial reimbursement.
- Students are responsible for all textbooks and materials assigned to them. Lost, damaged, or stolen items must be paid for, and students/parents will be billed for the replacement cost.
- Personal belongings not related to classroom activities (e.g., radios, tape players, cameras, toys, pets, etc.) may not be brought to school unless specific permission from a staff member has been given.
- Clothing, accessories, insignia (such as bandanas/handkerchiefs, earrings, hair designs), or actions which indicate gang affiliation, create a safety hazard, or disrupt school activities will not be tolerated. Such actions or the wearing and/or possession of these items may be cause for suspension.
- Hats, T-shirts, belt buckles, or other insignia items which advertise or promote tobacco, alcohol or drug use, which include profanity, or which promote any other inappropriate behavior are prohibited.
- The sale of any items on campus is prohibited without the specific approval of the school administration.

III. Prohibited Items

- Possession or use of a firearm on the school grounds, or on the way to and from school, is prohibited and will result in expulsion.
- Possession or use of knives or weapons of any kind on the school grounds, or on the way to and from school, is prohibited and is cause for suspension or expulsion.
- Possession or use of firecrackers, caps, matches, or other types of explosive material is not permitted on the school grounds and is cause for suspension or expulsion.

- Dangerous, potentially harmful, or disruptive objects (e.g., skateboards, pocket knives) are not permitted. This rule also applies to objects, which mimic dangerous items (e.g., switchblade combs, toy syringes, etc.).
- Possession, use, sale, buying or arranging to buy or sell drugs, alcohol, and other controlled substances (or items represented to be a controlled substance) is prohibited and will result in suspension or expulsion.
- Possession, use, sale, buying or arranging to buy or sell tobacco is prohibited and is cause for suspension.
- State law prohibits students from bringing any electronic signaling devices (beepers) on to the school campus. If brought to school, these devices will be confiscated.

IV. Prohibited Activities

- The school is a closed campus. Once students arrive at school they may not leave until they have been officially dismissed or they have received specific permission.
- Students are allowed in the building only under appropriate adult supervision. There is to be no loitering or loud noises in the halls, courtyard area and cafeteria. Students are only allowed in designated areas.
- Any actions or words, which may be defined or interpreted as sexual harassment will not be tolerated.
- Profane, vulgar or obscene language or action will not be tolerated.
- Gambling of any sort will not be tolerated and may result in suspension.
- Extortion, arson and theft will not be tolerated and may result in suspension and/or expulsion.
- Cyber bullying/cyber harassment shall be subject to discipline by school authorities.

Use of Electronic Communication Devices (Board Policy 5525)

Wireless communication devices provide the ability to send and receive information utilizing radio frequencies. Such devices include, but are not limited to, cell phones, pagers, personal data assistants (PDA), laptop computers with cellular/phone capability and two-way radios.

What is allowed at school: Cell phones are allowed at school subject to the following rules and regulations. The Morgan Hill Unified School District prohibits the use of all communication devices, which in its opinion, have limited or no educational value or their use creates learner distraction and disruption. Devices not allowed on campus or at school-sponsored activities include, but are not limited to, two-way radios and pagers, as well as PDA's and laptops with two-way messaging capabilities. The Morgan Hill Unified School District reserves the right to define the educational value of any new electronic wireless communication devices that may become available to the general public in the future and to prohibit their use if they have little or no educational value or if such use creates learner distraction or disruption.

As used in this section, "school property" includes, but is not limited to, electronic files and databases]

- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm," means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or

preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

Some common definitions and examples of hazing are:

HAZING:

Actions that violate the Morgan Hill Unified School District School Code of Conduct. This may be directed toward an act which ridicules, humiliates or embarrasses. [Ed. Code §48900 (q), definition of Hazing: engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.]

EXAMPLES SUCH AS:

- Identifying students by demeaning names
- Intentional isolation
- Scaring students with what may happen at initiation.
- Requiring students to wear ridiculous costumes or perform ridiculous activities.
- Stunt or skit nights/events with demeaning and/or crude skits and/or poems.
- Requiring students to perform personal service to students such as carrying books, running errands, performing maid duties, etc.
- Forced alcohol consumption
- Forced ingestion of vile substances
- Gang initiation
- Assault including paddling, beating
- Birthday Bashing

48900(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be

2. A pupil suspended from a school for any of the reasons enumerated in sections 48900 and 48900.2, may be assigned, by the principal to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated.
- Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the school site for the period of suspension in a separate classroom, building, or site for pupils under suspension. (Ed. Code § 48911.1 (b).)

Each pupil is responsible for contacting his/her teacher or teachers to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork. (Ed Code § 48911.1 (c)(4).)

At the time a pupil is assigned to a supervised suspension classroom, a school employee shall notify, in person or by telephone, the pupil's parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil's parent or guardian. (Ed Code § 48911.1 (d))

This section does not place any limitation on a school district's ability to transfer a pupil to an opportunity school or class or a continuation education school or class. (Ed Code § 48911.1 (e))

H. Procedures for Suspension by Principal or Superintendent (Ed Code § 48911)

1. A suspension of a pupil may be imposed by a principal or the superintendent. A principal may designate in writing one or more administrators at the school site to assist with disciplinary matters.
2. Suspension by the principal shall be preceded by an informal conference conducted with the pupil and, whenever practicable, the teacher or supervisor or other school employee who referred the pupil. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against the pupil and shall be given the opportunity to present the pupil's version and evidence in the pupil's defense. (Ed Code § 48911 (b))
3. A principal, the principal's designee or the superintendent may suspend a pupil without affording the pupil an opportunity for a conference only if the principal, the principal's designee or the superintendent determines that an emergency

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2. The superintendent, principal, or principal's designee may suspend a pupil for no more than five consecutive school days for any single offense (Ed. Code § 48911.)
3. Except as provided in F. 4. below, the total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment a pupil enrolls in, or is transferred to, another regular school, an opportunity school or class, or the continuation school, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. (Ed. Code § 48903).
4. In a case where expulsion from school or suspension for the balance of the semester from continuation school is being processed by the Board of Education, the superintendent or other person designated by the superintendent in writing may extend the suspension until such time as the Board of Education has rendered a decision in the action. However, an extension may be granted only if the superintendent or the superintendent's designee has determined, following a meeting in which the pupil and the pupil's parent or guardian are invited to participate, that the presence of the pupil at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the pupil or the pupil's parent or guardian has requested a meeting to challenge the original suspension, the purpose of the meeting shall be to decide upon the extension of the suspension order, in conjunction with the initial meeting on the merits of the suspension. (Ed Code § 48911 (g).)

5. The Board of Education may suspend a pupil enrolled in a continuation school or class for a period not longer than the remainder of the semester for any of the acts enumerated in 48900. The suspension shall meet the requirements of E.C. Section 48915 (Ed. Code § 48912.5)

G. Alternatives to Suspension

1. The superintendent, principal or principal's designee, or the Board of Education may require a pupil to perform community service on school grounds during nonschool hours in lieu of suspension. Community service includes but is not limited to work performed on school grounds relating to outdoor beautification, campus betterment, and teacher or peer assistance programs. Community service is not authorized for conduct for which suspension or expulsion is required. Section does not apply if pupil has been suspended, pending expulsion. (Ed. Code § 48911.1 (a).)

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3. During the period of the suspension, the pupil shall not be returned to the class from which the pupil was suspended, without the concurrence of the teacher of the class and the principal.
 4. The teacher may require the pupil to complete any assignments and tests missed during the suspension. (Ed Code § 48913)
 5. During the period of the suspension, a pupil shall not be placed in another class scheduled at the same time as the class from which the pupil was suspended. (Ed Code § 48910 (b))
 6. A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or designee for consideration of a suspension from school. (Ed Code § 48910 (c))
 7. A teacher may require that a suspended pupil's parent or guardian attend a portion of a school day in his or her child's or ward's classroom if the pupil has been suspended for violation of sections i and/or k of Section 48900. (Ed Code § 48900.1)
- If the parent of a pupil is to be required to attend school with the pupil, the principal shall:
- a. send a written notice to the parent or guardian stating that attendance in class by the parent or guardian is required by law and specifying the date and time the parent is requested to attend class (attendance required only by a parent who is actually living with the pupil);
 - b. ensure that the parent or guardian attending class meets with a school administrator after completion of the classroom visit and before the parent leaves the school site; and
 - c. contact parents or guardians who do not respond to the written request to attend the class.

Reasonable factors that may prevent attendance shall be taken into account.

J. Suspension by the Board of Education (Ed. Code § 48912.)

1. The Board of Education may suspend a pupil from school for any of the acts enumerated in part B above for up to 20 school days, subject to the maximum days of suspension per year for a pupil (as described in E.3. above).
2. The Board of Education shall, unless a request has been made to the contrary, hold a closed session to consider the Board's suspension of, disciplinary action

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against, or any other action, except expulsion, against any pupil, if a public hearing upon that question would lead to the giving out of information concerning a pupil which would be in violation of current law.

3. Before calling a closed session to consider a suspension by the Board, the Board of Education shall, in writing, by registered or certified mail or by personal service, notify the pupil and the pupil's parent or guardian, or the pupil if the pupil is an adult, of the intent of the Board of Education to call and hold a closed session. Unless the pupil or the pupil's parent or guardian shall, in writing, within 48 hours after receipt of the written notice of the Board of Education's intention, request that the hearing be held as a public meeting, the hearing to consider these matters shall be conducted by the Board of Education in closed session. In the event that a written request is served upon the secretary of the Board of Education, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any pupil other than the pupil requesting the public meeting, shall be in closed session.

K. Recommending Expulsions Under Particular Circumstances (Ed. Code § 48915.)

1. (Mandatory) (Ed. Code § 48915 (c)) The principal or the superintendent shall recommend a pupil's expulsion for the following conduct committed at school or at a school activity off school grounds:
 - a. Possessing, selling or furnishing a firearm if possession is verified by a school employee and the pupil did not have permission from a certificated employee for the possession with such permission being concurred in by the principal.
 - b. Brandishing a knife as defined in Education Code section 48915 (g) at another person.
 - c. Unlawful selling of a controlled substance (listed in Health and Safety Code sections 11053, et seq.)
 - d. Attempting or committing sexual assault or committing sexual battery.
 - e. Possession of an explosive.
2. (Quasi-Mandatory) (Ed. Code § 48915 (a)) The principal or the superintendent shall recommend a pupil's expulsion for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate due to the particular circumstances:
 - a. Causing serious physical injury to another person, except in self-defense.
 - b. Possession of any knife (as defined in Education Code section 48915 (g)), or other dangerous object of no reasonable use to the pupil.

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school days. Reasons for the extension of the time for the hearing shall be included as part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay. (Ed. Code § 48918 (a))

7. A record of the administrative hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made. (Ed. Code § 48918 (g))
8. The administrative panel may, upon finding that good cause exists, determine that the disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declaration which shall be examined only by the administrative panel. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness, shall be made available to the pupil. (Ed. Code § 48918 (f))

9. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. (Ed. Code § 48918 (h))

10. Either party in the expulsion hearing may have appropriate representation including legal representation.

11. The administrative panel shall exclude from the hearing, during the examination of witnesses, any or all other witnesses in the matter being investigated except as otherwise required by law.

12. Within three school days following the hearing, the panel shall determine whether to recommend the expulsion of the pupil to the Board of Education. If the administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil shall be immediately reinstated and permitted to return to a classroom instruction program, any other instruction program, a rehabilitation program, or any combination of these programs. Placement in one or more of these programs shall be made by the superintendent or the superintendent's designee after consultation with school district personnel, including the principal and the pupil's teachers, and the pupil's parent or guardian. The decision not to recommend expulsion shall be final. The findings of fact to

support this decision shall be submitted to the Board of Education. (Ed. Code § 48918 (e))

If the administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the Board of Education. All findings of fact and recommendations shall be based solely on substantial evidence presented at the hearing. (Ed. Code § 48918 (f))

13. The superintendent or the superintendent's designee shall notify the family, in writing, within 3 days of the panel's findings when the panel has recommended expulsion and the date on which the Board of Education will consider final action.
14. The Board of Education may meet in closed session for the purpose of deliberation and determining if the pupil should be expelled. If the Board of Education admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil shall also be allowed to attend the closed deliberations. (Ed. Code § 48918 (c))
15. The Board of Education may exclude from any such private or public meeting, during the examination of witnesses, any or all other witnesses in the matter being investigated.
16. If the Board of Education accepts the recommendation for expulsion, such acceptance shall be based upon a review of the findings of fact submitted by the administrative hearing panel. No evidence to expel shall be based solely upon hearsay evidence. A decision of the Board of Education to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in this policy. (Ed. Code § 48918 (f))
17. Final action to expel a pupil shall be taken only by the Board of Education in a public session. A decision of the Board of Education to expel a pupil shall be made within 40 school days after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the principal or superintendent, unless the pupil requests in writing that the decision be postponed. (Ed. Code § 48918 (a) & (j))
18. Written notice shall be sent to the pupil or the pupil's parent or guardian of: (a) any decision to expel or to suspend the enforcement of an expulsion order during a period of probation; (b) the right to appeal the expulsion to the County Board of Education; (c) the obligation under law of the parent, guardian, or pupil, to inform any new school district of the pupil's expulsion; and (d) the educational alternative placement during the student's expulsion. (Ed. Code § 48918 (j))

resides or by whom the minor is employed, and on the minor if the minor is twelve years of age or older.

To require the attendance of the student against whom expulsion is being sought or to require the attendance of the district's management employee, a subpoena is not required if written notice requesting the witness attend is served on the attorney of that party. This notice must be served at least ten days before the time required for attendance unless the governing board or administrative hearing panel specifies a shorter time. If demanded, such a witness must be paid witness fees and mileage before being required to testify. The giving of such notice has the same effect as serving a subpoena on the witness. If this notice is served at least twenty days before the time required for attendance, or within such shorter time as the governing board or administrative hearing panel may order, the notice may request that the party bring books, documents or other things. The notice must specify the exact materials or things desired and that the party has them in his or her possession or under his or her control. Within five days thereafter or such other period as the board or hearing panel may allow, the party upon whom the request is made may serve written objections to the request with a statement of the reasons for the objections. Upon the requesting party noticing a motion and showing good cause and the materiality of the items to the issues, the governing board or the administrative hearing panel may order the production of the items unless the objecting party establishes good cause for nonproduction or production under limits or conditions.

Should the Board or panel hearing the subpoena request determine that requiring the witness to testify at the hearing would subject the witness to an unreasonable risk of physical or psychological harm, the Board or panel can determine to issue a subpoena requiring that the witness provide a written statement. The witness' name and identity information shall be deleted from the copy of the written statement given to the pupil for whom expulsion is being considered.

The party requesting the subpoena must pay a witness fee and mileage to the subpoenaed witness unless the witness is a party. Public officers or employees who are subpoenaed receive mileage but not the witness fee. The witness fee and mileage fee are set by law and subject to change. As of the adoption of this policy, the witness fee is \$35.00 a day and the mileage fee is \$.20 per mile.

N. Suspension of Order to Expel

1. The Board of Education, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program which is deemed appropriate for the rehabilitation of

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the pupil. During the period of the suspension of the expulsion order, the pupil shall be deemed to be on probationary status. The suspension of an expulsion order under this section may be revoked by the Board of Education if the pupil commits any of the acts enumerated in this policy or for any violation of the district's rules and regulations governing pupil conduct. Upon revocation of the suspension of an expulsion order a pupil may be expelled under the terms of the original expulsion order. (Ed. Code § 48917)

2. Upon satisfactory completion of the rehabilitation assignment of a pupil, the pupil shall be reinstated by the Board of Education. Upon reinstatement, the Board of Education may also order the expungement of any or all records of the expulsion proceedings.
3. A decision of the Board of Education to suspend an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education. Any appeal shall be filed within 30 days of the original vote of the Governing Board. (Ed. Code § 48919)

O. Length of Term of Expulsion Order; Readmission of Pupil

1. An expulsion order shall remain in effect until such time as the Board of Education may order the readmission of a pupil. At the time an expulsion is ordered, for an act other than those in § 48915 (c), the Board of Education shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred. For a pupil who has been expelled pursuant to (48915 (c)), the Board of Education shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the District, except that the Board may set an earlier date for readmission on a case-by-case basis.

2. At the time of the expulsion order, the Board of Education shall recommend a plan of rehabilitation for the pupil, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

3. Requests for readmission shall be filed with the superintendent or the superintendent's designee. Such requests for readmission shall be submitted sixty days before the beginning of the semester for which readmission is sought shall state the reasons for readmission, and shall document successful compliance with the plan of rehabilitation. The superintendent or the superintendent's designee will submit recommendations to the Board within thirty days thereafter, shall

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comprehensive school or elementary school and that the only option is at another comprehensive school or elementary school. (Ed. Code § 48915 (f)):

Original Adoption: February 5, 1979

Revised: January 25, 1999

Revised: September 27, 1999

Revised: April 23, 2001

Revised: July 19, 2004

Revised: January 31, 2012

Exclusion (Board Policy 5140)

I. Grounds for Exclusion

The Governing Board of the Morgan Hill Unified School District may exclude a student from school attendance for any of the following reasons:

- (1) Filthy or vicious habits;
- (2) Sufferance from a contagious or infectious disease;
- (3) Failure to obtain proper immunization for contagious or infectious diseases pursuant to Health and Safety Code section 120325 *et seq.* and/or failure to present evidence of such immunization; provided, however, that a student shall not be excluded for this reason if he or she is exempt from the immunization requirement for religious or medical reasons pursuant to Health and Safety Code section 120365 or 120370;
- (4) The student resides in an area where a contagious, infectious or communicable disease exists or has recently existed, and that area is subject to strict isolation or quarantine of contacts; provided, however, that such students may attend school with the written permission of the authorized health officer;
- (5) Physical or mental disability which causes his or her attendance to be inimical to the welfare of other students; or
- (6) The student is under the legal age of attendance, except as otherwise provided by the law (E.C. 48210).

II. Due Process

When a student has a contagious or infectious disease or other health condition which would cause his/her attendance to be inimical to the welfare of other students, and prior to recommending exclusion to the Governing Board, the Superintendent shall appoint an Attendance Review Committee (ARC) to determine the most appropriate educational setting for the student based on his/her particular needs.

Except in cases of emergency as provided by law, the parent or guardian of a child whose exclusion is recommended by the Superintendent shall receive prior written notice and an opportunity to meet with the Governing Board to discuss the proposed exclusion. The decision to exclude a student from school shall be subject to periodic review in accordance with the procedures set forth in Administrative Regulation 5140.

III. Confidentiality

In all proceedings and communications pertaining to a student's exclusion, District personnel shall strictly observe state and federal laws regarding confidentiality of student records and the student's right to privacy.

MOST RECENT REVISION: September 28, 1998

Supporting Regulation: Exclusion

I. Grounds for Exclusion and Duration

The Governing Board of the Morgan Hill Unified School District may properly exclude a student from school for any of the reasons stated in Board Policy 5140. Once this decision is made, the student shall be sent home immediately and shall not be permitted to return to school and/or attend regular classes unless and until the District is satisfied, upon review of its decision, that the circumstances justifying the initial exclusion no longer exist.

II. Due Process

A. Notice

Prior to excluding a student for filthy or vicious habits or because the student has a contagious or infectious disease, the Superintendent or designee shall send a written notice to the student's parent or guardian which shall contain the following information:

- (1) A statement of the facts leading to a decision to propose exclusion of the child.
- (2) A statement that the parent of the child has a right to meet with the Governing Board to discuss the proposed exclusion.
- (3) A statement that at any meeting with the Governing Board held to discuss such proposed exclusion, the parent or guardian shall have an opportunity to inspect all documents that the Governing Board relied on in its decision to propose exclusion of the child; to challenge any evidence, to confront and question any witness presented by the Governing Board, and to present oral and documentary evidence on the child's behalf, including witnesses. The statement shall also include notice that the parent or guardian may designate one or more representatives to be present with the parent or guardian at the meeting.

Grades/Evaluation of Student Achievement (Board Policy 5121)

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those areas needing improvement. Parents/ guardians and students have the right to receive course grades that represent an accurate evaluation of their student's achievement.

Teachers shall evaluate a student's work in relation to the content standards of the course. The Superintendent or designee shall establish and regularly evaluate a uniform grading system, and principals shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and standards. Students shall have the opportunity to demonstrate this mastery through a variety of channels such as classroom participation, homework, tests and portfolios. The Board recognizes that portfolios may be especially useful in assessing how skills, knowledge and thought processes have been combined from a number of different subject areas.

When reporting student grades to parents/guardians, teachers may add narrative descriptions, observational notes and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

The Board recognizes that the developmental levels of young children vary a great deal. In order to give parents/guardians more information and also promote students' self-esteem and experiences of success, students in grades K-6 shall receive a standards based report card. Students in grades K-3 are evaluated in each subject area based on their performance of grade-level standards; students in grades 4-6 are evaluated using letter grades in addition to subject area performance of grade-level standards.

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

Unexcused Absences (Grades 9-12 only)

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement, which he/she missed, the teacher may lower the student's grade for nonperformance.

Students with excessive unexcused absences (eight absences per semester grading period) may be given a failing grade and not receive credit for the course(s). Teachers may, in their best professional judgment, assign a failing grade to a student with excessive unexcused absences. The student or the student's parent or guardian shall be provided with an opportunity to explain the absences. The District shall notify the student's parent or guardian of this unexcused absence policy through an annual notice or through the teacher.

Original adoption: June 19, 2003

Revised: October 11, 2004

Reviewed: June 26, 2007 (Renumbered replacing BP 6155)

Revised: September 13, 2011

Supporting Regulation:

Written report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

Grades for Achievement K-6

In grades K-6, teachers shall use content standards based report cards to indicate the student's level of achievement. Report cards are issued each trimester to indicate the student's level of achievement.

In grades 4-6 criteria for determining grades for achievement may include but are not limited to:

1. Preparation of assignments, including accuracy, legibility and promptness
2. Contribution to classroom discussions
3. Demonstrated understanding of concepts in tests and other assessments

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

A teacher may, in his or her best professional judgment, assign grades which reflect, not completion of course work, but the student's demonstration of achievement of course content standards. Teachers are encouraged to allow for trends in the quality of student work. For example, when a student finishes a grading period doing high quality work, which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement. Similarly, high grades at the beginning need not compensate for a downward trend in achievement.

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)

Participation in Extra/Co-Curricular Activities (Grades 7-12)

Students in grades 7 through 12 must earn at least a 2.0 or C grade point average in the previous grading period in order to participate in extra/co-curricular activities. See Board Policy 6145. (Education Code 35160.5)

To encourage and support academic excellence, the Board requires students in grades 7-8 to earn a minimum of a 2.0 grade point average on a 4.0 scale in order to participate in extra/co-curricular activities. To encourage and support academic excellence, the Board requires students in grades 9-12 to earn a minimum of a 2.0 or C grade point average on a 4.0 scale and maintain satisfactory progress toward graduation in order to participate in extra/co-curricular activities. See Board Policy 6145.

Honor Roll (Grades 7-12)

Each secondary school shall post an Honor Roll. All courses except Pass/Fail shall be counted in computing eligibility for the Honor Roll. To qualify for the Honor Roll, a student must receive no current grade below a C and have a grade point average of 3.5 or better.

Advanced Placement/Honors Courses (Grades 9-12)

The district wishes to encourage students to take advanced placement (AP) and honors courses. AP courses are developed by the College Board and approved by the University of California system. Honors courses are developed by the district and approved by the University of California. Because of the extra work involved, the evaluation system shall be weighted to reflect the more rigorous nature of these courses. Grades received in these courses will be counted on a weighted scale. All students who take an advanced placement

(AP) course are expected to take the related College Board Advanced Placement Exam to receive the weighted grade point. The advanced placement course will be noted on the student's transcript.

Following is the weighted scale for honors courses and advanced placement courses for which a student takes the related advanced placement exam:

A	=	5 grade points
B	=	4 grade points
C	=	3 grade points
D	=	1 grade point
F	=	0 grade points

Pass/Fail Grading (Grades 9-12)

With parental approval, a student may elect to earn a *Pass* or *Fail* grade instead of an A-F grade in the following courses:

1. All courses taken in the Special Education Program
2. Students shall be graded Pass/Fail for classes in which they serve as student aides.

Students who receive a *Pass* grade will acquire the appropriate semester units of credit for the course, and the grade will not be counted in determining class rank or grade point average and co-curricular eligibility. Students who receive a *Fail* grade will not receive credit for taking the course.

Repeated Classes (Grades 9-12)

With the prior approval of the principal or designee, a student may repeat a course in order to raise his/her grade. The student shall receive credit only for taking the course once.

Both grades received will be entered on the student's transcript with the highest grade receiving the credit. It should be noted that the University of California/California State University system will not accept repeat course grades if the student initially received a C or better. (California Code of Regulations Title V, section 58161)

Withdrawal from Classes (Grades 9-12)

A student who submits a *Request for Withdrawal Form* during the first two weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first two weeks of the semester shall receive a W/F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Unexcused Absences (Grades 9-12)

meeting with the parent, teacher and school counselor (if applicable), to discuss the relative merits and problems of acceleration. Consideration of alternatives will be explored. Whenever a decision is made to accelerate a student, the principal shall secure an agreement, signed by the parent/guardian, stating the conditions of the acceleration and the rationale for the decision. The principal shall assume responsibility for completing and filing a summary of all recommendations and actions taken relating to the decision to accelerate in the pupil's permanent record.

Retention at the Kindergarten Level

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten for not more than one additional school year. (*Education Code 48011*)

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (*Education Code 46300*)

Retention at Other Grade Levels

Students may be retained at any grade level if, based upon test scores, grades, or other academic indicators, his or her teacher recommends retention. The Superintendent or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels: (*Education Code 48070.5*)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading; proficiency in reading, English language arts and mathematics shall be the basis for identifying students between grades 4 and 5; between intermediate and middle school grades, and between middle school grades and high school grades using the following criteria: (*Education Code 48070.5*)

Second to Third Grade (Reading only)

A student must meet at least one of the following applicable reading standards; otherwise, he or she shall be considered for retention in the second grade:

1. Running Record Level 18 or
2. Below Basic on the California Standards Test (CST) in English/language arts, or
3. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
4. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Third to Fourth Grade (Reading only)

A student must meet at least one of the following applicable reading standards; otherwise, he or she shall be considered for retention in the third grade:

1. Running Record Level 24, or
2. 25th percentile on CAT 6 Reading Comprehension Sub Test, or
3. Below Basic on the California Standards Test (CST) in English/language arts, or
4. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
5. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Fourth to Fifth Grade (Reading, Language Arts, and Mathematics)

A student must meet at least one of the following applicable standards in each of the three specified content areas of reading, language arts, and mathematics; otherwise, he or she shall be considered for retention in the fourth grade:

Reading

1. Running Record Level 26, or
2. Below Basic on the California Standards Test (CST) in English/language arts, or
3. A grade of C- or better in reading based on students meeting at least 60 % of the standards, or
4. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
5. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Language Arts

1. Below Basic on the California Standards Tests (CST) in English/language arts, or

Mathematics

1. Below Basic on the California Standards Test (CST) in mathematics, or
2. A grade of C- or better based on students meeting at least 60 % of the standards, or
3. A student who has made satisfactory progress toward meeting his/her Individualized Education Program or 504 plan goals which are aligned to state and district standards when the handicapping condition is not related to the determination to retain, or
4. A designated English Language Learner who has made satisfactory progress toward acquiring English as measured by the Student English Learner Profile, test scores, grades, and/or other objective measures.

Right of Teacher to Waive Criteria

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (*Education Code 48070.5*)

Similarly, if the student is determined to have met one or more of the promotion criteria the student shall be promoted to the next grade level unless the student's regular classroom teacher determines, in writing, that promotion is not warranted.

Conditional Promotion

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parent/guardian and the principal before any final determination of retention or promotion. (*Education code 48070.5*)

Designation of Responsible Teacher

If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (*Education Code 48070.5*)

Parent Notification

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parent/guardian as early in the school year as practicable. Whenever possible, this notification shall occur at the elementary level no later than the fall parent/teacher conferences or the end of the first trimester reporting period. At the

secondary level, this notification shall occur by the end of the first semester. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (*Education Code 48070.5*)

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that his/her child is at risk of retention.

Parent/Guardian Appeal Process

The teacher's decision to promote or retain a student may be appealed consistent with Governing Board policy, administrative regulation and law.

The burden shall be on the appealing party to show why the teacher's decision should be overruled. (*Education Code 48070.5*)

To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 15 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the appealing party and the teacher. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within 10 school days. Within 30 calendar days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Governing Board, the Board may also meet with the appealing party, the teacher and the Superintendent/ designee to decide the appeal. The decision of the Board shall be final.

If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

Supplemental Instructional Programs

With the consent of the parent/guardian, the Superintendent or designee may require a student who has been recommended for retention or has been identified as being at risk of retention to participate in a supplemental instructional program. Such programs shall be offered during the summer, after school, on Saturdays and/or during intersessions. Services

Continuation High School

Beginning with the class of 2009 to obtain a diploma of graduation from a continuation high school, students shall complete at least 220 credits including the following course credits by grade 12:

- 40 English credits
- 30 Social Studies credits including:
 - o 10 World History
 - o 10 United States History
 - o 5 Civics
 - o 5 Economics
- 30 Mathematics credits (At least one mathematics course shall meet or exceed state academic content standards for Algebra I.)
(Up to 10 of the 30 credits required in math may be met by taking Algebra 1 and/or geometry in middle school. However these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 20 Science Credits including:
 - o 10 Physical Science
 - o 10 Life Science
- 20 Physical Education Credits
- 20 Credits that are a combination of any two of the three areas - Applied Arts, Visual and Performing Arts, World Language. (Up to 10 credits required in World Language may be taken in middle school. However, these middle school courses cannot be used to meet the 220 high school credit graduation requirement.)
- 60 Additional credits of the student's choice

In the case of a course that is listed in more than one subject area, a student may apply such a course to only one subject area requirement.

Student Class Designation

Students earn 5 units of credit per semester course passed. Students' class designation will be based upon earned credits:

- 0-39 earned credits – Freshman
- 40-99 earned credits – Sophomore
- 100-159 earned credits – Junior
- 160-completion (220 required to graduate) – Senior

Course Load

All 9th, 10th, and 11th grade students at the comprehensive high schools are required to take 6 classes each semester. All 12th grade students at the comprehensive high schools are required to take a minimum of 5 classes each semester.

Conditions for Meeting Graduation Requirements

Courses taken in summer school may apply toward meeting course requirements.

Enrollment in physical education is required in grade 9. An additional 10 units is required in grades 10-12. Additional physical education courses may be taken for elective credit in grades 10-12.

220 units represent a minimum requirement. Students are encouraged to earn at least 240 units of credit prior to receiving a diploma.

Supplemental Methods of Earning Credit for Graduation

In addition to credits earned through attendance at district schools, full credit may be accepted (with principal approval) for comparable work successfully completed through the following:

- Courses offered by other public high schools;
- Portable Assisted Study Sequence (PASS) Program
- Courses offered by accredited private high schools;
- Concurrent enrollment in community college or accredited college or university as provided for in the Education Code (Dual credit may be awarded);
- Courses offered by regional occupational centers or programs;
- University of California high school correspondence courses;
- Courses offered by an accredited adult school; and/or
- Courses offered through the district's Independent Study program.

The governing board shall grant to a pupil for the satisfactory completion of work experience education established under Education Code Section 51760 credit in an amount not to exceed a total of 40 semester credits made up of one or a combination of two or more of the following types:

- (a) For Exploratory Work Experience Education: Ten (10) credits for each semester, with a maximum of twenty (20) credits earned in two semesters.
- (b) For General Work Experience Education: Ten (10) credits for each semester with a maximum of forty (40) credits.
- (c) For Vocational Work Experience Education: Ten (10) credits for each semester with a maximum of forty (40) credits.

Supplemental instruction shall include summer school instructional programs for students in grades 7-12 who do not demonstrate sufficient progress toward passing the exit examination.

Additional Instructional Time

Students who have not passed the California High School Exit Examination by the end of grade twelve shall have the opportunity to receive up to two additional years of intensive instruction and services in order to pass the CAHSEE and obtain a high school diploma pursuant to Education Code 37254.

ORIGINAL ADOPTION: June 6, 2005
(Effective with Class of 2008)
(Replaces AR 5351.1 which will expire after the Class of 2007)
REVISED: December 17, 2007

Graduation and Competency Standards for Students with Disabilities (Board Policy 6146.4)

The federal Individuals with Disabilities Education Act (20 USC 1412(a)) and its implementing regulations (34 CFR 300.320) require each student's IEP to contain statements of measurable annual goals that would enable the student to progress in the general curriculum. The IEP must also contain an explanation as to the extent, if any, to which the student will participate in the administration of state and district assessments (e.g., the STAR exam and the high school exit exam).

The Individualized Education Program (IEP) team shall determine the appropriate standards and assessments, as well as the accommodations that may be required for students with disabilities.

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or co-curricular activities. (Education Code 35160.5)

High School Diploma and Certificate of Completion

A student with disabilities may be awarded a high school diploma upon satisfactory completion of the course of study, which is aligned to the district graduation requirements and specified in his/her IEP, and upon successful completion of the high school exit exam. The high school exit exam shall be administered in accordance with requirements and accommodations as specified in the student's IEP.

All students subject to the requirements of the high school exit exam shall receive "adequate notice" as specified in law and Board policy. (Education Code 48980, 60850)

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Governing Board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP

2. Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP

3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

In accordance with Education Code 56391, a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

ORIGINAL APPROVAL: May 19, 2009

Intradistrict Open and Choice Enrollment (Board Policy 5116.1)

The Board of Education desires to provide options that meet the diverse needs and interests of the District's students. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, board policy and administrative regulations.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district.

Enrollment Priorities

1. If a district school receiving Title I funds is identified for program improvement, corrective action or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school or charter school.
2. If while on school grounds a student becomes a victim of a violent criminal offense, he/she shall be provided an option to transfer to another district school or charter school.
3. If a student attends a school as defined by the State Board of Education, or attends a school designated by the California Department of Education as persistently dangerous, he/she shall be provided an option to transfer to another district school or charter school.

For all other applications for enrollment outside a school's attendance area, the

7. The Superintendent or designee shall inform applicants by mail for open enrollment by mail by March 1 as to whether their requests have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.
8. Applicants who receive approval to attend a school outside the attendance area of the school of residency must confirm their enrollment within one week of notification.

9. Applications may continue to be submitted to the District Office after the open enrollment period. Such applications will be date stamped and forwarded to the Educational Services Division as part of the choice enrollment process described below.

Selection Procedures (Choice enrollment for schools at capacity):

1. Applications for schools at capacity may be submitted during the open enrollment period, and may continue to be submitted after that time as part of the choice enrollment process.
2. Choice enrollment applications shall be available at all schools and the District Office. Completed choice enrollment applications must be submitted to the District Office.
3. All applications will be date stamped and forwarded to the Educational Services Division.
4. When an opening becomes available, the principal of the school requested will notify the parent and the home school.
5. All openings will be filled on a date stamp priority basis except for situations judged by the principals of both the home and receiving schools to be a student support priority.
6. Notification of openings will be made as soon as possible.

Application Expiration Date:

All applications submitted in a given calendar year expire on December 21 of that same year. Parents who have not received notification of available space from the school of choice by December 21 must submit a new application during the next official open enrollment period in January or at any time thereafter.

Transportation:

A parent/guardian who wishes to take advantage of the open or choice enrollment opportunity must provide transportation to and from school.

Appeals:

All complaints and appeals must be filed in writing with the Assistant Superintendent of Educational Services.

REVISED: October 22, 2007

RENUMBERED: August 24, 2010 (replaced AR 5162)

Date and Time Received

MORGAN HILL UNIFIED SCHOOL DISTRICT
15600 Concord Circle, Morgan Hill, CA 95037
Phone (408) 201-6030 Fax (408) 201-6038
APPLICATION FOR OPEN ENROLLMENT CHOICE PLACEMENT
Completed forms are to be delivered to the District Office - Enrollment Center
SOLICITUD PARA HACER CAMBIO DE ESCUELA DE RESIDENCIA
Formas debidamente llenadas favor de entregarlas en la oficina del Distrito - Centro de Inscripciones

Application for School Year: _____ MTUSD District Employee? _____
Año escolar solicitando _____

Student Name: _____ Birthdate: _____ Current Grade: _____ Grade Entering: _____
Nombre del estudiante _____ Fecha de nacimiento _____ Grado actual _____ Grado siguiente _____

Address, City & Zip Code: _____
Domicilio (incluya ciudad y código postal) _____

Mailing Address (if different from above) _____
Dirección postal (si difiere) _____

Parent Name(s) _____ Home Phone: _____
Nombre de los padres _____ Teléfono de casa _____

Work Phone (Father) _____ Work Phone (Mother) _____
Teléfono del trabajo del padre _____ Teléfono del trabajo de la madre _____

School of Residence _____ School Requested _____
Escuela de residencia _____ Escuela solicitada _____

Receiving Special Ed/Recibe educación especial: Yes/SI _____ No/No _____ Type/De qué tipo?: _____
Reason for Request, if applicable (Motivo de la petición) _____

Applications for open enrollment/choice placement may be submitted during the official open enrollment period in January or at any time thereafter. The selection process shall be random and unbiased using a lottery system. The District retains the authority to maintain appropriate balances among schools. All applications expire on December 21 of the year in which they are submitted. You will receive notification from the school of choice if and when space becomes available for your student. Please note: The District does not provide transportation outside of a school's established attendance area. This placement will be renewed automatically each year. Once a student enrolls in a school under this policy he/she is deemed to be a resident of that school and would need to apply to return to the school in his/her home attendance area or to another school in the district. When a student moves from one level to another level (e.g. from elementary school to middle school), he/she shall attend the school in his/her attendance area. Any complaints or appeals must be filed with the Assistant Superintendent of Educational Services.

Las solicitudes para hacer cambio de escuela de residencia se recibirán a partir de cuando inicie el periodo oficial en Enero. El proceso de selección será aleatorio y desinteresado. El Distrito retiene la autoridad para mantener balances apropiados entre las escuelas. El plazo vence el día 21 de Diciembre del mismo año, después de esa fecha no se aceptarán más solicitudes. Usted recibirá notificación de la escuela solicitada siempre y cuando haya espacio disponible para su estudiante. Por favor tenga en cuenta que el Distrito no proveerá transporte fuera del área establecida. Esta solicitud se renovará de manera automática cada año. Cuando un estudiante se registra en la escuela solicitada bajo las condiciones de ésta política, entonces el estudiante se considera como residente de esa escuela. Si el estudiante desea hacer otro cambio de escuela, entonces tendrá que llenar una nueva solicitud. Cuando el estudiante cambia de nivel (por ejemplo, pasa de primaria a secundaria), el estudiante asistirá a la escuela que le corresponde basando en la ubicación de su domicilio de residencia. Las quejas o apelaciones derivadas por este proceso, deberán ser dirigidas al Superintendente Auxiliar de Servicios Educativos.

Parent/Guardian Signature (Firma del padre o madre) _____ Date (Fecha) _____

SUBMIT ALL COPIES OF FORM! PROCESAR TODAS LAS COPIAS DE ESTA FORMA!

For School Use Only!

☐ Approved

☐ Parent Declines Placement

Date: _____ Time: _____

Open Enrollment: Parent/Guardian confirmation of consent must be within two weeks of approval.

Distribution of copies: District - White, Parent - Yellow, School of Residence - Pink, School of Choice - Goldendred

For District Office Use Only:
Date sent to Receiving School: _____
Student #: _____

Revised: 03/27/09

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Unexcused Absences

Absences for reasons other than those listed above are considered Unexcused.

After 3 days, absences for reasons unknown to our Attendance Office are considered Unexcused.

In addition, the Governing Board has determined that upon written request from parent or guardian and approval of the principal or designee, student's absence may be excused for justifiable personal reasons including, but not limited to:

- Court appearance
- Religious holiday or ceremony
- Religious retreat not to exceed four hours per semester
- Employment interview or conference
- Appearance at Student Attendance Review Board or Student Attendance Review meetings
- Appearance at a funeral of someone other than a member of the immediate family

Leaving Campus

In order for a student to leave campus during the school day a student must check out through the Attendance Office by having a parent call or bringing a note from a parent upon return to school, the student must check in at the Attendance Office, and bring the note signed by the medical provider (if the student was at a medical appointment) or parent.

Family Trips, Personal Appointments and Business

Although strongly discouraged, missing school for a family trip is sometimes unavoidable. These absences are considered Unexcused according to the State Education Code. Students missing school should contact his/her teachers as soon as possible to request make-up work.

STUDENTS (Board Policy 5110)

Admission

The Governing Board believes that all children should have the opportunity to receive educational services. Staff shall encourage parents/guardians to enroll all school-aged children in school.

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The Superintendent or designee shall maintain procedures which provide for the verification of all entrance requirements specified in law and in Board policies and regulations.

ORIGINAL ADOPTION: August 23, 2001

Supporting regulation

Admission

A. Residents

A student shall be eligible for enrollment and attendance in the schools of the District when he/she is a resident of the District and of such age and having such qualifications as set forth by lawful rules and regulations.

A child shall be admitted to kindergarten at the beginning of a school year, or at any later time in the same year if the child will have his or her fifth birthday on or before December 2 of that school year. Students not of age by December 2 may not be enrolled for early entry into kindergarten. A child who will have reached the age of six years on or before December 2 of the school year shall be eligible for enrollment in first grade. The method of proof of age may be in the form of a certified copy of a birth record or a statement by the local registrar or a county recorder certifying the date of birth, or a baptism certificate duly attested, or a passport, or, when none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian of the minor, in any other appropriate means of proving the age of the child.

The District shall admit only those students who provide proof of district residency. Such proof shall be required prior to enrollment.

- Student must be a California resident.
- Minors must attend school in the district in which they and their parents, guardians, or caregivers reside.
- Leaving a residence for a temporary purpose does not change the residency status.
- Pupils may establish residency separate from that of their parents, guardians, or caregivers when any of the following occurs:
 - Court placement in licensed children's facility, state hospital, or licensed foster home within district boundaries
 - Emancipated (by marriage, military, or superior court order) and lives within district boundaries
 - Adult (over age 18)
 - Hospitalized within district boundaries for temporary disability or illness
 - A student not residing within the district shall be deemed a district resident if an interdistrict attendance agreement is in effect or if the student is confined to a district area hospital or residential care facility for treatment of a temporary disability.
 - District residency may also be granted to an elementary grade student not residing in the district if the student's parent/guardian works within the district boundaries. Proof of

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Caregiver's Authorization Affidavit

Use of this affidavit is authorized by Part 1.5 (commencing with Section 6550) of Division 11 of the California Family Code.

Instructions: Completion of items 1-4 and the signing of the affidavit is sufficient to authorize enrollment of a minor in school and authorize school-related medical care. Completion of items 5-8 is additionally required to authorize any other medical care. This affidavit is not valid for more than one year after the date on which it is executed. **Print Clearly.**

The minor named below lives in my home and I am 18 years of age or older.

1. Name of Minor: _____
2. Minor's birth date: _____
3. My name (adult giving authorization): _____
4. My home address: _____

5. () I am a grandparent, aunt, uncle, or other qualified relative of the minor (see back of this form for a definition of "qualified relative").

6. Check one or both (for example, if one parent was advised and the other cannot be located):

() I have advised the parent(s) or other person(s) having legal custody of the minor of my intent to authorize medical care, and have received no objection.

() I am unable to contact the parent(s) or other person(s) having legal custody of the minor at this time, to notify them of my intended authorization.

7. My date of birth: _____
8. My California drivers license or identification card number: _____

Warning: Do not sign this form if any of the statements above are incorrect, or You will be committing a crime punishable by a fine, imprisonment, or both.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date: _____ Signed: _____

Notices:

1. This declaration does not affect the rights of the minor's parents or legal guardian regarding the care, custody, and control of the minor, and does not mean that the caregiver has legal custody of the minor.
2. A person who relies on this affidavit has no obligation to make any further inquiry or investigation.
3. This affidavit is not valid for more than one year after the date on which it is executed.

Additional Information:

TO CAREGIVERS:

1. "Qualified relative", for purposes of item 5, means a spouse, parent, stepparent, brother, sister, stepbrother, stepsister, half-brother, half-sister, uncle, aunt, niece, nephew, first cousin, or any person denoted by the prefix "grand" or "great", or the spouse of any of the persons specified in this definition, even after the marriage has been terminated by death or dissolution.
2. The law may require you, if you are not a relative or a currently licensed foster parent, to obtain a foster home license in order to care for a minor. If you have any questions, please contact your local department of social services.
3. If the minor stops living with you, you are required to notify any school, health care provider, or health care service plan to which you have given this affidavit.
4. If you do not have the information requested in item 8 (California driver's license or I.D.), provide another form of identification such as your social security number or Med-Cal number.

TO SCHOOL OFFICIALS:

1. Section 48204 of the Education Code provides that this affidavit constitutes a sufficient basis for determination of residency of the minor, without the requirement of a guardianship or other custody order, unless the school district determines from actual facts that the minor is not living with the caregiver.
2. The school district may require additional reasonable evidence that the caregiver lives at the address provided in item 4.

TO HEALTH CARE PROVIDER AND HEALTH CARE SERVICE PLANS:

1. No person who acts in good faith, reliance upon a caregiver's authorization affidavit to provide medical or dental care, without actual knowledge of facts contrary to those stated on the affidavit, is subject to criminal liability or to civil liability to any person, or is subject to professional disciplinary action, for such reliance if the applicable portions of the form are completed.
2. This affidavit does not confer dependency for health care coverage purposes.

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
 2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.
 3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.
- Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)
4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.
6. Students shall not use the system to engage in commercial or other for-profit activities.
7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

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9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.

11. Students shall report any security problem or misuse of the services to the teacher or principal.

The district reserves the right to monitor use of the district's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the district for the purpose of ensuring proper use.

Whenever a student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

ORIGINAL IMPLEMENTATION: April 21, 1997

REVISED: August 28, 2000

REVISED: June 26, 2012

ARTICLE I - COMMUNITY Board Policy 1111 AR 1111 Form E 1111 Form **Section 1 - Communication with the Public**

Media Relations

The Board of Education respects the public's right to information and recognizes that the media significantly influences the public's understanding of school issues and can greatly assist the district in informing the community about school programs and issues. Media representatives are welcome at all Board meetings and shall receive meeting announcements and agendas upon request, and as required by law.

The Superintendent or designee shall develop a plan for proactive communications with the media. The Superintendent or designee and principal or designee of each school may provide the media with information related to district programs and needs, student awards, school accomplishments and events of special interest. Spokespersons designated to speak to the media on behalf of the district include the Board president and the Superintendent. Other staff members may be asked by the Superintendent or designee to speak to the media

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PARENT/GUARDIAN LIABILITY

Parents or guardians are liable for any willful conduct of their minor children which results in injury to another pupil or to school personnel, or for any willful cutting or defacing of any school property belonging to a school district or to a school district employee, or for any property belonging to the school district and loaned to the minor student and willfully not returned. Such liability shall not exceed \$7,500. Following due process procedures, the school district may withhold the grades, diplomas or transcripts of the pupil responsible until such damages are paid or until completion of a voluntary work program in lieu of payment of monetary damages. (E.C. 48904)

P.E. REQUIREMENT

The State of California states that every school child is required to take physical education unless legally exempt under E.C. 51241 or E.C. 51246. When there is a legitimate reason for a student to be excused from physical education for one week or less, please send a note with the student to the school office. Any time an excuse will exceed one week, a note stating why this student should not participate in the regular physical education program must be completed and signed by a physician and submitted to the school office. (E.C. 51222)

REVIEW OF PUPIL RECORDS AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act of 1974 requires that schools inform you of your rights regarding student records. The rights apply to the parents of minors and to students' age 16 or older or who have completed the 12th grade. (P.L. 93-380)

You may request an opportunity to inspect any and all official school records, files and data related to your child (or yourself if you are 16 or older). The school has five days to respond to your request. If information in the file is inaccurate, misleading, or inappropriate, a custodial parent may request removal of the information or include a statement disputing the material, which you challenge. (E.C. 49063, 49069 & 49070)

School districts are required to retain enrollment and scholarship records of students indefinitely. Certain records not classified as mandatory permanent records, however, may be destroyed subsequent to the time a student leaves a school district. Contact the district office for specific information about the policy for destroying student records.

There are limitations to the people who have access to the information in student records. School personnel with legitimate educational interests, schools of intended enrollment, specified federal and state educational administrators, or those who provide financial or student aid are entitled to access without your consent. Certain groups are permitted directory information without prior consent, as well. Directory information may include the student's name, birthdate, birthplace, address, telephone number, major course of study, dates of attendance, awards, and previous school attendance. (E.C. 49068 or 49073)

Upon written request from the parent of a student age 17 or younger, the district will withhold directory information. A student who is 18 or older or enrolled in a post-

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secondary institution may also make such a written request. Contact your district office for more specific information.

SCREENING FOR SCOLIOSIS

All female students in grade 7 and all male students in grade 8 shall be given examinations for lateral curvature of the spine, a condition known as Scoliosis. Parents who do not wish to have their children screened for scoliosis may file with the principal of the school in which the student is enrolled refusing the examination of the student. (E.C. 49452.5)

SPECIAL PROGRAMS

Private nonsectarian school services may be received by any handicapped pupil with exceptional needs for whom a public special education placement is unavailable or inappropriate. Contact the director of special education. (E.C. 56365)

Alternative schools are provided by school districts as a school or separate class group within a school which is operated in a manner designed to: (a) maximize the opportunity for students to develop positive attitudes; (b) recognize that the best learning takes place when the student learns because of his/her desire to learn; (c) maintain a learning situation maximizing the student's self-motivation; (d) maximize the opportunity for teachers, parents, and students to collectively develop the learning process and its subject matter (this opportunity shall be a continuous, and permanent process); (e) maximize the opportunity for students, teachers and parents to continuously react to the changing world. (E.C. 58501)

A pupil with a temporary disability, which makes attendance in regular day classes or alternative education programs impossible or inadvisable, shall receive individual instruction by the resident district. (E.C. 48206.3)

A pupil may be entitled to assistance in a school meal program as determined by the Family Nutrition Act. (E.C. 49510)

TESTS ON PERSONAL BELIEFS

Tests, questionnaires, or examinations containing questions about the pupil's personal beliefs or practices or her parents' beliefs or practices in sex, family life, morality, and religion, may not be given to pupils unless the parent or guardian is notified in writing and gives written permission. (E.C. 60650)

You have the rights as a parent to:

1. To apply for enrollment of your child in a district in which you are employed; however, the district has the right to deny the application under certain conditions (Ed. Code 48204(f)).
2. To request a copy of the School Accountability Report Card which is issued annually for each school in the district (Ed. Code 35256).



**WITHHOLD AUTHORIZATION TO
FILM/PHOTOGRAPH MINORS FOR PUBLICATION
and/or**

**PUBLISH PHOTOGRAPHS, NAME, WRITTEN WORK OR ARTWORK OF MINORS ON A DISTRICT
MAINTAINED WEB PAGE**

_____ Academic Year

Film/Photograph Minors for Publication

The Morgan Hill Unified School District attempts to control media access to campus according to law. Media representatives who may lawfully be on school campuses of the Morgan Hill Unified School District may occasionally photograph or film students.

Parents and guardians should use this form to withhold authorization for media representatives to publish and/or broadcast photographs or film individually identifying their child or children.

The District will use its best efforts to so inform all media representatives who follow District requirements to register prior to coming on campus. However, the District cannot guarantee that the media representative will comply with parental preference as indicated on this form. Additionally, in the event of spontaneous, unplanned, or unauthorized media presence on campus, the District may not be able to inform the media representatives of a parent's preference.

Publish Photographs, Name, Written Work or Artwork of Minors on a District Maintained Web Page

The Morgan Hill Unified School District maintains a central web site (www.mhu.k12.ca.us), as well as individual school web pages. The purpose of these pages is to inform the community about our district and to share work created by students and staff. These web pages are located on the World Wide Web (www) and can be seen throughout the world by people with access to the Internet.

Parents and guardians should use this form to withhold authorization from the District to publish photographs individually identifying their child, or to publish their child's name, written work or artwork on any web site maintained by the Morgan Hill Unified School District. **Note: By initialing option (a) below, parents may prohibit publication of photographs EXCEPT for the school yearbook and school newspaper.**

As Defined in Civil Code Section 3344:

"A photograph means any photograph or photographic reproduction, still or moving, or any videotape or live television transmission, or any person, such that the person is readily identifiable. A person shall be deemed to be readily identifiable from a photograph when one who views the photograph with the naked eye can reasonably determine that the person depicted in the photograph is the same person who is complaining of its unauthorized use. Use of a name, voice, signature, photograph, or likeness in connection with any news, public affairs, or sports broadcast or account, or any political campaign, shall not constitute a use for which consent is required."

- | | |
|-------------------|--|
| _____
Initials | (a) I DO NOT authorize the Morgan Hill Unified School District or media representatives to publish and/or broadcast photographs and/or film individually identifying my child, EXCEPT for the school year book and school newspaper. |
| _____
Initials | (b) I DO NOT authorize the Morgan Hill Unified School District or media representatives to publish and/or broadcast photographs and/or film individually identifying my child (INCLUDING the school year book and school newspaper). |
| _____
Initials | (c) I DO NOT authorize the Morgan Hill Unified School District to publish photographs individually identifying my child, or to publish my child's name, written work or artwork on any web site maintained by the Morgan Hill Unified School District. |

Child's Name

School

Signature of Parent or Guardian

Date



Morgan Hill Unified School District
15600 Concord Circle
Morgan Hill, CA 95037
408-201-6023

Dear Parents/Guardians:

Animals are used occasionally in the classrooms as part of the educational program with the approval of the principal. The school's science program may provide the opportunity for children to observe, handle and take care of animals. From time to time parents express concern about possible dangers to their children, e.g., injuries or allergies. Usually, the advantage of contact with the animals outweighs the hazards; however, parents and legal guardians in the Morgan Hill Unified School District make the decision in this matter. The only pupils who are not allowed to handle the mice, rats, rabbits, etc. that are in the classroom, are pupils whose parents have opted them out of participation.

Under no circumstances may an animal be transported on a school bus. All animals must have appropriate containers or cages. Venomous or poisonous reptiles and amphibians are not allowed on school grounds.

If you DO NOT wish your child to handle animals or certain animals, please complete and return the slip below to your child's classroom teacher.

TO: _____ Teacher

My son/daughter _____ DOES NOT have my
Name of Child

permission to handle the animals, which are part of the regular classroom instructional program.

Comments: _____

Parent/Guardian Name (Please print)

Parent/Guardian Signature

Date



Morgan Hill Unified School District
15600 Concord Circle
Morgan Hill, CA 95037
408-201-6023

Dear Parent(s)/Guardian(s):

The California Education Code requires that parents be notified yearly regarding their general rights and responsibilities in the education process. Many of these important rights and responsibilities are detailed in this booklet. Please read this information and keep the booklet in a convenient place so you may refer to it during the year if necessary.

Several forms are required for school records, and require your review and signature:

1. Receipt of Rights and Responsibilities Handbook

Additionally there are optional forms, attached to this booklet:

1. Withhold Authorization to Film/Photograph Minors for Publication
2. No Child Left Behind Act Parent's Right To Know Professional Qualification Request Form
3. Animals in the Classroom
4. Parent/Guardian Notice Release of Directory Information

Please sign and return the bottom portion of this letter indicating receipt of this handbook.

I have received and reviewed a copy of the school and district's 2012-2013 rights and responsibilities handbook.

Child's Name: _____ Grade: _____

School: _____

Parent's Signature: _____ Date: _____

**Ann Sobrato High School
401 Burnett Ave
Request for Approval: Fund Raising Event**

Date: _____

Proposed Event/Fundraiser: _____

Description: _____

Requesting Club/Organization: _____

Proposed Date(s) of Event: _____

Club Contact Person: _____

Club Advisor: _____

Location of Proposed Activity: _____

Status of Event (circle one): New Event Held Previously (Years): _____

Budget Plan for Activity (Attach Description)

Club Representative (name, signature, date) _____

Club Advisor (name, signature, date) _____

Office Use Only

Student Council Recommendation (circle) Yes No

Student Council Representative (name, signature, date) _____

Principal or Designee Action (circle) Yes No

Principal or Designee (name, signature, date) _____

Instruction

SCHOOL SPONSORED TRIPS

E 6153c

MORGAN HILL UNIFIED SCHOOL DISTRICT

DISTRICT SCHOOL-SPONSORED/SCHOOL-RELATED TRIP REQUEST

(To be submitted by principal to District Office Educational Services Division at least two weeks prior to planned trip.)

SCHOOL: _____

TEACHER: _____ SUBJECT/GRADE: _____

DATE OF TRIP: _____ LEAVING TIME: _____ RETURN TIME: _____

DESTINATION/EVENT: _____

NUMBER OF STUDENTS: _____ NUMBER OF CHAPERONES: _____

METHOD OF TRANSPORTATION: ☐ School Bus Number of buses _____

☐ Private Vehicle (Subject to principal's authorization
& provisions in Board Policy)

PURPOSE OF TRIP: _____

LEARNER OBJECTIVES OF TRIP: _____

DESCRIPTION OF PRE-TRIP ACTIVITIES: _____

DESCRIPTION OF FIELD TRIP ACTIVITIES: _____

DESCRIPTION OF FOLLOW-UP ACTIVITIES: _____

TRANSPORTATION COST: _____ OTHER COSTS: _____

CHARGE TO BUDGET ACCOUNT NO.: _____

DEPARTMENT/SUPERVISOR APPROVAL: _____

PRINCIPAL'S APPROVAL: _____ ☐ *APPROVED ☐ NOT APPROVED

COMMENTS: _____

*Approval includes certification that funds are available in the appropriate budget category.

Copy Distribution: **Original** -- Educational Services **Yellow** -- Principal **Pink** -- Teacher

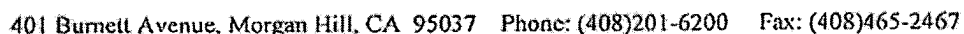
APPROVED: December 12, 2000

REVISED: September 30, 2006

REVIEWED: March 13, 2007

MORGAN HILL UNIFIED SCHOOL DISTRICT

Morgan Hill, California



Transportation of Pupils in Privately-Owned Vehicles

School Driver Registration Form

Driver: ☐ Employee ☐ Parent/Guardian ☐ Volunteer

Name: _____ Date of Birth: _____

Address: _____ Driver's License # _____
Expiration Date: _____

Vehicle Information:

Name of Owner: _____ Phone# _____

Address: _____

Make: _____ License Plate # _____ Year _____
Registration Expires: _____ Seating Capacity: _____

Insurance Information:

Insurance Company _____ Policy No. _____

Telephone No. _____ Expiration Date _____

***SEAT BELTS REQUIRED TO BE USED BY ALL OCCUPANTS
BOOSTER SEATS UP TO 60 LBS.
NO ONE UNDER 12 YEARS OF AGE IN FRONT SEAT.

I have met the minimum insurance requirements as listed below:

- Bodily Injury Liability: Authorization by responsible school
- Each Individual \$100,000 official
- Total Each Accident \$300,000
- Property Damage Liability \$25,000—Approved by: _____
- Medical Payments \$5,000
- Uninsured Motorist Coverage _____
- Each Individual \$100,000
- Total Each Accident \$300,000

Driver Instructions:

When using your vehicle to transport students on field trips or other school activity trips, Please:

1. Be sure that you have registered with the District for such purposes and have a valid driver's license and current liability insurance of at least \$100,000 per occurrence.
2. Check the safety of your vehicle: tires, brakes, lights, horn, suspension, etc.
3. Carry only the number of passengers for which your vehicle is designed. If you have a truck or pickup, carry only as many as can safely sit in the passenger compartment.
4. Require each passenger to use a seat belt.
5. *Student Drivers shall NOT transport other students on authorized field trips.
6. In case of emergency, keep all children together and call _____

Driver Statement

I certify that I have not been convicted of reckless driving or driving under the influence of drugs or alcohol within the past five years and that the information given above is true and correct. I understand that if an accident occurs, my insurance shall bear primary responsibility for any losses or claims for damages.

Name: _____ Date _____

Instruction

SCHOOL SPONSORED TRIPS

E 6153d

**MORGAN HILL UNIFIED SCHOOL DISTRICT
PARENT PERMISSION FOR STUDENT PARTICIPATION IN OFF-CAMPUS, SCHOOL-
SPONSORED/SCHOOL-RELATED EVENT**

I understand that student participation in this off-campus, school sponsored event is voluntary.

_____ has my permission to attend _____
(Name of Student) (Activity/event)

Which will take place at:

Date of Event _____

Class or group attending _____

Teacher/Leader _____

Method of Transportation _____

If traveling by automobile, name of driver _____

1. I understand that all students going on this trip will be responsible in conduct to the bus driver, to teachers, or adult sponsors. It is further understood that students will go and return from the event on the transportation provided and that every reasonable caution will be maintained on the trip.
2. I hereby acknowledge that I have been advised that the activities involved in this excursion/field trip or event are not considered by the District to be of "high risk" to the participants.
3. I understand that student participation in this off-campus event is voluntary.
4. I understand that the Morgan Hill Unified School District maintains adequate liability insurance coverage for transportation provided by the District. If volunteer drivers provide transportation, the District requires that volunteer drivers carry sufficient liability insurance, hold a valid driver's license, and operate a safe motor vehicle.
5. In the event of an emergency, I do hereby consent to whatever medical treatment and hospital care that are considered necessary in the best judgment of the attending physician of the hospital or facility furnishing medical services.

Parent or Guardian Signature Date

WAIVER OF CLAIM

In granting permission to attend, I do hereby waive all claims and hold harmless the individual sponsors, the Morgan Hill Unified School District, and the State of California for any injury, accident, illness, death, or any loss or damage to personal property occurring during or by reason of this excursion/field trip or event.

Parent or Guardian Signature Date

APPROVED: December 12, 2000

REVISED: September 30, 2006

REVIEWED: March 13, 2007

MORGAN HILL UNIFIED SCHOOL DISTRICT

Morgan Hill, California



FAX: (408) 776-1603

MORGAN HILL UNIFIED SCHOOL DISTRICTREQUEST FOR TRANSPORTATION MUST BE SUBMITTED **AT LEAST 10 WORK DAYS** PRIOR TO SCHEDULED EVENTHARD COPY WITH A BUDGET CODE # AND PRINCIPAL'S SIGNATURE **MUST BE RECEIVED 5 DAYS AFTER BOOKING TRIP**

SCHOOL	DEPT/GRADE	# PASSENGERS	# BUSES	TRIP DATE
DESTINATION		PICK UP TIME @ SCHOOL	ARRIVAL TIME BACK @ SCHOOL	
OTHER STOPS MUST BE NOTED HERE. (SUCH AS FOOD STOP, GO TO PARK, PICK UP/DROP @ ANOTHER SCHOOL)				
PURPOSE OF TRIP (FIELD/ROOTERS/TEAM)		BUDGET CODE #		
TEACHERS NAME		PRINCIPAL'S SIGNATURE GIVING AUTHORIZATION		
TEACHER'S USE ONLY - FILL OUT AT END OF TRIP				
ACTUAL RETURN TIME TO SCHOOL:		TEACHER'S SIGNATURE:		
TEACHER COMMENTS: (WILL BE REVIEWED BY COORDINATOR OF TRANSPORTATION SERVICES)				
DID DRIVER REVIEW EVACUATION PROCEDURES PRIOR TO TRIP? _____				
DRIVER'S USE ONLY - MUST BE FILLED OUT COMPLETELY				
DRIVER'S NAME:		Bus #	BUS CHECK OUT TIME:	
BEGINNING TRIP MILEAGE IN YARD:	TIME LEFT YARD:	ARRIVAL TIME @ SCHOOL:		
EVACUATION INSTRUCTION PREP:	MILEAGE @ DESTINATION (ARRIVAL)	ARRIVAL TIME AT SCHOOL:		
ARRIVAL TIME @ DESTINATION:	DEPARTURE TIME FROM DESTINATION:			
ARRIVAL TIME @ SCHOOL	ENDING TRIP MILEAGE (IN YARD)	END TIME (YARD) + CLEANUP IF APPLICABLE		
DRIVER COMMENTS: INCLUDE: UNSATISFACTORY CONDITION OF BUS AND/OR POOR STUDENT CONDUCT				
DRIVER MUST SIGN TO CONFIRM ABOVE INFORMATION IS TRUE AND ACCURATE				
OFFICE USE ONLY				
TRIP MILEAGE:	TRIP TIME:	CIRCLE DRIVER MEAL(S) BREAKFAST LUNCH DINNER		
MILEAGE CHARGE	TOTAL TRIP CHARGES (INCLUDING MEALS)		DRIVER CHARGE	

TEACHERS KEEP A COPY FOR YOUR RECORDS - ALL OTHERS MUST BE FORWARDED TO TRANSPORTATION

cc: K Rael

cc: J Young

MORGAN HILL UNITIFIED SCHOOL DISTRICT

ANN SOBRATO HIGH SCHOOL

Request for Substitute Approval – Professional Leave
Inservice/Staff Development and Workshops/Conferences
and Other District Approved Activities

DIRECTIONS: Complete the following form to acquire approval when requesting a substitute for Professional Leave. All substitute requests must be registered in the substitute system, even if it is covered inside and no substitute is needed.

Requestor's Name _____ Date _____

Department _____

Name of Conference, Workshop, etc. _____

Date(s) Needed _____

Guiding Principle (check one):

- ☐ Standards, Expectations and Assessments
- ☐ Personalization
- ☐ Learning
- ☐ Culture and Environment
- ☐ Life Long Learning
- ☐ Professional Development and Collaboration
- ☐ Continuous Improvement

Purpose, Rationale, Objective _____

PROGRAM TO BE CHARGED _____

Approval by Department Chair: _____
(Signature)

Date: _____

Approval by Principal: _____
(Signature)

Date: _____

MORGAN HILL UNIFIED SCHOOL DISTRICT

ANN SOBRATO HIGH SCHOOL

Request for Substitute Approval – Professional Leave
Inservice/Staff Development and Workshops/Conferences
and Other District Approved Activities

DIRECTIONS: Complete the following form to acquire approval when requesting a substitute for Professional Leave. All substitute requests must be registered in the substitute system, even if it is covered inside and no substitute is needed.

Requestor's Name _____ Date _____

Department _____

Name of Conference/Workshop, etc. _____

Date(s) Needed _____

Purpose, Objective _____

PROGRAM TO BE CHARGED _____

Approval by Department Chair: _____ Date: _____
(Signature)

Approval by Principal: _____ Date: _____
(Signature)

FOR HUMAN RESOURCE DEVELOPMENT ONLY

Entered into SEMS System _____ Date _____ Sub Assigned _____

**PROFESSIONAL/ORGANIZATIONAL ABSENCES ARE MONITORED CLOSELY ON MONDAYS AND FRIDAYS SO PLEASE
LIMIT THEM TO MID WEEKDAYS ONLY**



Ann Sobrato High School

401 Burnett Avenue, Morgan Hill, CA 95037 Phone: (408)201-6200 Fax: (408)465-2467

MORGAN HILL UNIFIED SCHOOL DISTRICT

ANN SOBRATO HIGH SCHOOL

Request for Personal Necessity Day

Today's Date: _____

Date(s): requested off: _____

Name: _____

Reason for absence:

Employee Signature

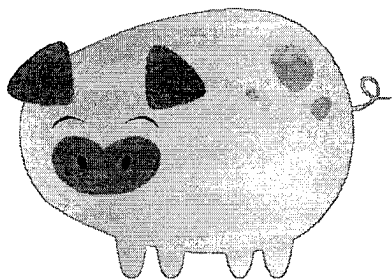
Principal Signature

Morgan Hill
Unified School
District

Ann Sobrato
High School

Sobrato FFA

Farm Contract
2012



FAIRS OR SHOWS TO BE EXHIBITED: (check all that apply)

- ☐ Santa Clara County Fair (all projects)
☐ Santa Cruz County Fair (Livestock must have buyer prior to purchase of animal)

OTHER FAIRS OR SHOWS TO BE EXHIBITED: (check all that apply)

NOTE: Must have prior approval – If advisor does not attend, a parent must accompany the student.

- | | | |
|--|---|---|
| <input type="checkbox"/> Cow Palace (breeding, jackpot, market)
<input type="checkbox"/> State Fair (breeding, jackpot, market) | } | Must have an ongoing project, parent must be involved with the project, and parent must provide all transportation |
|--|---|---|

LIVESTOCK INSURANCE: (required for all projects)

Market Lambs, Market Hogs, Market Goats & Market Steers –This will be done through your advisor.

ATTENDANCE FOR FEEDING & CLEANING: (all farm projects)

Feeding Hours During School

Morning:

- All animals will be fed and cleaned by 7:30 am.
- The Sign-In sheet and Time Cards must be signed by 7:30 am

Evening

- All animals will be fed and cleaned by 5:30 pm but not before 4:00pm.
- The Sign-In sheet and Time Cards must be signed by 5:30 pm

General:

- Teachers from Sobrato will be doing periodic checks of the animals and pens. Sign-in sheets will be collected Daily.

Feeding Hours During Summer

Morning:

- All animals will be fed and cleaned by 8:30 am
- Sign-In Sheets and Time Cards must be signed by 8:30 am

Evening:

- All animals will be fed and cleaned by 6:30 pm but not before 4:00pm
- Sign-In Sheet and Time Cards must be signed by 6:30 pm

General:

- Teachers from Sobrato will be doing periodic checks of the animals and collecting time cards and sign-in sheets during feeding times.
- In addition to the Sign-In Sheets, you must also remember to clock in and out on the time sheets.
- **If animals are NOT FEED or CLEANED by designated times there will be strikes given. 3 Strikes, you are out!**

- You will not receive your fair check until all fines are paid, record book is finished and your buyer's Thank You is turned in to your advisor.
- When feeding, all livestock should be worked with/walked for 30 minutes prior to their feeding unless advised differently by your livestock advisor.

NO STUDENTS ARE ALLOWED TO BE ON THE SCHOOL FARM AFTER 8PM AND BEFORE 6AM WITHOUT A TEACHER OR YOUR PARENT AT ANYTIME!

FARM CHORES

- All students with projects at the school farm must complete **1hour per week per animal** of general farm chores in the common areas, which will be assigned by the teachers and/or on the weekly farm chore list.
- See list in each area – Make sure you sign after you complete assignment.

ADDITIONAL ITEMS:

Cleaning Duties – Hogs

- Scrape up manure and wash out pens. Put manure in wheelbarrow & dump in designated waste area – rinse wheelbarrow when done and store along fence line.
- Rinse pen once a week – CONSERVE WATER
- Scrub pen with broom daily
- Check water nozzle in pen to make sure it works
- Sweep swine area
- Rinse out feed pans & store in proper area
- Wash and return all tools to storage racks
- Close all gates behind you
- Dump garbage cans when full – dispose of all waste
- Neatly roll up hoses
- Clean tack areas

Cleaning Duties – Sheep & Goats

- Scrape pen & dump in designated waste area, rinse in afternoon.
- Dump & rinse out water buckets then refill
- Roll up hose
- Sweep alley way & dump in designated waste area
- Dump garbage cans when full – dispose of all waste
- Close all gates behind you & chain all gates
- Return all tools to proper area
- Clean tack areas

-
1. All livestock will be kept only in pens designed for that particular class of stock.
 2. Clearance through the agriculture teacher must be obtained prior to moving any stock on or off the farm, or making a change in pen locations. All farm accounts must be cleared before animals are removed.
 3. Each student is responsible for regular care, feeding, cleaning, and watering of his/her livestock project. Pens are to be cleaned thoroughly on a daily basis. If the pen is neglected on a regular basis the student in charge will receive a strike. Students will receive a warning prior to the assessment of the 1st strike. If the student is unavailable to feed or clean, it is their responsibility to find a replacement to complete the tasks and notify the Sobrato advisors.
3 strikes. (Warning, Strike #1, Strike #2 and Strike #3 removal of project)
-

4. It is the responsibility of all students to report promptly any observed irregularity in condition of facilities or evidence of flagrant infractions of privileges or neglect to the animals to the Advisors.
 5. No construction of building, or additions to existing buildings, will be permitted without prior approval of the agriculture teachers. No building or equipment will be moved into the area without prior consent of the instructor in charge.
 6. Removal of a student from the agriculture facility or program voids the privilege of raising livestock on the premises. Arrangements will be made for the immediate removal or transfer of ownership of the student's livestock.
 7. Upon termination of a livestock project, the pen is to be thoroughly cleaned in preparation for the next project. If not properly cleaned in the time designated by the instructor, a fee to cover the cost of cleaning will be charged to the students responsible.
 8. It is the responsibility of the student to protect feed and equipment left by him/her at the school farm. He or she must lock such items in appropriate containers. The school district or agriculture program cannot accept responsibility for the loss of equipment or feed. Since sheep and goat projects require more equipment and specialized feed, bins with locks are strongly encouraged. All members sharing the pen must utilize the bin space to its maximum potential. Students with swine may also choose to keep equipment in a locked container in the bin area.
 9. It is recommended by the administration of Ann Sobrato High School that a parent or responsible adult accompany students working at the farm, outside of school hours.
 10. Each student will maintain an accurate and complete project record book available for monthly review by the advisor. Record book will be completed for the project in order to obtain any Fair Checks.
 11. Students will be required to sign in and out at each feeding, and keep track of activities on the time clock.
 12. Students must attend all of the project meetings and scheduled weigh-ins, show days and farm cleanup day (day after fair tke down).
 13. Students must attend every day of fair, participate in barn duties, and have an approved buyer's gift before the livestock go to fair.
 14. It is the student's responsibility to immediately inform the instructor of any illness or injury that the animal may incur.
 15. The farm is off-limits during the hours of 8 p.m. - 6:00 a.m. Please feed your animals during farm hours.
 16. Anything that is left at the farm after the Santa Clara County Fair or any other participating Fair will become Sobrato FFA property by default.
 17. Students must maintain a minimum of a 2.0 GPA in order to show, take and sell their animal at the fair with Sobrato FFA. In the event a student does not have grades it is the student's responsibility to find an alternative buyer for their animal. Students are fully responsible for removal of their animal and cleaning their pen area within one week of notification that animal must be removed. If not properly cleaned and removed in the time designated by the instructor, a fee to cover the cost of cleaning will be charged to the students responsible and the animal will be taken to 101 Livestock Auction.
-

Please turn in only this page to the instructor

Morgan Hill Unified School District Livestock Farm
Operational Policies
Student / Parent Contract

We, the undersigned have read the RULES AND REGULATIONS governing the use of the LIVESTOCK PROJECT FARM. We realize that the use of the farm is a privilege and not a right; in return for the use of the facilities we agree to adhere to these rules and regulations. We further realize that failure to comply with the terms of this contract may cause in termination of the student's project.

FFA Member (print name)

FFA Member (signature)

Parent / Guardian (signature)

Advisor (signature)

Date _____

FOREWARD

The purpose of this handbook is to assist you in successfully raising a market steer project. The information contained in the following pages will act as a guideline. Some of the statements may not pertain to your project since individual situations may be different. It must be understood that this material is not the only information you will need to raise your animal, but it does cover the most common aspects of the project. Refer to this handbook often. Should any questions arise concerning your projects, don't hesitate to contact your project advisor for help.

Good luck on your endeavor of raising a market steer project. With hard work and dedication, your project will be a success!

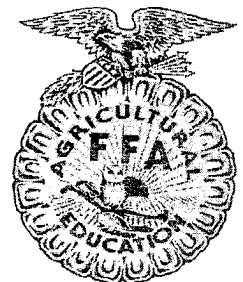
Mrs. Krafft
Sobrato FFA Beef Advisor

ACKNOWLEDGEMENTS

Thank you Hilmar Agriculture Department for the direction and information contained in much of this booklet.

Mr. Rich Knapp, founding Principal at Sobrato Agriculture Department, for having the drive, support, and dedication to allow agriculture programs to continue in the Silicon Valley. Teaching agriculture to urban youth is of extreme importance.

The approximately 500,000 FFA members in the United States for actively pursuing the future of agriculture. You are the future of America. Thank You!



WHAT YOU SHOULD KNOW BEFORE BUYING A MARKET STEER PROJECT

1. A steer project can be very exciting and rewarding or a very frustrating and discouraging project depending on the amount of time and energy you are willing to put into the project.
2. The duration of a market beef project is anywhere between 9-11 months. It is important that as much attention be given to your project during the last months as is given during the first months.
3. Raising a market steer is not a hit and miss proposition, you must be consistent in how you raise your market animal. In other words, you get out of your project what you put into it.
4. It is critical that a person understands that the animal will be dependent on you for every aspect of its well-being, including: feed, water, shelter, health, exercise, etc.. You must be willing to provide for each of these areas on a daily basis for the duration of the project.

GETTING READY FOR YOUR MARKET STEER PROJECT

1. If you are housing your animal at the Sobrato Ag Farm, you will need to fill out a Pen Rent Contract.
2. If you plan to raise your animal at home, make sure your advisor comes to your home to approve your pen and you will need to fill out an Exhibitor's contract. Some following suggestions should be read over before you bring your animal home
 - a. It should be large enough to allow your animal to move about (15 x 20'). It should be tall enough to prevent jumping out or animals jumping in (at least 5 feet).
 - b. Shade / Shelter should be provided in the pen. Shavings or straw may be introduced before fair.
 - c. Adequate feeding and watering facilities must be provided. Always make sure the animal has plenty of fresh water. Clean out automatic watering systems twice a day.
 - d. The fencing and floor should be free of loose wire, nails and boards. The fencing should also not have spaces big enough for the steer to squeeze through or predators to get in.
 - e. It should be sturdy enough to prevent the animal from getting out
 - f. It should be on bare ground with no access to weeds, trees, or grass.
3. You should purchase the appropriate feed prior to receiving your animal. Check with your advisor on the kind of feed to purchase and from whom.
4. If you are raising multiple animals, have an area where you can separate the animals to feed them separately – feeding individually is essential.

SELECTION

After deciding on a type of project, it is time to begin the selection process. This is not an exact science, but practice, patience and experience will help the FFA member properly select the project. Remember, no amount of feed or ability can hide major conformation faults or incorrectness. It is a good idea to evaluate several young projects before deciding on one. Equally important, each FFA member should ask someone else to accompany and assist them during this process. Usually, Agricultural Science Teachers, ranchers, breeders and experienced exhibitors offer the best advice.

There are selection criteria each FFA member should consider during the selection process of haltered market steers and heifers for show. Age, frame size, weight and breed are all important to coordinate for specific shows and dates for the show. Rules of the intended show should be studied carefully for specific guidelines, such as ownership dates, minimum and maximum weights and ages and class weight divisions. Important selection criteria are age, weight, frame size and breed. (Boleman, Herd)

In any project, goals and guidelines are helpful. A good steer should have these statistics:

1. Weigh more than 500 pounds at 7 months of age.
2. Average more than 2.5 pounds daily gain from weaning to harvest.
3. Weigh more than 900 pounds at 12 months.
4. Grade USDA Choice between 1,000 and 1,250 pounds.
5. Have a USDA Yield Grade less than 3.0, preferably 2.5 to 2.0 at show time and slaughter.

To meet these guidelines, select calves from herds that emphasize growth rate and use fast-gaining, performance-tested bulls. Finding a top prospect is easier said than done. However, there are basic criteria to look for in selecting the club steer that will help you predict how the finished steer will look.

Weight

An important factor to consider when selecting a steer is weight. "Weight per day of age" is a good indicator of the future growth potential of the steer. The heaviest calf for his age may not always be the best. Study the calf and decide the composition of his extra pounds. If the weanling steer is heavier because of excessive fat, he will be fat as a yearling and will probably become too fat too soon. Also, if the prospect is extremely big and large-framed, he may not be correctly finished by show time. Try to select a calf whose finished weight will be between 1,000 and 1,250 pounds at show time.

First, determine the number of days between the time the steer is purchased and the date of the show. Multiplying the number of days between those dates (selection date and show date) by two pounds per day will give you an estimate of how much total gain will be made by show time. Adding the total gain expected to the steer's weight at selection time will provide an estimate of the steer's show weight. This can save a lot of disappointment of working with a steer for 5-6 months prior to the show only to find out that the calf is not eligible to show because it did not make the minimum weight.

Breed

The breed you choose to show is not important. Keep in mind there are good calves and bad calves in every breed and every breed has something good to offer. Crossbred club calves have become very popular the last few years in an effort to combine the good traits of different breeds. If you have a favorite, try to select a suitable calf of that breed or cross. (Kirkpatrick, Neel)

GENERAL HEALTH MANAGEMENT

Health is an important part of overall management and along with nutrition makes for a healthy animal. However, a health management must not be overlooked and a plan must be applied to ensure proper performance.

Disease Prevention: Consult your veterinarian for advice about your health management program. It is important for cattle to be vaccinated against diseases such as clostridial (Blackleg) and respiratory (Pneumonia) diseases. Probable vaccinations for your calf may include:

Blackleg Type Vaccine - Clostridial vaccinations should have been completed before weaning, but if not, vaccinate with 7-way at the time of purchase followed by a booster 2 to 3 weeks later and another booster 6 to 8 months later.

Tetanus Vaccine - Vaccinate with a tetanus toxoid at the time of purchase.

Brucellosis Vaccine - For Heifers Only!!! Heifers must be vaccinated against brucellosis between 6 and 12 months of age. This must be performed by a veterinarian!

Leptospirosis Vaccine - Vaccinate with 3 or 5-way at purchase and give a booster every 6 months. This prevents production losses due to bloody urine, loss of condition, kidney problems, and decreased gains.

Metabolic: Poor nutritional and feeding management may cause health problems referred to as “metabolic disorders.” These are not diseases but still cause severe health problems. Some of the more common feed related health problems one might encounter when feeding show cattle are scours, bloat, acidosis, founder and urinary calculi.

ACIDOSIS. The rate of fermentation, or acid production, from a given amount of feed is just as important as the total extent of fermentation of that feed. Thus, particle size of grains as affected by processing, meal size, rate of eating and day to day consistency of feed intake are all factors influencing fermentation rate and acid production. Excessive rates of acid production even for short periods, referred to as acidosis, cause a change in microbes which can then produce lactic acid. Lactic acid is a much stronger acid and accumulation causes acidosis, loss of appetite, decreased rumen motility, rumen ulceration, liver abscess, founder and even sudden death. Mild acidosis is first observed as erratic intake and possibly mild bloat, followed by scouring. Loose watery feces

include too many fines and dust (sorghum worse than corn), too much molasses, too much very high protein forage such as alfalfa or excellent grass hay and lack of any long stemmed forage in the diet. A little dry hay that encourages cattle to salivate discourages bloat. Rumensin® mixed in rations is more effective in preventing minor bloat than other forms of ionophores.

SCOURS. Scouring from any cause leads to dehydration of the animal so electrolyte therapy may be needed. Causes, prevention and treatment for scours resulting from acidosis have been discussed previously. Bloody scours may be caused by severe internal parasitism, bacterial infections or coccidiosis and should be treated with appropriate medication. It is important to keep pens, feeders and water troughs clean in an effort to prevent infections.

FOUNDER. Excess levels of grain intake, which would be expected to cause severe acidosis, frequently causes a condition known as founder where the hooves grow rapidly. There is an increased blood flow to the hooves causing them to become tender, thus crippling the animal and severely reducing feeding performance.

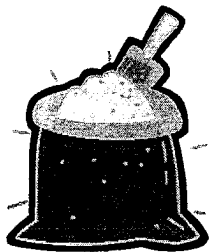
URINARY CALCULI. Kidney stones, water belly or urinary calculi can sometimes effect steers but is usually not a problem in heifers. The condition is caused by mineral imbalances and/or diets that are too alkaline. A siliceous types of calculi is common on pasture or where animals are consuming high-silica feeds, while a phosphatic type calculi is more common in feedlot situations. The problem is often observed with diets that are high in phosphorus where calcium supplementation is inadequate. Diets should contain 1.5 to 3.0 times as much calcium as phosphorus. Salty water seems to increase the incidence. However, higher levels of salt (1 to 3%) in feed causes the cattle to consume normal water, helping counteract the problem by increasing urine volume. Excessive and/or extended use of sodium bicarbonate can cause problems. Ammonium chloride (1 to 1.5 ounces/head/day) in the feed acidifies urine and can be used as a preventative measure for fattening cattle in areas where problems are common. Frequent observation of the hair round the urinary opening for signs of mineral deposits can warn of a developing problem.

Other Problems: There are other problems that the feeder may encounter.

Warts are caused by a virus.

Treatment:

1. Keep warts covered with oil (e.g. mineral oil) to starve the virus of oxygen.
2. Recommended vaccines may work.
3. Tie off warts with dental floss or fishline.
4. Cut them off and dice them up and place in an empty bolus given to the animal, to create self-immunity. Warts may also be mixed in the animal's feed. The warts may be taken to a veterinarian to develop a vaccine.



FEEDING YOUR STEER

FFA members should "keep the feed better than the cattle". A balanced ration, plenty of clean, fresh water, regular feedings and clean feed troughs and watering tubs are essential to produce top quality show steers. Champions are not grown on shortcuts, magic potions, formulas or "super secret feeds."

Nutrients and Feeds

To do a good job of feeding your steer, be familiar with the different types of grains, protein sources and roughages that could be used in feeding steers. Grains belong to a group of feeds called concentrates. Concentrates are feeds that are high in energy and low in fiber. Some common grains fed to steers are corn and oats.

Corn is the most common ingredient in steer rations. Corn is a feed high in energy and moderate as a protein source for finishing steers. Steers like to eat corn and will do best when it is cracked or very coarsely ground. If you live on a farm, you will probably have homegrown corn available.

Oats are another good feed grain for cattle. Oats are not as high in energy as corn and can't be used to fatten cattle by themselves. Oats are palatable and a better source of fiber than corn. So when cost allows, oats should be included in the ration.

Roughages round out and make up the smallest part of the steer's ration. Examples of roughages fed to steers would be hays and silages. Roughages are high in fiber and low in energy. Hay is the roughage most often fed steers. Good grass hay would be adequate for the steer. Roughages help to keep the steer's digestive tract in working order and helps prevent scours. In some situations, it may be easier to buy a commercially pre-mixed ration. A 12 to 14 percent protein "calf finisher" or "bull test" ration would work well.

Vitamins and minerals are important in bone development and maintaining the general health of the animal. The daily vitamin requirements of your steer would usually be met by feeding normal feed sources.

Minerals and salt should be provided on a free choice basis. Use a small box with two compartments, one for salt and the other for a mineral mixture. The mineral mixture should contain one part salt and two parts of dicalcium phosphate or steamed bone meal. If you choose to mix your own feed, some good rations are outlined in Table 5.

Water is also essential for the market steer. An adequate supply of clear, fresh water is necessary for good growth and the health of the animal. Although water may not be thought of as a nutrient, it is the most important and cheapest nutrient you can furnish your steer. Steers limited to 90 percent of the water they need often have their gain reduced 25-50 percent.

Protein is essential for good muscle development. Protein supplements and high quality legume hays are major sources of dietary protein. In most cases, protein supplements must be added to the steer's ration. Soybean meal and cottonseed meal are the most commonly used protein supplements. These protein supplements are also high in energy and are also called concentrates. Steers on a balanced full-feed ration may consume one to two pounds of protein supplement per day. (Kirkpatrick, Neel)

TRAINING YOUR MARKET STEER

The purpose of training a beef calf is to be able to exhibit the animal to maximum potential. An evaluator will not favor a calf that will not cooperate. It takes proper skills, patience and practice to train a calf correctly.

Halter breaking and gentling your calf should be the first job after you get the calf home. Remember, the calf grows faster than you do and the longer you wait to break the calf, the tougher the job will be.

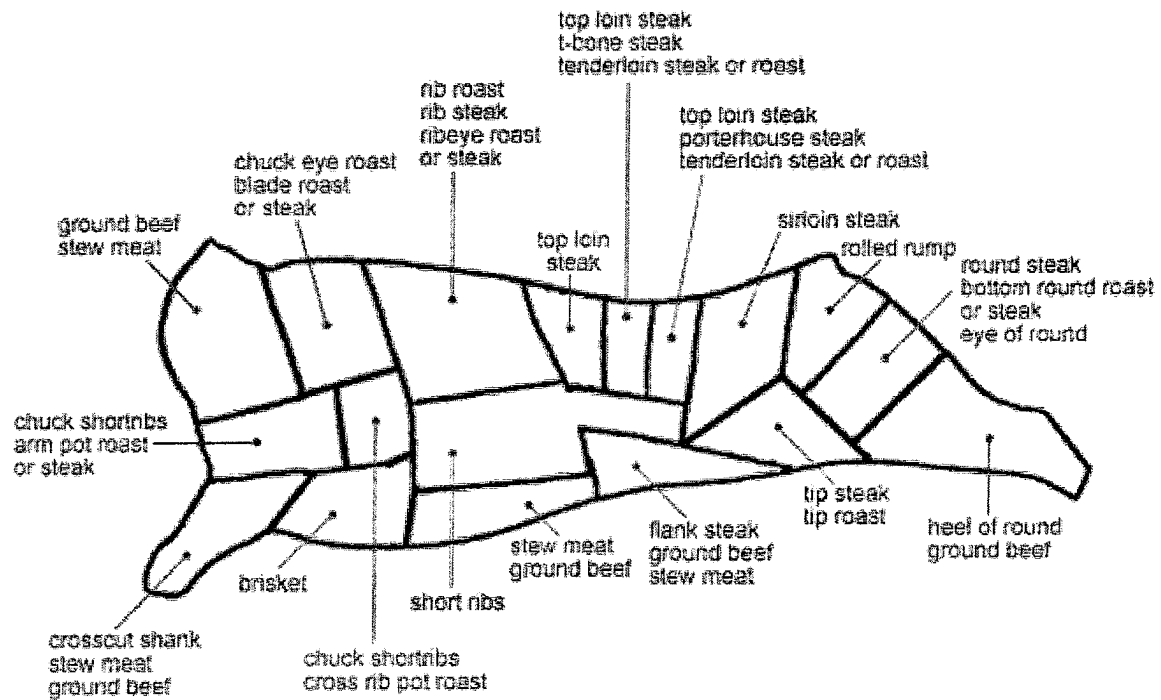
Tie the calf to a sturdy fence or post in a cool, comfortable place. Never tie an animal to anything that will break or come loose. Be sure the halter is positioned high up on the bridge of the nose to prevent restricting his breathing. Securely tie the steer up high (3 to 4 feet) with only 12 to 18 inches of slack. The steer may get his feet over the rope if it is too low or too long. Also, always tie the rope with a slip knot which, if necessary, can be easily loosened. The "stall" or "manger knot" is the one most often used. This knot is good because it is: · simple to tie · simple to untie · the animal cannot untie himself. Stay with the calf at all times while he is fighting the rope. Get your hands on the calf. Begin scratching around the tail head and down the back. Keep your hands away from the steer's head! This irritates the calf and may result in butting. Nothing you can do will help calm a steer more than scratching and brushing.

Allow time for the steer to get used to and respect the halter. After the calf has settled down and will allow you to scratch him, try leading him to water. It might be best to wait until the morning after you first tied the calf to do this, because his head will be sore and he will appreciate the water. Do not carry water to your calf -- to do so defeats your purpose. Place a bucket or trough of clean, fresh water at the far end of the pen. Quietly untie your calf while talking softly and scratching him. Pull him toward the water. Most steers will probably balk, but keep steady pressure on the rope until he takes a step forward, then immediately release the pressure on the rope. Repeat the process of giving and taking. At the beginning, do not expect your calf to lead well. Leading is a process the calf must learn and you must teach. When you reach the water, back away from the calf and allow plenty of time to drink. If the steer will not drink after five or six minutes, lead him back. The calf will probably drink the next time. While leading the calf, have someone place some feed at the tie space. This way a reward is provided in allowing to be lead to and from water. Give your calf no more than 20 minutes to eat feed. After that time, take the feed away and give plenty of fresh hay. (Never leave buckets of any kind around where the steer can become entangled.) If you stick to this process and generously brush the calf, he should be settled enough to turn him loose at the end of three or four days. However, it is very important that you catch the steer, lead him and brush him at least once a day for the next several weeks. This is to make sure the lesson has been learned and is not forgotten. Halter breaking can be eased by taking the time and patience when your calf is young. (Kirkpatrick, Neel)

GUIDE TO THE CARE AND FITTING OF SHOW CATTLE

See Appendix A

STEER CARCASS BREAKDOWN



CATTLE TERMINOLOGY

Average Daily Gain(ADG): The weight gain during a feeding period divided by the number of days of the feeding period. For example, if a steer gained 300 pounds during a 100 day period, then its ADG 3.0 pounds per day.

Breed: A group of animals that have similar characteristics which are passed from generation to generation.

Breeder: The owner of the cow (dam) of a calf at the time she was bred

British breeds: Hereford, Angus, Shorthorn - introduced to the United States in 1800s and of British origin.

Bulls: Uncastrated male cattle of any age.

Calves: Young cattle of either sex less than one year of age.

Castrate: To remove the testes of male cattle.

Concentrate: A high energy feed that is low in fiber and high in energy.

Crossbred: An animal with parents of different breeds.

Dehorn: To remove a calf's horns by mechanical dehorner, sawing or chemical paste.

Dressing: The washing, clipping and grooming of steers before entering the show ring.

Exotic breeds: Breeds of cattle introduced into the United States in the mid 1900s. Most had increased size and growth characteristics. Examples are Charolais, Chianina, Simmental Limousin and similar others.

Finished: A term indicating the steer is sufficiently fattened and grown out for slaughter.

Frame: The size and height a steer possesses.

Grooming: Washing and brushing to train a steer's hair coat in preparation for a show.

Heifers: Female cattle which have not had a calf.

Marbling: The intramuscular or flecks of fat that are distributed throughout the muscle. Marbling is the primary factor that influences quality grade.

MARKETING YOUR PROJECT

The following information is for you to use when inviting potential buyers to this year's fair to bid on your animal. Remember that it is strongly suggested that you do these things as it can benefit you financially. I have spoken to several businessmen in the area and this is what they suggest you do when you send out buyers letters.

The act of sending letters to potential buyers of your show animal is called "marketing" or "selling" your product. The simple fact that you are a member of the Sobrato FFA will likely earn you a minimum price for your animal. However, it is proven that "marketing" your animal can boost your returns substantially. I strongly encourage you to "promote" your product in the following ways.

All buyers letters must be approved before they are sent. All buyers letters must be delivered at least 4-6 weeks prior to the fair. You may want to write a personalized follow up card a week or two before the fair.

Most of you have written buyers letters in the past and may have done this year's already. The information listed above is intended to be used as a guide so use what you think will be helpful.

Things you should include in your Buyers Letter:

1. Information about yourself

*Tell them your name, age, and introduce yourself. This helps the buyer know whose letter they are reading. When they get to the fair it will help them make a connection with you. Some buyers are more likely to bid on animals raised by people they know.

2. Information about your project and club

*Some buyers like to hear about your animal, how you raised it, and what 4-H club you belong to. They may choose to bid on your animal based on your club affiliation if they recognize your club from your activities that they have heard about

3. The fair dates

*This helps the buyer because they will know when the fair is and that way they can attend the fair. If they have fun and enjoy themselves they would be more likely to come back. If they don't know the dates of the fair then they won't know when to come and look at your animals.

Other Guidelines

1. Hand deliver as many letters in uniform as you can. Be polite, professional, and friendly. Ask if a manager is present. Walk up to them with a smile, give a firm hand-shake, introduce yourself and why you are there. Ask them if there are any questions and leave them with the buyers letter. You are there to make an impression.
2. Do not limit your prospective buyers to people you know. Almost every business person in the area is a potential buyer if asked in the right way.
3. Don't limit the amount of letters you send. I have known people in the past that have hand delivered over 40 letters and they saw the fruit of their labor.
4. Involve your parents in deciding how to write your letters. Make sure the grammar, spelling, and appearance is professional. Your advisors are here to help in this regard.
5. Formally ask them to bid on or purchase your animal. Be polite.
6. If your buyers want to buy your animal, but cannot attend the auction, then they can sign a proxy that will give the Ag Program the authority to buy the animal for them. This form can be obtained from your Ag Teacher.

Morgan Hill-Sobrato FFA Beef Exhibitor Rules

1. Daily Activities

- A. Spend time with your beef animal, observe, exercise, rinse and brush it.
- B. Check the feeder and make sure that it is clean and dry. Feed twice a day at scheduled times.
- C. Thoroughly clean the pen.

2. Periodic Activities

- A. Attend scheduled project meetings.
- B. Be at your project site when the advisor checks your animal.

3. Activities Prior to the Fair

- A. Find a buyer for your animal.
- B. Clip your animal approximately 2-3 days prior to the fair.
- C. Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member that is NOT exhibiting any type of livestock at the fair. Failure to have the proper show uniform for any reason will disqualify that student from showing.
- D. Obtain the proper equipment.
- E. Exhibitors are required to haul their own animal and tack to the fair.

4. Activities at the Fair

- A. Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal for show.
- B. Exhibitors are NOT allowed in the carnival area until the completion of the last beef show day.
- C. Exhibitors must be in the beef barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding, and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
- D. Each exhibitor is responsible to rinse/wash and brush their animal(s) EVERY day of the fair.
- E. Cattle must be regularly checked throughout the day by their owner.
- F. Exhibitors must serve scheduled barn duties which includes being on time, keeping the cattle, pens, aisles, and tack areas clean and watering all cattle at least once during the shift. Each infraction of these responsibilities will result in an additional barn duty.
- G. All exhibitors are required to be present on weigh day.

General Rules for Morgan Hill-Sobrato FFA Fair Exhibitors

Students name (print)_____

1. **Because of the importance of scholastic achievement, the Sobrato High School Agriculture Department requires its livestock exhibitor to maintain a satisfactory scholastic record of at least 2.0, without F's in his/her classes. Therefore, if any exhibitors fail to meet this requirement, he/she may lose their show privileges.**
2. **All exhibitors are to follow the directions and advice given to them by the designated advisor for that species. The advisor's directions are to be followed for the entire length of time the project is eligible for show, and during the fairs when the project is being exhibited.**
3. **All rules and regulations of Sobrato High School will apply to the students who participate at fairs since showing is a school activity.**
4. **All students must understand that exhibiting at fairs and shows is a privilege that may be revoked by the advisor and/or school administration if the student fails to properly care for their animal and participate in mandatory work-days and practices. Students who fail to feed their animals 3 or more times will lose their privilege to house their animals at the school farm and may lose their privilege to show at fairs and livestock shows.**
5. **All exhibitors must arrange for their own transportation to and from the fair unless prior arrangements are made with the advisor.**
6. **All exhibitors and students who house their animals at the school farm will be required to pay for the feed and supplies that their animal needs. All feed bills must be paid prior to the fair unless prior arrangements have been made and are in writing. Students who fail to pay the bills associated with raising there animals will be put on the school fines list.**
7. **All exhibitors are expected to haul their animals and tack to the fair unless other arrangements are made with the advisor.**
8. **FFA members are required to obtain their homework from all their teachers in advance of missing school for attending fairs.**
9. **Each exhibitor must read and understand the rules and regulations in the fair's premium book and will be held accountable to those rules.**
10. **Approved adult supervision is required from 5:00pm to 7:00am. Students may not remain at the fair after 5:00pm without approved adult supervision.**

SOBRATO AG DEPARTMENT AG FARM USE CONTRACT

Exhibitor (print) _____ Date: _____

Fair (Circle One) Santa Clara San Benito Santa Cruz Other: _____

Species (Circle One) Sheep Goats Pigs Steer

The Sobrato Ag Department will provide use of the Ag Farm facilities under the following terms

- 1 The student agrees to pay all expenses incurred to Sobrato FFA
- 2 Clean pens every day and keep a clean, organized stall and barn
- 3 Make sure that animal is properly cared for on a daily basis based on the project advisor's instructions
- 4 Keep the pen, feed room, and livestock area clean at all times
- 5 Participate in required clean-up days
- 6 Pen must be cleaned at completion of the project
- 7 Sobrato FFA, Sobrato Ag Department, project advisors, and Sobrato School District is NOT responsible for loss of animals, equipment, or personal property due to theft, vandalism, or accident
- 8 Student may be required to remove his / her animal from the Ag Farm and lose showing privileges with Sobrato FFA if the above conditions are not met.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign this form and give to your advisor. If you have any questions at any time, please feel free to contact the advisor at the Sobrato Ag Department.

Parent Signature: _____

Student Signature: _____

Advisor Signature: _____

RECEIVING YOUR CHECK

At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their hog, and any other parties involved in their project. They must also pay any remaining money owed to the Sobrato FFA and clean out their pen (if animal is housed at school farm) before receiving his / her auction check. The letters must be written, the money paid, and the pen cleaned within fourteen days from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

Fair: Santa Clara San Benito Santa Cruz

Species: Swine Sheep Pigs Goats Steers

Student: _____

Parent: _____

Advisor: _____

Morgan Hill - Sobrato FFA

Market Hog Exhibitor Handbook

FOREWARD

The purpose of this handbook is to assist you in successfully raising a market hog project. The information contained in the following pages will act as a guideline. Some of the statements may not pertain to your project since individual situations may be different. It must be understood that this material is not the only information you will need to raise your animal, but it does cover the most common aspects of the project. Refer to this handbook often. Should any questions arise concerning your projects, don't hesitate to contact your project advisor for help.

Good luck on your endeavor of raising a market hog project. With hard work and dedication, your project will be a success!

Mrs. Krafft

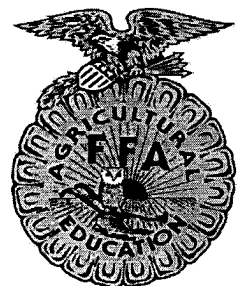
Morgan Hill – Sobrato FFA Swine Advisor

ACKNOWLEDGEMENTS

Thank you Hilmar Agriculture Department for the direction and information contained in much of this booklet.

Mr. Rich Knapp, founding Principal at Sobrato Agriculture Department, for having the drive, support, and dedication to allow agriculture programs to continue in the Silicon Valley. Teaching agriculture to urban youth is of extreme importance.

The approximately 500,000 FFA members in the United States for actively pursuing the future of agriculture. You are the future of America. Thank You!



RECOMMENDED EQUIPMENT

The following items can be purchased inexpensively at any local feed store

- 1 Feed bucket that can be removed and cleaned
- 2 Tool box or tack box to put equipment into
- 3 Pig Show Stick
- 4 Brush
- 5 Spray Bottle
- 6 Change of coveralls to keep clothes clean when feeding before and after school
- 7 Rubber boots or old tennis shoes for cleaning out your pen



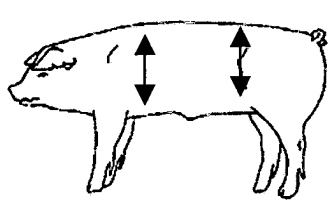
PURCHASING YOUR ANIMAL

1. How much should I spend?
 - a. Only what you are willing to lose.
 - b. The purpose of this project is to learn how to run a business, so you should spend less than what you can sell your animal for.
 - c. Hogs range from \$250 up to thousands of dollars for a superior animal. It is up to you to decide what you want to spend. Consult your advisor.
2. There are different ways to purchase a market hog project. No one way is right or wrong. You need to determine what is best for you in terms of your budget and willingness to work with your animal. The most common ways of buying an animal are:
 - a. Purchase through your advisor. This is highly recommended. Your advisor travels to various breeders to select and purchase only the highest quality animals. He then brings them to school where students pick the animals.
 - b. Purchase an animal on your own: You **ABSOLUTELY MUST** get advisor's approval. Not every sheep breeder raises show hogs. It's like a Honda and a Nascar – two different purposes.
 - c. Purchase an animal through a livestock sale: Sometimes you find good deals at sales, but usually you end up paying a little more for your animal. However, this is the best way to obtain a great animal. Your advisor can recommend sales to go to.
3. **Whatever way you choose to purchase your animal, make sure that you consult with your advisor prior to buying it.**



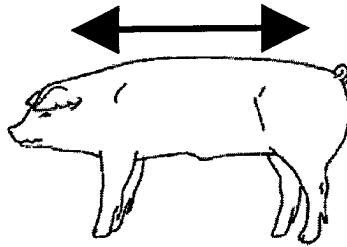
Capacity

Pigs need to have adequate capacity to allow their internal organs to function properly and efficiently. They need to have a wide chest floor, a good spring of rib, and be deep sided in both the fore and rear flank. Remember that a deep sided hog can still be trim and neat in appearance.



Frame

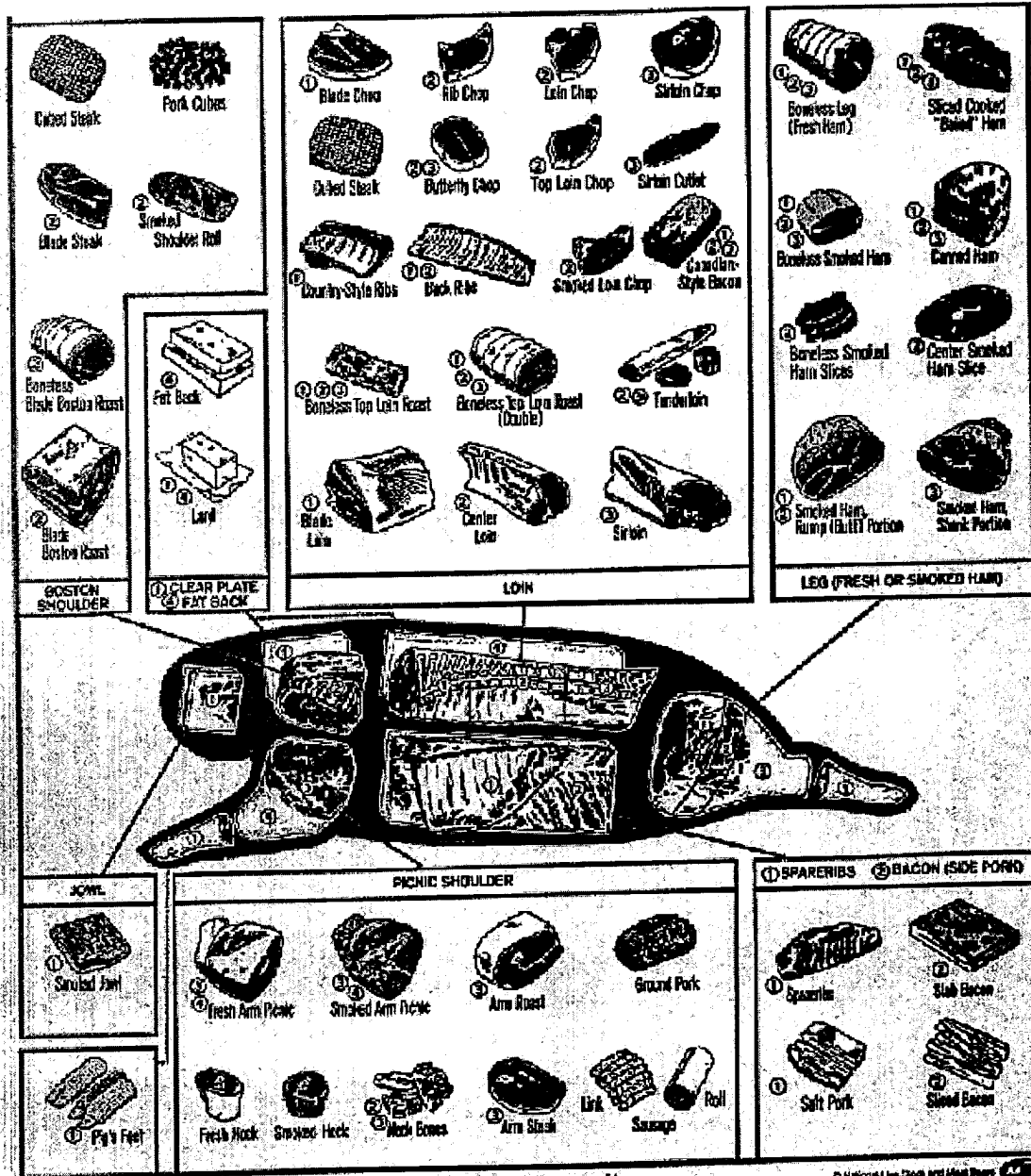
A moderate framed hog will grow well and have adequate size. Select a longbodied, tall hog that stands well on its feet and legs. It should be large boned and show a lot of capacity, being boldly sprung at the ribs.



Style and Balance

A hog that has style and balance is one that holds its head up when it walks, and is smooth in its overall appearance. It will be clean in the shoulder blades, jowl and underline. Hogs that are balanced stand wide and tall on straight legs, are uniform in the arch of their back, and their shoulder blades are close together. Select a trim hog that is free of excess fat. Fat gives the appearance of smoothness and shortness. A trim hog is clean behind the shoulders and down the top. The base of the ham should be firm, at the base of the hams (cut up or v.shaped) with the tail setting high, and the tailhead prominent.

RETAIL CUTS OF MEAT



This chart approved by
National Live Stock and Meat Board

© National Live Stock and Meat Board

DUTIES OF MARKET HOG EXHIBITORS

1. Follow all instructions given to you by your advisor. Communication is the key to a successful project.
2. Pens must be cleaned every day. Rake the manure into a pile and remove it from the pen. Then, take the wheel barrow and dump the remainder in the compost pile.
 - a. Pens that are not cleaned daily will bring flies to the entire barn. This is not only rude to every other exhibitor, but it can be a serious health risk to the animals
 - b. You will want to arrange a cleaning schedule with your pen mate (give a copy of your schedule to your advisor).
3. Make sure your animal does not go without feed (even for one feeding). Plan ahead. Smaller animals should have feed in front of them at all times. Consult your advisor
 - a. Pigs are creatures of habit. It is essential your animal is fed at about the same time every day, twice a day. If you cannot make a feeding, it is essential you make arrangements with another exhibitor.
4. If you are utilizing the Sobrato Ag Farm facilities you will be required to keep the facility clean and well kept and to take care of your animal in an appropriate way at all times.
5. All exhibitors will be required to meet with their advisor once a week to discuss the progress of their animal, to weigh the animals, showmanship suggestions, and informational meetings. These meetings will be scheduled as much as possible around your schedule.
6. The Sobrato FFA Advisors employ a "Three-Strikes" system. If for any reason, you do not abide by any of the rules and / or guidelines set forth in this handbook, you will receive a "strike" for each violation. After three strikes, you're out.
7. We also require students to write thank you letters for their buyers.
 - a. Buyers are paying well over market price as a generous gift to you. It is absolutely important that you write a letter and deliver a small gift as thanks the day of purchase.
8. If you encounter any problems at all concerning your market hog project, some other person's animal, or the facilities, please contact your advisor immediately!



FEEDING YOUR MARKET HOG PROJECT

General

1. Nutrition is the single most important aspect of raising a quality market hog project. Consistency is the key when feeding animals with regards to the type of feed, amount of feed, and feeding schedule. A proper feeding program will make the difference between a high quality animal and a poor quality animal. This means money. Always follow the advisor's recommendations.
2. One of the most overlooked elements is water. If the bucket isn't clean enough for you to drink out of it, the hog should not drink out of it. Always keep cool, fresh water available.

Hand Feeding

1. Your advisor will direct you on how to feed your animal. Feed recommendations are based on individual weight, rate of gain, and conformation. It is important to know exactly how much you are feeding so that accurate average daily gains can be calculated. This information will tell you whether you are on track to meet the desired projected weight for your animal
 - a. A scale should be used to accurately measure in pounds the amount of feed your feeding. "Coffee cans" do not work.
2. If you are raising your animal at home, it is very important to set feeding times in the morning and evening and then stick to them. There should be no more than a 30-minute variation in feeding times from day to day. Drastic changes in feeding can hurt your animal's health.
3. Whenever a new feed or increase in feed is introduced, the change should be made gradually over a few days.
4. Make sure you seal up your bags every day to keep rodents out and the feed from going stale.
5. If your animal goes off feed for more than one day, contact your advisor immediately. Generally, lack of appetite is the first sign of illness.
6. It may be necessary to add a supplement to the ration. The supplement will help in growth, appetite, feed efficiency, condition, and muscle. Check with your advisor before adding a supplement
7. Feed your animal off the ground.
 - a. Make sure that you clean up any spilled feed or alfalfa that is on the ground.

SHOWMANSHIP

1. Hogs are a great animal to show because it is truly up to you to make the animal look its best. You can start with the best animal in the barn but ruin it in showmanship. On the other hand, you can make a hog place much better by showing it better than anyone else can. The difference can truly be champion or 5th place.
2. The main purpose of showmanship is to present your animal to the judge in a manner that will make your animal look its best. Showing can emphasize strong points and hide weak points in the animal.
3. Success in showing begins at home or at the farm. You and your animal cannot learn proper showing techniques at the last minute. It is important that you take the time to learn how to show. When starting out, not only the animal must be trained, but the exhibitor must be “trained” as well.
4. When presenting the animal, the exhibitor should be properly groomed and wearing the official FFA uniform.
5. Listed below are a few general characteristics of a good showman. More technical information will follow.

A Good Showman

1. Is confident in his / her own abilities and shows this confidence to the judge
2. Understands the importance and purpose of showmanship techniques
3. Knows where the judge is at all times
4. Is conscious of the appearance of his /her animal at all times
5. Works the animal calmly and smoothly
6. Is not distracted by people or events outside the show ring
7. Starts showing from before they enter the ring to the exit of the ring
8. Is courteous to the other exhibitors in the ring
9. Displays good sportsmanship by congratulating (shaking hands) with all winners and accepting congratulations graciously.
10. Gives his / her best effort every time.
11. Shakes the hand of the judge and says “Thank You” no matter how they place.

Walking the Ring

1. The objective of showmanship is to make your animal look good while hiding the faults. The following guidelines are to help you learn the basics.
2. Never get between the hog and the judge. What we mean is at no point should the judge be able to see your back. He or she wants to see the hog, not you. Always have the hog between you and the judge
3. Never run after your hog if it gets away from you. Calmly walk to it and keep your cool.

MARKETING YOUR PROJECT

The following information is for you to use when inviting potential buyers to this year's fair to bid on your animal. Remember that it is strongly suggested that you do these things as it can benefit you financially. I have spoken to several businessmen in the area and this is what they suggest you do when you send out buyers letters.

The act of sending letters to potential buyers of your show animal is called "marketing" or "selling" your product. The simple fact that you are a member of the Sobrato FFA will likely earn you a minimum price for your animal. However, it is proven that "marketing" your animal can boost your returns substantially. I strongly encourage you to "promote" your product in the following ways.

All buyers letters must be approved before they are sent. All buyers letters must be delivered at least 4-6 weeks prior to the fair. You may want to write a personalized follow up card a week or two before the fair.

Most of you have written buyers letters in the past and may have done this year's already. The information listed above is intended to be used as a guide so use what you think will be helpful.

Things you should include in your Buyers Letter:

1. Information about yourself

*Tell them your name, age, and introduce yourself. This helps the buyer know whose letter they are reading. When they get to the fair it will help them make a connection with you. Some buyers are more likely to bid on animals raised by people they know.

2. Information about your project and club

*Some buyers like to hear about your animal, how you raised it, and what 4-H club you belong to. They may choose to bid on your animal based on your club affiliation if they recognize your club from your activities that they have heard about

3. The fair dates

*This helps the buyer because they will know when the fair is and that way they can attend the fair. If they have fun and enjoy themselves they would be more likely to come back. If they don't know the dates of the fair then they won't know when to come and look at your animals.

Other Guidelines

1. Hand deliver as many letters in uniform as you can. Be polite, professional, and friendly. Ask if a manager is present. Walk up to them with a smile, give a firm hand-shake, introduce yourself and why you are there. Ask them if there are any questions and leave them with the buyers letter. You are there to make an impression.
2. Do not limit your prospective buyers to people you know. Almost every business person in the area is a potential buyer if asked in the right way.
3. Don't limit the amount of letters you send. I have known people in the past that have hand delivered over 40 letters and they saw the fruit of their labor.
4. Involve your parents in deciding how to write your letters. Make sure the grammar, spelling, and appearance is professional. Your advisors are here to help in this regard.
5. Formally ask them to bid on or purchase your animal. Be polite.
6. If your buyers want to buy your animal, but cannot attend the auction, then they can sign a proxy that will give the Ag Program the authority to buy the animal for them. This form can be obtained from your Ag Teacher.

IMPORTANT TERMS FOR SHOWING HOGS

AVERAGE DAILY GAIN----The amount of weight gained each day.

$ADG = \frac{\text{Present weight} - \text{previous weight}}{\text{Number of days between weights.}}$

BALANCE----A smooth and harmonious blending of body parts.

BALANCED RATION----A ration containing nutrients in the correct proportion to nourish the animal properly for 24 hours.

BARROW – A castrated male pig

BOAR – An intact male pig

BOLUS----a rounded mass of medicine.

CARCASS----The dressed body of a slaughtered meat animal.

CASTRATION----Removal of the testicles

COW-HOCKED----Hocks closer together than feet, hocks bend in as viewed from the rear

CRUDE PROTEIN (CP)----The total amount of protein in a feed, expressed as a percentage of the feed.

CULLING----The process of removing an inferior sheep or goat from a flock/herd.

Cwt----An abbreviation for 100 pounds of weight

DRESSING PERCENTAGE----the carcass weight divided by the live weight.

EARLY MATURING----Reaches high proportion of mature size quickly: opposite of late maturing

FEED CONVERSION: The amount of feed to get one pound of grain. In hogs it is between 3 pounds of feed to get one pound of grain.

GESTATION----The time from the date the sow is mated with the boar until the hogs are born, usually 3 months, 3 weeks, and 3 days or

GILT – A female pig that has not yet had birth

HANGING WEIGHT----The weight of the carcass before any fat and bone have been trimmed

SOBRATO FFA MARKET HOG EXHIBITOR RULES

1. Daily Activities

- a. Spend time with your animal
- b. Thoroughly clean the pen every day.

2. Periodic Activities

- a. Attend, for the entire duration, all project meetings.
- b. Attend for the duration all weigh days at school
- c. Perform barn duty functions if your animal is at school
- d. Attend all showmanship sessions. These will be weekly during the summer. You must attend 80% of these meetings to show at fair. If you must miss a meeting, it is your responsibility to make it up.

3. Activities Prior to Fair

- a. Send out as many buyers letters as you can
- b. Wash and clip hog approximately 2 weeks before show
 - i. It is absolutely important that we wash it with a fungicide to prevent wool fungus.
 - ii. Blanket your animal with a canvas blanket after clipping to keep the hide fresh
- c. Obtain an FFA Show Uniform (White jeans, white dress shirt, FFA tie / scarf, FFA Jacket, and appropriate shoes and belts.) All exhibitors MUST wear shoes when handling animals. Exhibitors will not be allowed to show if they are not in proper uniform. This is a state and national rule that is out of Sobrato's power.
- d. Obtain proper equipment (towel, soap, baby wipes, rags, show box)
- e. Exhibitors are required to find their own transportation to fair. There will be many people offering to help, but try your best to find a ride.

4. Activities at the Fair

- a. Exhibitors are expected to be at the fair for the purpose of caring and preparing their animal for show
- b. Students are expected to stay in the barn or by the show ring to help and cheer on other members during show day.
- c. Exhibitors must be in the sheep barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding, and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
- d. Hogs must be regularly checked throughout the day by their owner

SOBRATO AG DEPARTMENT AG FARM USE CONTRACT

Exhibitor (print) _____ Date: _____

Fair (Circle One) Santa Clara San Benito Santa Cruz Other: _____

Species (Circle One) Sheep Goats Pigs Steer

The Sobrato Ag Department will provide use of the Ag Farm facilities under the following terms

- 1 The student agrees to pay all expenses incurred to Sobrato FFA
- 2 Clean pens every day and keep a clean, organized stall and barn
- 3 Make sure that animal is properly cared for on a daily basis based on the project advisor's instructions
- 4 Keep the pen, feed room, and livestock area clean at all times
- 5 Participate in required clean-up days
- 6 Pen must be cleaned at completion of the project
- 7 Sobrato FFA, Sobrato Ag Department, project advisors, and Sobrato School District is NOT responsible for loss of animals, equipment, or personal property due to theft, vandalism, or accident
- 8 Student may be required to remove his / her animal from the Ag Farm and lose showing privileges with Sobrato FFA if the above conditions are not met.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign this form and give to your advisor. If you have any questions at any time, please feel free to contact the advisor at the Sobrato Ag Department.

Parent Signature: _____

Student Signature: _____

Advisor Signature: _____

RECEIVING YOUR CHECK

At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their hog, and any other parties involved in their project. They must also pay any remaining money owed to the Sobrato FFA and clean out their pen (if animal is housed at school farm) before receiving his / her auction check. The letters must be written, the money paid, and the pen cleaned within fourteen days from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

Fair: Santa Clara San Benito Santa Cruz

Species: Swine Sheep Pigs Goats Steers

Student: _____

Parent: _____

Advisor: _____

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- c. Perform barn duty functions if your animal is at school
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 - ii. Blanket your animal with a canvas blanket after clipping to keep the hide fresh
- c. Obtain an FFA Show Uniform (White jeans, white dress shirt, FFA tie / scarf, FFA Jacket, and appropriate shoes and belts.) All exhibitors **MUST** wear shoes when handling animals. Exhibitors will not be allowed to show if they are not in proper uniform. This is a state and national rule that is out of Sobrato's power.
- d. Obtain proper equipment (towel, soap, baby wipes, rags, show box)
- e. Exhibitors are required to find their own transportation to fair. There will be many people offering to help, but try your best to find a ride.

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- b. Students are expected to stay in the barn or by the show ring to help and cheer on other members during show day.
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- d. Hogs must be regularly checked throughout the day by their owner
- e. Exhibitors must serve their scheduled barn duties which include being on time, keeping the sheep, pens, aisles, and tack areas clean, and watering all hogs. If you are late to a barn duty, you may be required to serve an extra shift.
- f. All exhibitors are required to be present at the fair on weigh-day
- g. All exhibitors are required to attend the fair awards ceremony wearing their official jacket.
- h. All exhibitors are required to help clean up and load tack on the last day of fair
- i. All exhibitors are required to work together, follow instructions, and cooperate with a POSITIVE ATTITUDE
- j. Each exhibitor also agrees to allow any Sobrato FFA advisor to pick up his / her auction check from the fair.
- k. At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their hog, and the Ag Foundation (if livestock loan program was used). They must also pay any remaining bills to the Sobrato FFA and clean their pens at the school farm if facilities were used.

5. Disciplinary Procedures

- a. A "Three Strike" discipline system is used by the Sobrato FFA advisors. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike." Infractions include, but are not limited to, missing a project meeting / weigh day without prior notice, neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc.), failure to perform required duties before and / or during fair. Once a student has received three strikes, he / she forfeits his / her privilege to show with Sobrato FFA
- b. Other disciplinary problems may result in the removal of exhibitor and animal from school farm or fair, withdrawal of animal from fair livestock auction, and / or loss of showing privileges with Sobrato FFA for one or more years.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules.

Parent Signature

Date

Student Signature

Date

SOBRATO FFA CHECK PROXY

Exhibitor (Print): _____ Date: _____

Fair (Circle One) Santa Clara San Benito Santa Cruz

Species (Circle One) Swine Sheep Pigs Goats

I, (the above named exhibitor) allow any Sobrato FFA advisor to pick up my livestock auction check for me from the above indicated fair.

If you have any questions, you may contact an advisor at the Sobrato High School Ag Department.

Parent Signature: _____

Student Signature: _____

Advisor Signature: _____

RECEIVING YOUR CHECK

At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their hog, and any other parties involved in their project. They must also pay any remaining money owed to the Sobrato FFA and clean out their pen (if animal is housed at school farm) before receiving his / her auction check. The letters must be written, the money paid, and the pen cleaned within fourteen days from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

Fair: Santa Clara San Benito Santa Cruz

Species: Swine Sheep Pigs Goats Steers

Student: _____

Parent: _____

Advisor: _____

Morgan Hill-Sobrato FFA

Market Goat Exhibitor Handbook

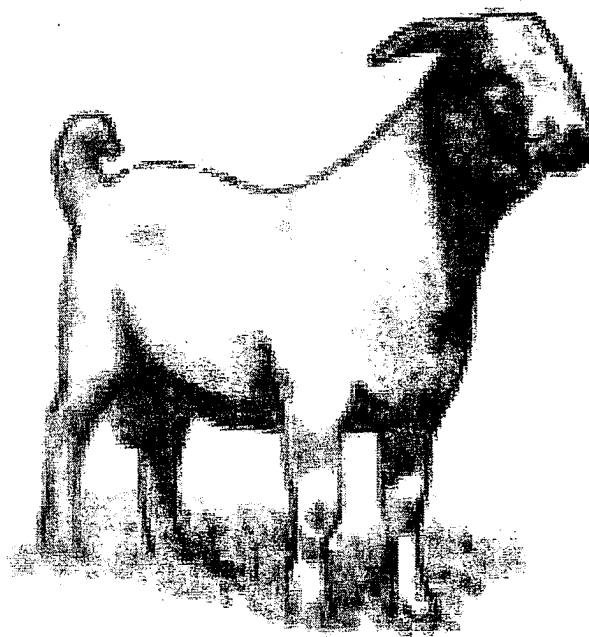


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RECOMMENDED EQUIPMENT

The following items can be purchased inexpensively at any local feed store

- 1 Feed trough that can hang from a stall at shoulder level to the goat
- 2 Plastic water bucket with a handle to carry and clip to the fence
- 3 Tool box or tack box to put equipment into
- 4 Canvas Blanket to fit a 120 pound goat (sullivanssupply.com or vittetoeinc.com/)
- 5 A show goat chain. Make sure that it fits properly and will allow room to grow but not slip off easily:
- 6 Brush
- 7 Change of coveralls to keep clothes clean when feeding before and after school
- 8 Rubber boots or old tennis shoes for cleaning out your pen



PURCHASING YOUR ANIMAL


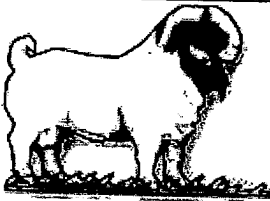

1. How much should I spend?
 - a. Only what you are willing to lose. There is no guarantee when dealing with market animals. Sometimes an animal dies or doesn't do as well as we expect.
 - b. The purpose of this project is to learn how to run a business, so you should spend less than what you can sell your animal for.
 - c. Goats range from \$200 up to thousands of dollars for a superior animal. It is up to you to decide what you want to spend. Consult your advisor.
2. There are different ways to purchase a market goat project. No one way is right or wrong. You need to determine what is best for you in terms of your budget and willingness to work with your animal. The most common ways of buying an animal are:
 - a. Purchase through your advisor. This is highly recommended. Your advisor travels to various breeders to select and purchase only the highest quality animals. He then brings them to school where students pick the animals.
 - b. Purchase an animal on your own: You **ABSOLUTELY MUST** get advisor's approval. Not every goat breeder raises show goats. It's like a Honda and a Nascar – two different purposes.
 - c. Purchase an animal through a livestock sale: Sometimes you find good deals at sales, but usually you end up paying a little more for your animal. However, this is the best way to obtain a great animal. Your advisor can recommend sales to go to. We highly recommend the Miller Moth Sale, as we attend it annually.
3. **Whatever way you choose to purchase your animal, make sure that you consult with your advisor prior to buying it.**



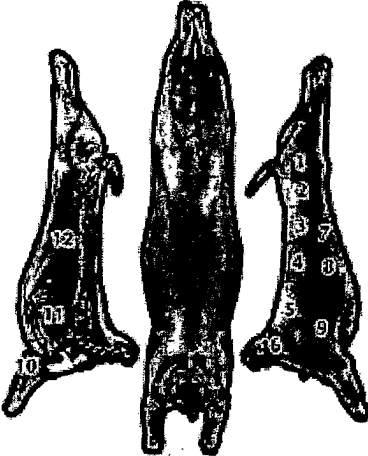
Second Step: The “Hands-On” step.

- 1 With your fingers held together, gently roll your hand over the ribs. See if you feel a distinct separation of each rib. You want to be looking for wide ribs.
- 2 Now very closely rub your fingers over the side of the ribs again. See if you can find any fat cover over the ribs...if you do feel a slight fat cover, cull as a prospect because they will get too fat over the rib for competition
- 3 When evaluating the top of the animal from the rear, it should start narrow at the shoulder and progressively get wider into a wide, full hip. Take your hand and feel over the top of the animal in the muscular part right behind the shoulder. This is called the rack and it will be the first part of the animal the judge handles. It should be wide and full. In thin animals, it may not be filled in but you should be able to feel some muscle shape in these animals. If the animal has condition over its ribs, a filled in loin, but still lacks a rack, do not purchase the animal because it will never develop a full rack.
- 4 From the top of the shoulder rub your finger down the backbone (spine). Gently take your thumb and roll it over the backbone. See if you can detect some natural top muscle. The more you feel and the wider the rack the better.
- 5 Next check the length of the loin. The loin is the portion that is between the last right and the point of the hip. The longer the better.
- 6 Next, check the hind-saddle. This is the area that is from the last rib to the tail of the goat. A good goat will have approximately 65% of its total length from the last rib to the dock.
- 7 Check the width, shape, and depth of the loin. Using your hand, you want to feel the width of the loin. The wider the better. In addition, check to see how flat the loin is in its shape. It should not feel round or have a roll to it. It should feel like you are handling a brick. A desirable loin will be wide at the hip than it is at the last rib.
- 8 The next step is to check how smooth the loin will transition into the hip. You should not see any gaps or dips where the loin meets the point of the hip. If the animal is thin this may be exaggerated. However, if the animal shows any signs of cover and it still has a dip, consider culling the animal as faults only get worse with age.
- 9 Moving back towards the hip, you want to make sure that the hip and rump is level with no slope. You want the top of the goat to be as level as possible. The hip should be flat and full, not round, with muscle on either side of the dock
- 10 The twist is the inner portion of the leg of goat. You want this to be full and deep. Goats develop more muscle with age, but if they do not have any twist to them consider culling this animal as it will never have any muscle.
- 11 Looking from the side of the animal, you want the leg to attach as low as possible towards the hock. Looking at the rear of the animal, the outer portion of the leg should have shape and definition and not be flat in appearance.
- 12 From the side the angle of their hocks should come straight down from the dock. If there is too much of an angle to the leg and the hock, avoid the goat as the problem will only get worse.
- 13 Lastly, check the hide of the animal. You want a tight, thin hide to your goats. A wrinkly, thick hide is undesirable and is best if you stay away from them.

RETAIL CUTS OF MEAT

South African Boer Goat



1 a b
c d e

2B

3C

3D

3A

4A

4B

4C

5

6A

6B

7

8

9A

9B

10

11

12

Leg & Shank

Leg

Chump

Short Loin (Denuded)

Loin Chop

Eye of the Short Loin

Rack

Rib Rack (Frenched)

Rib Rack

Thick Rib

Neck

Neck Chop

Flank

Rib & Flank

Raised Shoulder

Breast

Fore Shank

Square Cut Shoulder

Tender Loin or Fillet

1 a b
c d e

1. Topside / Rump / 2. c. Outside Rib / 3. Eye round / 4. Tenderloin

Table 2: Comparison of the chemical composition of meat, by species (per 100g)

Species	Energy (kJ/kg)	Fat (%)	Protein (%)	Moisture (%)	Cholesterol (mg/100g)
Goat	14.0	2.0	27.0	82.0	67
Reddish-brown	21.0	9.0	26.0	82.0	90
Red	28.0	18.0	25.0	82.0	100
Pork (lean)	31.0	12.0	24.0	82.0	100
Pork (fatty)	38.0	25.0	24.0	82.0	100
Chicken	17.0	2.0	24.0	82.0	90
Chicken (dark)	18.0	2.0	24.0	82.0	90
Turkey	18.0	2.0	24.0	82.0	90
Beef	20.0	12.0	24.0	82.0	100

The world's most friendly red meat

CARING FOR YOUR MARKET GOAT PROJECT

1. Clean your pens every day. Make sure the water bucket is cleaned every day. If you wouldn't drink out of it, your goat shouldn't either. Clean out feed buckets every day.
2. Observe your goat for body condition (fat), alertness, appetite and signs of coughing). Watch the way it walks, for swollen joints, sores or cuts, runny nose or droopy ears. A drop in weight along with slight coughing may indicate worms. Limping may indicate foot rot. If any of these occur, consult your advisor immediately.
3. The four main disease symptoms that you could encounter include:
 - a. Respiratory
 - b. Scours or diarrhea
 - c. Changes in Body Condition
 - d. Fever

Most disease symptoms are precluded by going off feed and changes in behavior. When in doubt, take the goats temperature and notify your advisor if it is high or low.

4. Do not give any medications without consulting your advisor or veterinarian first.
5. Attend all weigh-in times and keep your exhibitor binder with you to record weight gain.

bucket of popcorn or dry food and then taken a large gulp of soda? Watch a goat after it eats a lot of dry grain. Its first inclination is take a large drink of water which will push out the middle of the goat. Our goal is to add enough water to the feed where it reaches the consistency of soup. Start slowly by spraying the feed with a water bottle to moisten it. Increase the amount every day until it reaches a soupy consistency. This will also help us in adding supplements and show shakes to the feed at fair when drenching is prohibited.

10. A few weeks before fair we will want to split their feedings into three separate rations. For example, if we were to feed 3 points of feed in a day, the ration would be split to a pound in the morning, one in the afternoon, and one in the evening. This will help tighten up the lines of the goat, or in other words, get rid of a belly. In addition, the smaller amount of feed in the stomach at a given time will help the metabolism to hold weight in larger animals. If we need to hold an animal's weight, this is one recommended way.
11. Alfalfa and long stemmed roughage is needed for animals. Without the scratch factor (scratching the side of the rumen) that alfalfa gives, the goat will be more prone to acidosis and will not be able to utilize the feed we are giving them. A solid handful of alfalfa twice a day is recommended unless otherwise stated by your advisor.

TRAINING YOUR GOAT TO BRACE AND SHOW

Importance of Bracing

Bracing is a term given to making a goat “flex” by pushing into your leg. It is absolutely important that we teach these goats to brace early to avoid any frustration at the later stages of the project and at fair. It has been said that the difference between a good brace and a bad one is 1st place or 10th place.

Training to Brace

1. It is recommended that you purchase a goat that braces naturally. Bracing is a genetic trait and though it can be trained into a goat, it is easier for a novice exhibitor to buy a goat that already braces.
2. It is important that you practice bracing and showmanship every day for at least 10-15 minutes. Part of this should be spent on the brace-box (a board used for teaching bracing) and part of it spent in the show ring.
3. A goat is considered to be bracing when it is putting a slight pressure on your inner leg. You do not want a goat to “over brace” or stretch out too far. This is undesirable. Please see your advisor for individual lessons to learn the appropriate way to do this.

Training Showmanship

1. It is absolutely essential that you practice with your goat away from its pen mates and other goats
 - a. If you do not practice out of sight of the other goats, the goat will never get used to being alone. This will result in a lot of frustration at fair time, and a lower placing in both market and showmanship. Practice away from other goats.
2. It is just as important for you to practice with your goat for your sake as for your goat's sake. Both of you need practice, and if you follow these steps you will do well. Practice is every day, not once a week.
3. We cannot stress enough the need to constantly teach your goat to walk.

“Champions aren’t made in the ring, they are merely recognized there. If you want to see a champion, look at their daily routine.” Evander Holyfield.



- 4 The feet and legs should always be set up square (like a table). The front legs should come straight down from the shoulder. They should not be placed too far forward or backward as this will make the front end look heavier (an undesirable trait). To move the feet, take your free hand and gently grab the leg at a joint (knee or hock) and move that limb to the right place. Always set up the leg closest to the judge first. Applying a small amount of pressure to the goat to make it put weight on the newly moved leg will make sure that the leg stays where you want it to be.
- 5 **Neck:** The neck should be at a 90 degree angle to the back of the goat. You do not want the angle to go below or above this.
- 6 **Head and Nose:** The nose of your goat should be parallel to the ground and pointing straight forward.

The back: The back should always be level. Since we select for strong topped goats, a goat's top will usually sway or dip if set up too wide. On the other hand, if the top has a bulge in it (called roaching); a gentle pinch over the last rib will make the goat flatten out.

MORE SHOWMANSHIP TIPS

Like any other activity, some people are natural showmen. All exhibitors can learn techniques and improve their showmanship skills. Showmanship can be broken down into two parts: pre-show preparation and show ring. Before the show begins, exhibitors should go look at this show ring and become familiar with it. Once the judge begins, if the exhibitor is not in the first class, he or she should watch the judge and see how he works the goats in the show ring.

Be sure that the chain and lead are secure. Be sure that your animal is clean and any straw or shavings ARE removed. Make sure that the nose; eyes and mouth are clean of any debris. Be sure that you look and your animal looks their best.

When the appropriate class is called, exhibitors should take their goats to the show ring. They should be courteous to fellow exhibitors at all times. If the ring stewards do not line up the goats, the exhibitors should find a good place where their goats will look their best. Avoid corners of the ring and leave yourself plenty of space between your goat and others. Set your goat up, making sure the legs are set properly and keep the body, neck and head in a straight line, with the goats head up and alert. Always show with both hands. Do not put your free hand behind your back; use your free hand to keep the goats head and body straight.

A good showman must be alert and know where the judge is at all times

Always remember to keep your eye on the judge! Remain calm and concentrate on showing. In large classes it may be 20 minutes before the judge handles your goat so you must be patient and let your goat relax.

Set you goat up and be ready before the judge gets to you. Be careful not to cover your goat up with your body and block the judge's view. Always keep your goat between you and the judge.

After the judge handles your goat he will usually step back and look at him. Be sure

EXERCISING YOUR MARKET GOAT PROJECT

Exercise if done at the right time, in the right way, and in the right amount is absolutely essential to the success of your market goat project. Remember, these goats should be treated as athletes with the utmost attention to nutrition and exercise. First, we will dispel some myths about show goat exercises and then discuss the proper ways to exercise your animal.

Myth #1: I can build more muscle into my market goat

A goat is only born with the potential for muscle. There is no way to improve what was never given to you by genetics. If you have a goat that is narrow made, lacks top and volume of muscle, it will never develop adequate muscle shape no matter how much you feed and exercise. Start with a goat that shows the genetic potential for muscle and improve upon what genetics has already given you.

Myth #2: Jumps, Ramps, and Elevated feeders will build muscle in my goat

About 20-25 years ago we used to use elevated feeders, hurdles, and jumps...heck, everyone was. We began thinking that it would increase the volume of muscle and amount of definition by making a goat stretch and jump. Jumps and Hurdles do very little for the market goat. In fact, they do more damage than good. A goat only jumps for a fraction of a second and that may increase definition. However, the shock coming down from the ramp will eventually break down the pastern joint, build up mass of shoulder, and create a structurally unsound animal. Do not use hurdles or jumps.

Another common practice is feeding with a ramp or elevated feeder forcing the animal to stretch and put weight on their back legs. Though this can help build muscle definition, it will also put unneeded stress on the hip / loin junction of the animal. Over time, this stress will break down this muscle and lead to a very undesirable trait that will hurt your chances of placing high in a market class.

Myth #3: I should walk my goat right when I get it.

Most of the frame growth of our goats happens in the first 60 pounds. By exercising the animals before this weight, we are burning up needed calories for growing muscle, bone, and size. This will stunt our animal and prevent it from reaching its full potential. Unless specifically instructed to by your advisor, do not exercise your goat heavily until the 70 pound mark.

Myth #4: A 5 minute walk is good enough exercise for my goat

Have you ever seen the build of an Olympic sprinter? They are muscular, toned, and fit. We need our club goats to appear that way. Walking long distances will create a body more akin to a marathon runner, trim but no mass. We want to avoid this. Instead, using short sprints and isometrics (covered later in this chapter) we want to create toned muscle. Incredibly intense, short sprints are the desired way to exercise your animal.

ISOMETRIC EXERCISES

Though I did not invent isometrics and cannot take credit for their application to club goats, we have successfully used it in our program for over a decade. If used correctly, your goat will gain great definition to its stifle and loin. In addition, it builds up stamina in the show ring by creating higher tolerances to lactic acid build up. This tolerance will allow your animal to maintain a brace longer than the other goats in the ring, resulting in a better goat during the last and most important stages of market and showmanship classes.

Tens of thousands of people have read the following article which was published on several websites. We still receive calls today over 7 years later about the success of this program. Once again, I cannot take credit for the initial application of isometrics to club goats as the true professionals were pioneers in that aspect. The following is simply an article based upon our application of Isometrics in our training program.

Shaping Up: The Benefits of Isometric Exercises for Your Show Goat **By Scott Stebner**

While club goat enthusiasts have been on a quest to increase muscle mass and firmness in their show goats by chasing after the latest in feed supplements or by looking towards high tech methods of exercise, I feel that we have neglected a very simple, but very productive means to building maximum muscle tone, shape and volume.

Muscle structure is much the same in any animal. The basic muscle physiology of a cat is similar to that of a horse, and that of our show goats is akin to our own body. With these close similarities, I see every reason to look towards human exercise techniques, mainly those used by body builders (people who are acutely concerned with muscle size and tone) to further understand and enhance our show goats' exercise routines.

What I am referring to is a simple program of isometrics. This form of exercise involves muscular contractions, during which no shortening or lengthening of muscle occurs. In other words, there is no movement, but a constant and equal force or strain is placed on the muscles. This strain is achieved through pushing, pressing, or pulling against an immovable object. When performed properly, isometric exercises are capable of producing a deep level of muscular development. They burn calories, strengthen and tone muscle groups, improve the ability to hold a contraction, and increase muscle size. The key to applying the concepts of isometric exercise to our club goat workout program is finding a way to adapt the techniques of isometrics to the unique needs of our animals. We need to find ways to isolate the target muscles with specific exercises that can be done with goat.

Where isometrics differ from our usual exercise and strength training is that instead of repetition (isotonic exercise), duration is emphasized. For example, instead of performing ten push-ups, one would push off the floor to a bent arm position and hold for ten seconds. We are looking for equal and sustained resistance.

his muscles in this position. If you are at all concerned that your goat may have this tendency to prolapse, you can perform these exercises on flat ground, and ask for less effort with each set. Again, adapt these exercises to your unique needs and situation.

In addition to building muscle mass and increasing definition, isometrics have other benefits. Since the heart and respiratory rates are increased, extra calories that would ordinarily be converted to fat and extra gain will be burned. It will also prepare your goat for the work to be done in the show ring. In the ring, your goat must be able to sustain a hard brace for long periods of time. As with any exercise, when muscle groups are strained there is a lactic acid build up. (Lactic acid is what causes the burning in your muscles that you feel during exercise). Isometrics teaches the body to handle this lactic acid build-up so your goat will be able to push harder and longer, and will show less fatigue in the show ring.

So what are the benefits of integrating isometrics into your daily exercise program? With time, you will notice increased definition and muscle mass. You will find the goat converting feed into lean muscle instead of additional fat. And finally, after a long day of showing, in that final drive your goat will have the endurance to keep a hard brace when it matters most.

NOTE

Since the publication of this article, the Brace Box has come into popularity. The brace box is a great way to train your goat to show and practice isometrics at the same time. See your advisor for instructions on building or using a brace box.

4. The sale dates, times and locations

*In order for the buyer to bid on your animal they will need to know when the auction is and where it is. If you can't get them to the auction then they can't bid on your animal and you won't sell it as easily.

5. Tell them how they can participate as a buyer

*This is important because if they are a first time buyer they can find out what they have to do. Providing potential buyers with all of the necessary information will make it easier for them to participate. The easier it is for them the more likely it will be for them to come to the fair and bid on your animal.

6. Inform them where they can get more information

*People sometimes have questions that you haven't answered in your buyer letter. This tells them where they can go to get answers those questions. Having affordable business cards with your name and contact information can be very effective.

7. Thank them for previous participation if they are a buyer from a previous year!

*If you do this, it may motivate the buyer to come back and bid again. It lets them know you appreciate them taking the time to come to the fair.

8. Personalize the letters

*This is good because most buyers like letters that are signed by a real person and not photocopied letter. They like their names on the letter not just Dear Buyer. The more individualized a letter is, the more likely a person is to read it.

9. Consider adding a picture of you and your animal

* This can help people see what your animal looks like. Some people think that pictures of animals are cute and this may help them decide to bid on your animal instead of somebody else's or not bidding at all.

If you are computer savvy, you can create a Tri-Fold pamphlet that addresses all of the aforementioned material.

10. Grammar and Spelling Count!

All buyers letters must be proof-read by an advisor before you send them. They absolutely must be perfect in grammar and spelling before they are sent out.

Buyer Letter Format

ADDRESS

YOUR NAME
YOUR STREET

CITY, STATE ZIP-0000

INVITEE NAME (or BUSINESS)
STREET ADDRESS
CITY, STATE ZIP – 0000

TODAY'S DATE

DEAR _____ :

In the first paragraph talk about yourself and what you have done in FFA
(example: My name is _____ and this is my _____ year in
the Sobrato FFA Chapter. Go on to tell them why you are writing them this letter
(to invite them to bid on, purchase, or sponsor your project).

In the second paragraph talk about your project (species, breed, gender, where you got
the goat from, and what you have learned). Additionally, you will want to include
information about yourself. How is raising this animal beneficial to reaching your goals

In the third paragraph tell them when the fair and auction are. Invite the buyer to the fair.
Encourage the buyer to go to the auction. Also, advise the buyer of the
showmanship date and time for your species and encourage them to attend that
event at the Fair. If they are unable to attend the auction, we can have someone
bid on your animal for them. Additionally, if they do not want to purchase an
entire goat, many people go on to purchase half of a goat with another party.

In the fourth paragraph, tell the buyer that you hope to see them at the Fair and
hope they will consider bidding on one of your animals.

Sincerely,

Space for signature in blue or black ink

Your Name
Morgan Hill – Sobrato FFA Chapter

DRENCHING----Treating goat for internal parasites with an oral dose of deworming medicine.

DRESSING PERCENTAGE----the carcass weight divided by the live weight.

EARLY MATURING----Reaches high proportion of mature size quickly: opposite of late maturing

ELASTRATOR----instrument used to apply heavy rubber bands (elastrator rings/bands) to tail and scrotum for docking and castration.

ENTEROTOXEMIA TYPE C---- disease that affects goats in the first two weeks of life causing bloody infection of the small intestine and rapid death.

FEED CONVERSION: The amount of feed to get one pound of grain. In goats it is between 5-7 pounds of feed to get one pound of grain.

FEEDER GOAT----A goat lacking in weight and/or finish that is usually placed in a feedlot for finishing to harvest weight and grade.

FIBER----The portion of a feed that is indigestible or slowly digested by ruminants. May be expressed as crude fiber, non-detergent fiber, acid detergent fiber, or effective fiber.

GESTATION----The time from the date the ewe is mated with the ram until the goats are born, usually 143 to 152 days

GRAIN OVERLOAD (acidosis)----See acidosis

HANGING WEIGHT----The weight of the carcass before any fat and bone have been trimmed

HINDSADDLE----The area of the goat or carcass from the last rib back, includes loin, leg and rump

INTRAMUSCLE (IM) INJECTIONS---- The route of administration of an injection. This is accomplished by inserting the needle straight into the skin and deep into the muscle.

LETHARGY or LETHARGIC---- An animal which is slow to react, lacks energy, and is often sick.

LOIN----The part between the last rib and the hip bones

MARBLING----The fat within the muscle.

OMASUM----the third part of a ruminant stomach located between the reticulum and the abomasum.

SOBRATO FFA MARKET GOAT EXHIBITOR RULES

1. Daily Activities

- a. Spend time with your animal
- b. Thoroughly clean the pen every day.

2. Periodic Activities

- a. Attend, for the entire duration, **ALL** project meetings.
- b. Attend for the duration **ALL** weigh days at school
- c. Perform barn duty functions if your animal is at school
- d. Attend all showmanship sessions. These will be weekly during the summer. You must attend 80% of these meetings to show at fair. If you must miss a meeting, it is your responsibility to make it up.

3. Activities Prior to Fair

- a. Send out as many buyers letters as you can and personally deliver them
- b. We **HIGHLY** recommend a buyer before you take your animal to fair.
- c. Wash and clip goat approximately 1 week before show
 - i. It is absolutely important that we wash it with a fungicide to prevent fungus.
 - ii. Blanket your animal with a canvas blanket after clipping to keep the hide fresh
- d. Obtain an FFA Show Uniform (White jeans, white dress shirt, FFA tie / scarf, FFA Jacket, and appropriate shoes and belts.) All exhibitors **MUST** wear shoes when handling animals. Exhibitors will not be allowed to show if they are not in proper uniform. This is a state and national rule that is out of Sobrato's power.
- e. Obtain proper equipment (towel, soap, baby wipes, rags, show box)
- f. Exhibitors are required to find their own transportation to fair. There will be many people offering to help, but try your best to find a ride.

4. Activities at the Fair

- a. Exhibitors are expected to be at the fair for the purpose of caring and preparing their animal for show
- b. Students are expected to stay in the barn or by the show ring to help and cheer on other members during show day.
- c. Exhibitors must be in the goat barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding, and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
- d. Goats must be regularly checked throughout the day by their owner

SOBRATO AG DEPARTMENT AG FARM USE CONTRACT

Exhibitor (print) _____ Date: _____

Fair (Circle One) Santa Clara San Benito Santa Cruz Other: _____

Species (Circle One) Goat Goats Pigs Steer

The Sobrato Ag Department will provide use of the Ag Farm facilities under the following terms

- 1 The student agrees to pay all expenses incurred to Sobrato FFA
- 2 Clean pens every day and keep a clean, organized stall and barn
- 3 Make sure that animal is properly cared for on a daily basis based on the project advisor's instructions
- 4 Keep the pen, feed room, and livestock area clean at all times
- 5 Participate in required clean-up days
- 6 Pen must be cleaned at completion of the project
- 7 Sobrato FFA, Sobrato Ag Department, project advisors, and Sobrato School District is NOT responsible for loss of animals, equipment, or personal property due to theft, vandalism, or accident
- 8 Student may be required to remove his / her animal from the Ag Farm and lose showing privileges with Sobrato FFA if the above conditions are not met.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign this form and give to your advisor. If you have any questions at any time, please feel free to contact the advisor at the Sobrato Ag Department.

Parent Signature: _____

Student Signature: _____

Advisor Signature: _____

RECEIVING YOUR CHECK

At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their goat, and any other parties involved in their project. They must also pay any remaining money owed to the Sobrato FFA and clean out their pen (if animal is housed at school farm) before receiving his / her auction check. The letters must be written, the money paid, and the pen cleaned within fourteen days from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

Fair: Santa Clara San Benito Santa Cruz

Species: Swine Goat Pigs Goats Steers

Student: _____

Parent: _____

Advisor: _____

Morgan Hill-Sobrato FFA

Sheep Exhibitor Handbook

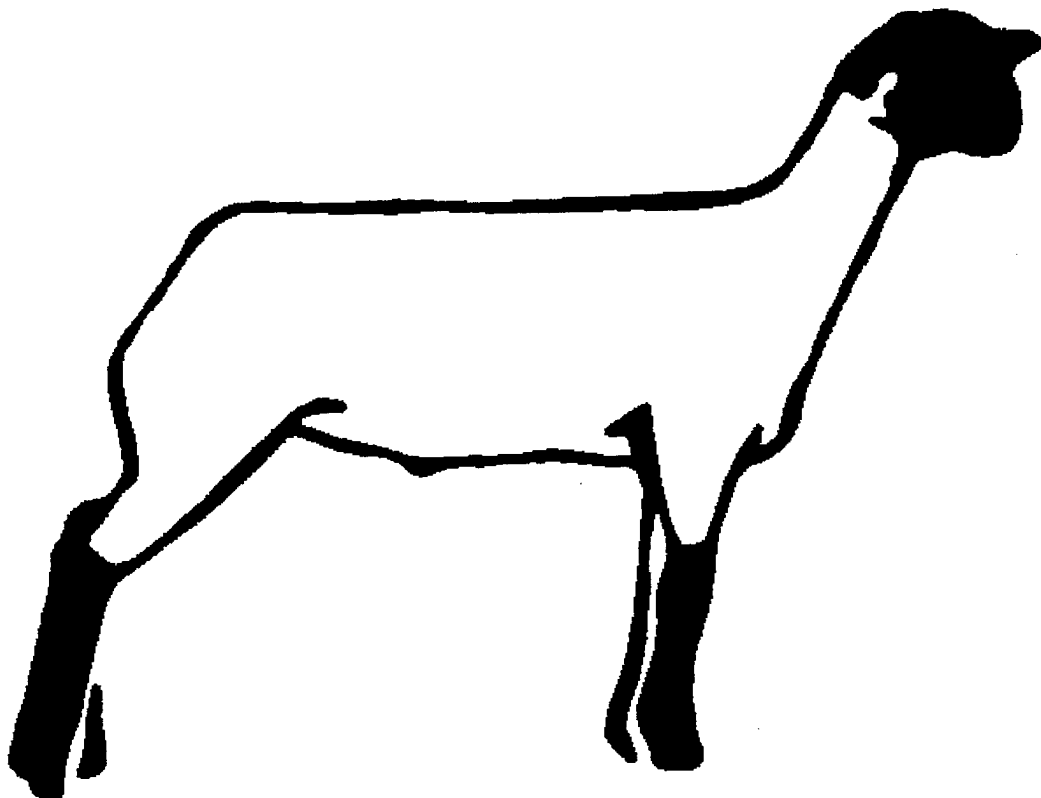


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RECOMMENDED EQUIPMENT

The following items can be purchased inexpensively at any local feed store

- 1 Feed trough that can hang from a stall at shoulder level to the lamb
- 2 Plastic water bucket with a handle to carry and clip to the fence
- 3 Tool box or tack box to put equipment into
- 4 Canvas Blanket to fit a 120 pound lamb (sullivanssupply.com or vittetoeinc.com/)
- 5 Rope or Nylon Halter:
- 6 Brush
- 7 Change of coveralls to keep clothes clean when feeding before and after school
- 8 Rubber boots or old tennis shoes for cleaning out your pen



PURCHASING YOUR ANIMAL

1. How much should I spend?
 - a. Only what you are willing to lose.
 - b. The purpose of this project is to learn how to run a business, so you should spend less than what you can sell your animal for.
 - c. Lambs range from \$250 up to thousands of dollars for a superior animal. It is up to you to decide what you want to spend. Consult your advisor.
2. There are different ways to purchase a market lamb project. No one way is right or wrong. You need to determine what is best for you in terms of your budget and willingness to work with your animal. The most common ways of buying an animal are:
 - a. Purchase through your advisor. This is highly recommended. Your advisor travels to various breeders to select and purchase only the highest quality animals. He then brings them to school where students pick the animals.
 - b. Purchase an animal on your own: You **ABSOLUTELY MUST** get advisor's approval. Not every sheep breeder raises show lambs. It's like a Honda and a Nascar – two different purposes.
 - c. Purchase an animal through a livestock sale: Sometimes you find good deals at sales, but usually you end up paying a little more for your animal. However, this is the best way to obtain a great animal. Your advisor can recommend sales to go to.
3. **Whatever way you choose to purchase your animal, make sure that you consult with your advisor prior to buying it.**



- 3 When evaluating the top of the animal from the rear, it should start narrow at the shoulder and progressively get wider into a wide, full hip. The shoulders should be tight and somewhat compact. Take your hand and feel over the top of the animal in the muscular part right behind the shoulder. This is called the rack and it will be the first part of the animal the judge handles. It should be wide and full. In thin animals, it may not be filled in but you should be able to feel some muscle shape in these animals. If the animal has condition over its ribs, a filled in loin, but still lacks a rack, do not purchase the animal because it will never develop a full rack.
- 4 From the top of the shoulder rub your finger down the backbone (spine). Gently take your thumb and roll it over the backbone. See if you can detect some natural top muscle. The more you feel and the wider the rack the better.
- 5 Next check the length of the loin. The loin is the portion that is between the last right and the point of the hip. The longer the better.
- 6 Next, check the hind-saddle. This is the area that is from the last rib to the tail of the lamb. A good lamb will have approximately 65% of its total length from the last rib to the dock.
- 7 Check the width, shape, and depth of the loin. Using your hand, you want to feel the width of the loin. The wider the better. In addition, check to see how flat the loin is in its shape. It should not feel round or have a roll to it. It should feel like you are handling a brick. A desirable loin will be wide at the hip than it is at the last rib.
- 8 The next step is to check how smooth the loin will transition into the hip. You should not see any gaps or dips where the loin meets the point of the hip. If the animal is thin this may be exaggerated. However, if the animal shows any signs of cover and it still has a dip, consider culling the animal as faults only get worse with age.
- 9 Moving back towards the hip, you want to make sure that the hip and rump is level with no slope. If you were to put a yardstick on the lamb (not literally), every inch of the yardstick should touch the back and rump. It should be level, what we call "T'ed Up"
- 10 The hip should be flat and full, not round, with muscle on either side of the dock
- 11 The twist is the inner portion of the leg of lamb. You want this to be full and deep. Lambs develop more muscle with age, but if they do not have any twist to them consider culling this animal as it will never have any muscle.
- 12 Looking from the side of the animal, you want the leg to attach at low as possible towards the hock. Looking at the rear of the animal, the outer portion of the leg should have shape and definition and not be flat in appearance.
- 13 From the side the angle of their hocks should come straight down from the dock. If there is too much of an angle to the leg and the hock, avoid the lamb as the problem will only get worse.
- 14 Lastly, check the hide of the animal. You want a tight, thin hide to your lambs. A wrinkly, thick hide is undesirable and is best if you stay away from them.
- 15 Breed and color of lamb is a personal choice and can be selected to suit a specific judge.
- 16 Eye appeal. Lambs will have a certain "look" to them. They should appear "pretty," athletic, and confident.

RETAIL CUTS OF MEAT



American Lamb Cuts & How To Cook Them

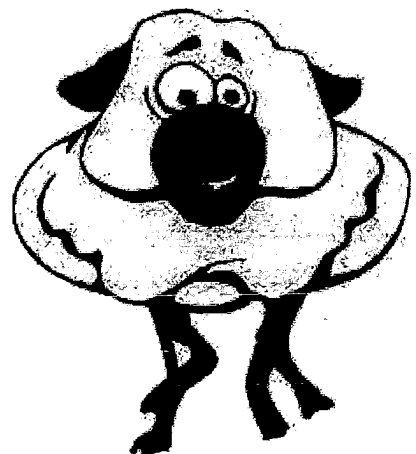


CARING FOR YOUR MARKET LAMB PROJECT

1. Clean your pens every day. Make sure the water bucket is cleaned every day. If you wouldn't drink out of it, your lamb shouldn't either. Clean out feed buckets every day.
2. Observe your lamb for body condition (fat), alertness, appetite and signs of coughing). Watch the way it walks, for swollen joints, sores or cuts, runny nose or droopy ears. A drop in weight along with slight coughing may indicate worms. Limping may indicate foot rot. If any of these occur, consult your advisor immediately.
3. The four main disease symptoms that you could encounter include:
 - a. Respiratory
 - b. Scours or diarrhea
 - c. Changes in Body Condition
 - d. Fever

Most disease symptoms are precluded by going off feed and changes in behavior. When in doubt, take the lambs temperature and notify your advisor if it is high or low.

4. Do not give any medications without consulting your advisor or veterinarian first.
5. If fans are available, keep a large canvas blanket on your lamb at all times. This will protect the hide from becoming dirty and thick from flies, dust, and wind.



bucket of popcorn or dry food and then taken a large gulp of soda? Watch a lamb after it eats a lot of dry grain. Its first inclination is take a large drink of water which will push out the middle of the lamb. Our goal is to add enough water to the feed where it reaches the consistency of soup. Start slowly by spraying the feed with a water bottle to moisten it. Increase the amount every day until it reaches a soupy consistency. This will also help us in adding supplements and show shakes to the feed at fair when drenching is prohibited.

10. A few weeks before fair we will want to split their feedings into three separate rations. For example, if we were to feed 3 points of feed in a day, the ration would be split to a pound in the morning, one in the afternoon, and one in the evening. This will help tighten up the lines of the lamb, or in other words, get rid of a belly. In addition, the smaller amount of feed in the stomach at a given time will help the metabolism to hold weight in larger animals. If we need to hold an animal's weight, this is one recommended way.
11. Alfalfa and long stemmed roughage is needed for animals. Without the scratch factor (scratching the side of the rumen) that alfalfa gives, the lamb will be more prone to acidosis and will not be able to utilize the feed we are giving them. A solid handful of alfalfa twice a day is recommended unless otherwise stated by your advisor.

TRAINING YOUR LAMB TO BRACE AND SHOW

Importance of Bracing

Bracing is a term given to making a lamb “flex” by pushing into your leg. It is absolutely important that we teach these lambs to brace early to avoid any frustration at the later stages of the project and at fair. It has been said that the difference between a good brace and a bad one is 1st place or 10th place.

Training to Brace

1. It is recommended that you purchase a lamb that braces naturally. Bracing is a genetic trait and though it can be trained into a lamb, it is easier for a novice exhibitor to buy a lamb that already braces.
2. It is important that you practice bracing and showmanship every day for at least 10-15 minutes. Part of this should be spent on the brace-box (a board used for teaching bracing) and part of it spent in the show ring.
3. A lamb is considered to be bracing when it is putting a slight pressure on your inner leg. You do not want a lamb to “over brace” or stretch out too far. This is undesirable. Please see your advisor for individual lessons to learn the appropriate way to do this.

Training Showmanship

1. It is absolutely essential that you practice with your lamb away from its pen mates and other lambs
 - a. If you do not practice out of sight of the other lambs, the lamb will never get used to being alone. This will result in a lot of frustration at fair time, and a lower placing in both market and showmanship. Practice away from other lambs.
2. It is just as important for you to practice with your lamb for your sake as for your lamb’s sake. Both of you need practice, and if you follow these steps you will do well. Practice is every day, not once a week.

“Champions aren’t made in the ring, they are merely recognized there. If you want to see a champion, look at their daily routine.” Evander Holyfield.



- 4 The feet and legs should always be set up square (like a table). The front legs should come straight down from the shoulder. They should not be placed too far forward or backward as this will make the front end look heavier (an undesirable trait). To move the feet, take your free hand and gently grab the leg at a joint (knee or hock) and move that limb to the right place. Always set up the leg closest to the judge first. Applying a small amount of pressure to the lamb to make it put weight on the newly moved leg will make sure that the leg stays where you want it to be.
- 5 **Neck:** The neck should be at a 90 degree angle to the back of the lamb. You do not want the angle to go below or above this.
- 6 **Head and Nose:** The nose of your lamb should be parallel to the ground and pointing straight forward.
- 7 **The back:** The back should always be level. Since we select for strong topped lambs, a lamb's top will usually sway or dip if set up too wide. On the other hand, if the top has a bulge in it (called roaching); a gentle pinch over the last rib will make the lamb flatten out.
- 8 **Bracing:** The lamb should constantly be bracing. It does not need to be pushing you over. However, a slight brace is essential to doing well.

C. Setting Yourself Up

- 1 In order to show your lamb correctly, you must get into correct position yourself. This can be frustrating and tiresome (it's a workout!), but once you understand the basics it is a LOT of fun! 90% of showmanship is with the legs and lower body.
- 2 **Heal to Toe, Toe to Toe:**
 - a. We will refer to your two legs in the following ways.
 - i. Opposite Leg: The Leg furthest from the judge
 - ii. Near Leg: The leg nearest the judge
 - b. On the leg and foot facing the judge (near leg), place the heel of your foot at the lamb's toe. This should cause your inner thigh of your near leg to rest on the far end of the lamb's brisket. Your leg should not be touching the throat of the lamb as this will make the animal cough. If done correctly, you will be pointing your toe towards the judge and feeling the lamb brace into your inner thigh
 - c. **Opposite Leg:** Place your opposite toe pointing towards the lamb's opposite hoof. This will make your inner thigh and knee rest against the lamb's shoulder. This can only be learned through hands on instruction, so see your advisor
- 3 You should cradle the lamb's head in your hands. The lamb's jaw should rest on the forearm that is closest to the judge with the hand away from the judge supporting the lamb's ear.
- 4 Your shoulders should face the judge with a slight bend backwards in your posture.
- 5 Eye contact is essential. Keep an intense, confident, but friendly look to you.
- 6 Practice right. Walk your lamb forward and set it up in 5 seconds with a perfect brace. If your lamb and you can do this 5 times in a row perfectly, put the animal up for the night.

EXERCISING YOUR MARKET LAMB PROJECT

Exercise if done at the right time, in the right way, and in the right amount is absolutely essential to the success of your market lamb project. Remember, these lambs should be treated as athletes with the utmost attention to nutrition and exercise. First, we will dispel some myths about show lamb exercises and then discuss the proper ways to exercise your animal.

Myth #1: I can build more muscle into my market lamb

A lamb is only born with the potential for muscle. There is no way to improve what was never given to you by genetics. If you have a lamb that is narrow made, lacks top and volume of muscle, it will never develop adequate muscle shape no matter how much you feed and exercise. Start with a lamb that shows the genetic potential for muscle and improve upon what genetics has already given you.

Myth #2: Jumps, Ramps, and Elevated feeders will build muscle in my lamb

About 20-25 years ago we used to use elevated feeders, hurdles, and jumps...heck, everyone was. We began thinking that it would increase the volume of muscle and amount of definition by making a lamb stretch and jump. Jumps and Hurdles do very little for the market lamb. In fact, they do more damage than good. A lamb only jumps for a fraction of a second and that may increase definition. However, the shock coming down from the ramp will eventually break down the pastern joint, build up mass of shoulder, and create a structurally unsound animal. Do not use hurdles or jumps.

Another common practice is feeding with a ramp or elevated feeder forcing the animal to stretch and put weight on their back legs. Though this can help build muscle definition, it will also put unneeded stress on the hip / loin junction of the animal. Over time, this stress will break down this muscle and lead to a very undesirable trait that will hurt your chances of placing high in a market class.

Myth #3: I should walk my lamb right when I get it.

Most of the frame growth of our lambs happens in the first 100 pounds. By exercising the animals before this weight, we are burning up needed calories for growing muscle, bone, and size. This will stunt our animal and prevent it from reaching its full potential. Unless specifically instructed to by your advisor, do not exercise your lamb until the 100 pound mark.

Myth #4: A 5 minute walk is good enough exercise for my lamb

Have you ever seen the build of an Olympic sprinter? They are muscular, toned, and fit. We need our club lambs to appear that way. Walking long distances will create a body more akin to a marathon runner, trim but no mass. We want to avoid this. Instead, using short sprints and isometrics (covered later in this chapter) we want to create toned muscle. Incredibly intense, short sprints are the desired way to exercise your animal.

ISOMETRIC EXERCISES

Though I did not invent isometrics and cannot take credit for their application to club lambs, we have successfully used it in our program for over a decade. If used correctly, your lamb will gain great definition to its stifle and loin. In addition, it builds up stamina in the show ring by creating higher tolerances to lactic acid build up. This tolerance will allow your animal to maintain a brace longer than the other lambs in the ring, resulting in a better lamb during the last and most important stages of market and showmanship classes.

Tens of thousands of people have read the following article which was published on several websites. We still receive calls today over 7 years later about the success of this program. Once again, I cannot take credit for the initial application of isometrics to club lambs as the true professionals were pioneers in that aspect. The following is simply an article based upon our application of Isometrics in our training program.

Shaping Up: The Benefits of Isometric Exercises for Your Show Lamb **By Scott Stebner**

While club lamb enthusiasts have been on a quest to increase muscle mass and firmness in their show lambs by chasing after the latest in feed supplements or by looking towards high tech methods of exercise, I feel that we have neglected a very simple, but very productive means to building maximum muscle tone, shape and volume.

Muscle structure is much the same in any animal. The basic muscle physiology of a cat is similar to that of a horse, and that of our show lambs is akin to our own body. With these close similarities, I see every reason to look towards human exercise techniques, mainly those used by body builders (people who are acutely concerned with muscle size and tone) to further understand and enhance our show lambs' exercise routines.

What I am referring to is a simple program of isometrics. This form of exercise involves muscular contractions, during which no shortening or lengthening of muscle occurs. In other words, there is no movement, but a constant and equal force or strain is placed on the muscles. This strain is achieved through pushing, pressing, or pulling against an immovable object. When performed properly, isometric exercises are capable of producing a deep level of muscular development. They burn calories, strengthen and tone muscle groups, improve the ability to hold a contraction, and increase muscle size. The key to applying the concepts of isometric exercise to our club lamb workout program is finding a way to adapt the techniques of isometrics to the unique needs of our animals. We need to find ways to isolate the target muscles with specific exercises that can be done with sheep.

Where isometrics differ from our usual exercise and strength training is that instead of repetition (isotonic exercise), duration is emphasized. For example, instead of performing ten push-ups, one would push off the floor to a bent arm position and hold for ten seconds. We are looking for equal and sustained resistance.

strain his muscles in this position. If you are at all concerned that your lamb may have this tendency to prolapse, you can perform these exercises on flat ground, and ask for less effort with each set. Again, adapt these exercises to your unique needs and situation.

In addition to building muscle mass and increasing definition, isometrics have other benefits. Since the heart and respiratory rates are increased, extra calories that would ordinarily be converted to fat and extra gain will be burned. It will also prepare your lamb for the work to be done in the show ring. In the ring, your lamb must be able to sustain a hard brace for long periods of time. As with any exercise, when muscle groups are strained there is a lactic acid build up. (Lactic acid is what causes the burning in your muscles that you feel during exercise). Isometrics teaches the body to handle this lactic acid build-up so your lamb will be able to push harder and longer, and will show less fatigue in the show ring.

So what are the benefits of integrating isometrics into your daily exercise program? With time, you will notice increased definition and muscle mass. You will find the lamb converting feed into lean muscle instead of additional fat. And finally, after a long day of showing, in that final drive your lamb will have the endurance to keep a hard brace when it matters most.

NOTE

Since the publication of this article, the Brace Box has come into popularity. The brace box is a great way to train your lamb to show and practice isometrics at the same time. See your advisor for instructions on building or using a brace box.

4. The sale dates, times and locations

*In order for the buyer to bid on your animal they will need to know when the auction is and where it is. If you can't get them to the auction then they can't bid on your animal and you won't sell it as easily.

5. Tell them how they can participate as a buyer

*This is important because if they are a first time buyer they can find out what they have to do. Providing potential buyers with all of the necessary information will make it easier for them to participate. The easier it is for them the more likely it will be for them to come to the fair and bid on your animal.

6. Inform them where they can get more information

*People sometimes have questions that you haven't answered in your buyer letter. This tells them where they can go to get answers those questions. Having affordable business cards with your name and contact information can be very effective.

7. Thank them for previous participation if they are a buyer from a previous year!

*If you do this, it may motivate the buyer to come back and bid again. It lets them know you appreciate them taking the time to come to the fair.

8. Personalize the letters

*This is good because most buyers like letters that are signed by a real person and not photocopied letter. They like their names on the letter not just Dear Buyer. The more individualized a letter is, the more likely a person is to read it.

9. Consider adding a picture of you and your animal

* This can help people see what your animal looks like. Some people think that pictures of animals are cute and this may help them decide to bid on your animal instead of somebody else's or not bidding at all.

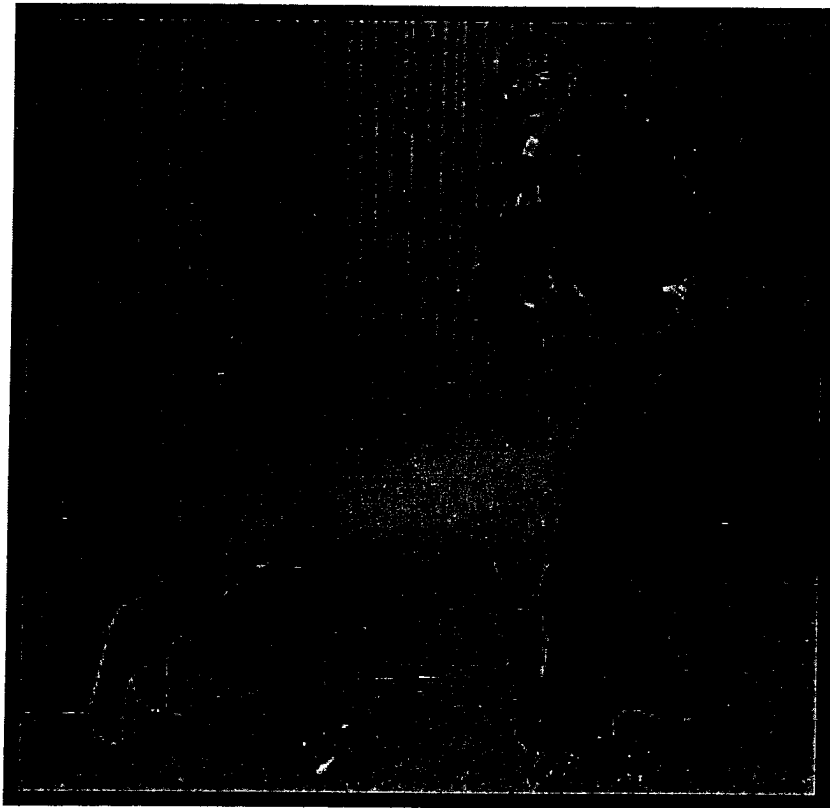
If you are computer savvy, you can create a Tri-Fold pamphlet that addresses all of the aforementioned material.

10. Grammar and Spelling Count!

All buyers letters must be proof-read by an advisor before you send them. They absolutely must be perfect in grammar and spelling before they are sent out.

SHOW LAMB SELECTION

Darrell Rothlisberger
Rich County Agent
Utah State University Extension

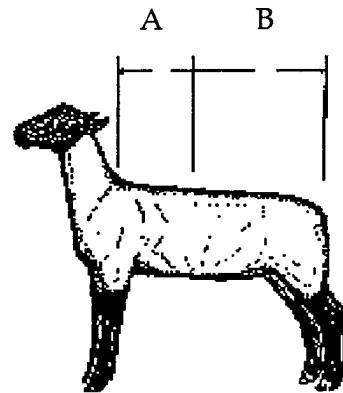


EXTENSION
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From the Side

Choose a lamb that has proper length in the areas of the higher priced cuts, legs, loin and rump. The back portion of the top or hind saddle (B) should be longer than the front part, rack or back (A). To calculate this, measure from the last two ribs to the pin bones, (where the tail connects to the body). This should be two or more inches longer than the front part, depending on the lamb's size.

Length of the loin is important. Measure from the last two ribs to the hook bone. Length and width of the loin are important. Short bodied, compact animals are undesirable. Be careful not to get carried away with length. If you select a lamb that is too long it may be weak topped.



From the Front

A bulging muscle from the knee to the shoulder is desirable. Large bone circumference of the cannon bone is a gauge of muscle, too. The larger the bone, the more area there is to attach muscle to. Select a lamb with a relatively long, thick cannon bone. The shoulder should be slightly prominent. Avoid getting a lamb with too large a shoulder as this will take away from a smooth, balanced appearance.

STRUCTURAL CORRECTNESS

Show lambs should be correct in their skeletal or bone structure. The lamb's neck should be erect and extend out of the top of the shoulder. The top line should be long, level and straight. The legs should have a large circumference or diameter of bone. Its pasterns should be strong, and it should stand with its feet and legs wide apart. When it walks it should move with long, smooth steps, and track out wide. Do not select lambs that are open shouldered, weak topped and have steep rumps.

STYLE AND BALANCE

These two characteristics describe how a lamb blends together. The front and rear ends should match. Looking at the lamb from the side view, it should have a clean, trim chest. The shoulder should be smooth while the top line should be long and level. A trim middle is desirable. Because lambs are shown with less than 1/4 inch wool, it is desirable that they have a tight, wrinkle-free hide.

The most noticeable lamb in a pen holds its head up and looks long and straight with a level hip. Its walk is proud and wide based with a thick leg.

SOBRATO FFA MARKET LAMB EXHIBITOR RULES

1. Daily Activities

- a. Spend time with your animal
- b. Thoroughly clean the pen every day.

2. Periodic Activities

- a. Attend, for the entire duration, all project meetings.
- b. Attend for the duration all weigh days at school
- c. Perform barn duty functions if your animal is at school
- d. Attend all showmanship sessions. These will be weekly during the summer. You must attend 80% of these meetings to show at fair. If you must miss a meeting, it is your responsibility to make it up.

3. Activities Prior to Fair

- a. Send out as many buyers letters as you can
- b. Wash and clip lamb approximately 2 weeks before show
 - i. It is absolutely important that we wash it with a fungicide to prevent wool fungus.
 - ii. Blanket your animal with a canvas blanket after clipping to keep the hide fresh
- c. Obtain an FFA Show Uniform (White jeans, white dress shirt, FFA tie / scarf, FFA Jacket, and appropriate shoes and belts.) All exhibitors MUST wear shoes when handling animals. Exhibitors will not be allowed to show if they are not in proper uniform. This is a state and national rule that is out of Sobrato's power.
- d. Obtain proper equipment (towel, soap, baby wipes, rags, show box)
- e. Exhibitors are required to find their own transportation to fair. There will be many people offering to help, but try your best to find a ride.

4. Activities at the Fair

- a. Exhibitors are expected to be at the fair for the purpose of caring and preparing their animal for show
- b. Students are expected to stay in the barn or by the show ring to help and cheer on other members during show day.
- c. Exhibitors must be in the sheep barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding, and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
- d. Lambs must be regularly checked throughout the day by their owner

SOBRATO AG DEPARTMENT AG FARM USE CONTRACT

Exhibitor (print) _____ Date: _____

Fair (Circle One) Santa Clara San Benito Santa Cruz Other: _____

Species (Circle One) Sheep Goats Pigs Steer

The Sobrato Ag Department will provide use of the Ag Farm facilities under the following terms

- 1 The student agrees to pay all expenses incurred to Sobrato FFA
- 2 Clean pens every day and keep a clean, organized stall and barn
- 3 Make sure that animal is properly cared for on a daily basis based on the project advisor's instructions
- 4 Keep the pen, feed room, and livestock area clean at all times
- 5 Participate in required clean-up days
- 6 Pen must be cleaned at completion of the project
- 7 Sobrato FFA, Sobrato Ag Department, project advisors, and Sobrato School District is NOT responsible for loss of animals, equipment, or personal property due to theft, vandalism, or accident
- 8 Student may be required to remove his / her animal from the Ag Farm and lose showing privileges with Sobrato FFA if the above conditions are not met.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign this form and give to your advisor. If you have any questions at any time, please feel free to contact the advisor at the Sobrato Ag Department.

Parent Signature: _____

Student Signature: _____

Advisor Signature: _____

RECEIVING YOUR CHECK

At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his / her animal, the breeder of their lamb, and any other parties involved in their project. They must also pay any remaining money owed to the Sobrato FFA and clean out their pen (if animal is housed at school farm) before receiving his / her auction check. The letters must be written, the money paid, and the pen cleaned within fourteen days from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

Fair: Santa Clara San Benito Santa Cruz

Species: Swine Sheep Pigs Goats Steers

Student: _____

Parent: _____

Advisor: _____

Proficiency Standards

Students of Ann Sobrato High School have proficiency standards for all programs offered at the agricultural department.

Agricultural Production

- Demonstrate the desire to work
- Demonstrate the ability to get along with others
- Demonstrate the ability to work independently
- Demonstrate the ability to follow directions of a supervisor
- Understand the ability to follow directions of a supervisor
- Understand the needs of customers
- Maintain records
- List the characteristics of a good leader
- Participate in group discussion
- Develop project experience
- Plan for post-secondary education
- Identify breeds of livestock
- Identify types of crops
- List the parts of the animal
- Label the parts of the plant
- Understand California and U.S. agriculture
- Understand animal reproduction
- List and define animal pests, diseases and problems
- Compute animal nutrition
- Analyze plant nutrient requirements
- Identify various plant nutrients and their sources
- Demonstrate the ability to handle animals
- Feed animals
- Name proper soil amendments
- Prepare soil samples
- Identify collected rangeland plants
- Diagram inheritance factors
- Identify points in time on an estrus cycle chart
- Identify harvest grades
- Collect market information
- Balance feed rations
- Classify plants
- Understand basic farm management
- Discuss farm credit
- Discuss agriculture taxation
- Develop understanding for farm policy

- Research agriculture imports and exports
- Define marketing concepts
- Define business structures
- Calculate depreciation
- Develop inventories
- Compute net worth statements
- Complete loan applications
- Calculate annual interest rates
- List sources of agricultural credit
- Select a career and obtain information
- Calculate a budget
- Demonstrate parliamentary procedure

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS

Works both independently and collaboratively
 Attends regularly and on time
 Practices good safety procedures
 Solves problems thinks critically and makes good decisions
 Plans work and takes initiative
 Demonstrates leadership and the willingness to help train others

CAREER PREPARATION SKILLS

Identify appropriate careers and resources for training
 Identifies job resources
 Demonstrates interview skills
 Demonstrates knowledge of techniques for getting a job
 Describes career opportunities in the floriculture industry

HISTORICAL & CULTURAL CONTEXT

Explains the history of floral design
 Explains the cultural differences of wedding work, sympathy work, and alternative arrangements.

ELEMENTS AND PRINCIPLES OF DESIGN

Demonstrates principles and elements of design
 Practices design procedures to increase life span of floral materials
 Demonstrates arrangements with use of principles of design
 Demonstrates two-dimensional layout and three-dimensional design
 Demonstrates the proper techniques used in oriental, wedding, sympathy, and contemporary designs

FLOWERS AND FOLIAGE FORMS

Recognizes plant scientific names and select healthy potted plants, cut flowers and foliage
 Demonstrates how to care for plants and cut flowers
 Demonstrates the proper care and handling of cut flowers

MECHANICS AND MATERIALS

Recognizes and demonstrates use of commonly used tools and supplies

ALTERNATIVE ARRANGEMENTS

Explains, evaluates, and designs alternative arrangements using Weaving and Tying techniques.

11. FOUNDATION STANDARDS ALIGNED

1.0 Academics Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. <i>(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history-social science, and visual and performing arts content standards adopted by the State Board of Education.)</i>	1.1. FOUNDATION STANDARDS ALIGNED (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. (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.
Algebra I Specific applications of Algebra I standards (grades eight through twelve): (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	Historical And Cultural Context <i>Role and Development of the Visual Arts</i> (3.1) Identify similarities and differences in the purposes of art created in selected cultures. (3.3) Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. (3.4) Discuss the purpose of art in selected contemporary cultures.
Geometry Specific applications of Geometry standards (grades eight through twelve): (8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures. (11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.	Aesthetic Valuing (4.1) Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. (4.2) Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context. <i>Make Informed Judgments</i> (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.
Science Specific applications of Investigation and Experimentation standards (grades nine through twelve): (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.	Connections, Relationships, Applications <i>Connections and Applications</i> (5.2) Create a work of art that communicates a cross-cultural or universal theme taken from literature or history. <i>Visual Literacy</i> (5.3) Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition <i>Careers and Career-Related Skills</i> (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).
History/Social Science Specific applications of Principles of Economics standards (grade twelve): (12.2.5) Understand the process by which competition among buyers and sellers determines a market price. (12.2.6) Describe the effect of price controls on buyers and sellers. (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.	2.0 Communications Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. <i>(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.)</i>
1.4 Visual and Performing Arts Specific applications of Visual Arts standards at the proficient level (grades nine through twelve): Artistic Perception Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. <i>Develop Perceptual Skills and Visual Arts Vocabulary</i> (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. <i>Impact of Media Choice</i> (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.	Reading Specific applications of Reading Comprehension standards (grades nine and ten): (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. (2.3) Generate relevant questions about readings on issues that can be researched. Specific applications of Reading Comprehension standards (grades eleven and twelve): (2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices. (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
Creative Expression <i>Skills, Processes, Materials, and Tools</i> (2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.	Writing Specific applications of Writing Strategies and Applications standards (grades nine and ten): (1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

- (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (2.3) Write expository compositions, including analytical essays and research reports:
- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.5) Write business letters:
- a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.
- Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):
- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
 - (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
 - (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
- (2.5) Write job applications and résumés:
- a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

Written & Oral English Language Conventions

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

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

Listening & Speaking

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

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
 - (2.2) Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
 - (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.
- Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):
- (1.8) Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity
 - (2.4) Deliver multimedia presentations:
 - a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly

3.0 CAREER PLANNING & MANAGEMENT

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

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

4.0 TECHNOLOGY

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

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
- 4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 PROBLEM SOLVING & CRITICAL THINKING

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

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
5.3 Use critical thinking skills to make informed decisions and solve problems.
6.0 HEALTH & SAFETY Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:
6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.4 Maintain safe and healthful working conditions.
6.5 Use tools and machines safely and appropriately.
7.0 RESPONSIBILITY & FLEXIBILITY Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:
7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to varied roles and responsibilities.
7.5 Understand the importance of time management to fulfill responsibilities.
7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.
8.0 ETHICS & LEGAL RESPONSIBILITY Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.
9.0 LEADERSHIP & TEAMWORK Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:
9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.
10.0 TECHNICAL KNOWLEDGE & SKILLS
10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
10.2 Manage and actively engage in a career-related, supervised agricultural experience.
10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
10.4 Maintain and troubleshoot equipment used in the agricultural industry.
11.0 DEMONSTRATION & APPLICATION Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

- F1.1 Understand how to classify and identify plants by order, family, genus, and species.
- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Understand the seed's essential parts and functions.
- F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
- F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.6 Understand the factors that affect plant growth.

F5.0 Students understand water and soil (media) management practices:

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

F8.0 Students understand nursery production principles:

- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

- F10.1 Know the terms associated with landscape and design and their appropriate use.
- F10.2 Understand the principles of residential design, including how to render design to scale.
- F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

- F11.1 Understand the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Understand marketing and merchandising principles used in the floral industry.

Pacing Calendar Standards

Agriculture & Natural Industry Sector

Foundation Standards:

- 1.0 Academics:
 - 1.1 Mathematics
 - 1.3 History - Social Science
- 2.0 Communications
 - 2.1 Reading
 - 2.2 Writing
 - 2.3 Written & Oral English Language Conventions
 - 2.4 Listening & Speaking
- 3.0 Career Planning & Management
- 4.0 Technology
- 5.0 Problem Solving & Critical Thinking
- 6.0 Health & Safety
- 7.0 Responsibility & Flexibility
- 8.0 Ethics & Legal Responsibilities
- 9.0 Leadership & Teamwork
- 10.0 Technical Knowledge & Skills
- 11.0 Demonstration & Application

F. Ornamental Horticulture Pathway Standards:

- F 1.0 Students understand plant classification and use principles.
- F 2.0 Students understand plant physiology and growth principles.
- F 3.0 Students understand sexual & asexual plant reproduction.
- F 8.0 Students understand nursery production principles.
- F 9.0 Students understand the use of containers & horticultural tools, equipment, & facilities.
- F 11.0 Students understand basic floral design principles.

Visual Arts

- 1.0 Artist Perception
- 2.0 Creative Expression
- 3.0 Historical and Cultural Context
- 4.0 Aesthetic Valuing
- 5.0 Connections, Relationships, Applications

Media & Design Arts Pathway

- A 1.0 Students master appropriate visual and performing arts (VPA) and English-Language Arts (ELA) content standards in relation to visual, aural, written, and electronic media projects and products.
- A 2.0 Students understand the key technical and technological requirements applicable to various segments of the Media & Design Arts Pathway

C. Agriscience Pathway

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

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

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Understand how California agriculture affects the quality of life.
- C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
- C1.4 Understand the economic impact of leading California agricultural commodities.
- C1.5 Understand the economic impact of major natural resources in California.
- C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 Students understand the interrelationship between agriculture and the environment:

- C2.1 Understand important agricultural environmental impacts on soil, water, and air.
- C2.2 Understand current agricultural environmental challenges.
- C2.3 Understand how natural resources are used in agriculture.
- C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
- C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Students understand the effects of technology on agriculture:

- C3.1 Understand how an agricultural commodity moves from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
- C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:

- C4.1 Understand the evolution and roles of domesticated animals in society.
- C4.2 Know the differences between domestication and natural selection.
- C4.3 Understand the modern-day uses of animals and animal by-products.

- C4.4 Understand various points of view regarding the use of animals.
- C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 Students understand the cell structure and function of plants and animals:

- C5.1 Understand the purpose and anatomy of cells.
- C5.2 Know how cell parts function.
- C5.3 Understand various cell actions, such as osmosis and cell division.
- C5.4 Understand how plant and animal cells are alike and different.

C6.0 Students understand animal anatomy and systems:

- C6.1 Know the names and locations of the external anatomy of animals.
- C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Students understand basic animal genetics:

- C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
- C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
- C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
- C7.4 Understand the fertilization process.
- C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 Students understand fundamental animal nutrition and feeding:

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

C9.0 Students understand basic animal health:

- C9.1 Assess the appearance and behavior of a normal, healthy animal.
- C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
- C9.3 Understand the causes and control of common animal diseases.

C9.4	Understand how to control parasites and why.
C9.5	Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.
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C10.0	<i>Students understand soil science principles:</i>
C10.1	Recognize the major soil components and types.
C10.2	Understand how soil texture, structure, pH, and salinity affect plant growth.
C10.3	Understand water delivery and irrigation system options.
C10.4	Understand the types, uses, and applications of amendments and fertilizers.
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C11.0	<i>Students understand plant growth and development:</i>
C11.1	Understand the anatomy and functions of plant systems and structures.
C11.2	Understand plant growth requirements.
C11.3	Know annual, biennial, and perennial life cycles.
C11.4	Examine plant sexual and asexual reproduction.
C11.5	Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
C11.6	Understand the respiration process in the breakdown of food and organic matter.
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C12.0	<i>Students understand fundamental pest management:</i>
C12.1	Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).
C12.2	Understand chemical, mechanical, cultural, and biological methods of plant pest control.
C12.3	Understand the major principles, advantages, and disadvantages of integrated pest management.
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C13.0	<i>Students understand the scientific method:</i>
C13.1	Understand the steps of the scientific method.
C13.2	Analyze an animal or plant problem and devise a solution based on the scientific method.
C13.3	Use the scientific method to conduct agricultural experiments.

Proficiency Standards

Sales & Service

CALIFORNIA AGRICULTURE CORE CURRICULUM

CLF 1150 AGRICULTURAL BUSINESS MANAGEMENT

- (CLF1151) Careers in Agribusiness
- (CLF1152) Preparing for a Career in Agribusiness

CLF1200 ECONOMIC PRINCIPLE

- (CLF1201) Introduction to Economic Principles
- (CLF1202) Supply, Demand, and Price Determination
- (CLF1203) Physical Production Relationships, Values, and Profit Maximizing Level of Input Use
- (CLF1204) Fixed and Variable Costs, Marginal Costs and Marginal Revenue, Profit Maximizing Level of Output
- (CLF1205) Diversification and Specialization
- (CLF1206) Combination of Enterprises
- (CLF1207) Managing Risk
- (CLF1208) Economics Terminology
- (CLF1249) Unit Exam

CLF 1250 MANAGEMENT FUNCTIONS

- (CLF1251) What is Agribusiness Management?
- (CLF1252) Planning, Organizing, Directing, Coordinating, and Controlling in Agribusiness Management
- (CLF1253) The Role of a Manager
- (CLF1254) Characteristics of Individual Proprietorships, Partnerships, and Corporations
- (CLF1255) Decision making
- (CLF1299) Unit Exam

CLF 1300 AGRIBUSINESS ACCOUNTING

- (CLF1301) Review of Record keeping
- (CLF1302) Principles of Agribusiness Accounting
- (CLF1303) Cash Flow Statements
- (CLF1304) Spreadsheet Lab Activities
- (CLF1305) Inventory and Depreciation

CLF 1350 FINANCIAL PLANNING AND ANALYSIS

- (CLF1351) Financial Analysis Record keeping
- (CLF1352) Budgeting and Financial Planning
- (CLF1353) Enterprise Analysis

CLF 1400 FINANCE AND CREDIT

- (CLF1401) Role of Credit in Agribusiness
- (CLF1402) Public Sources of Credit
- (CLF1403) Private Sources of Credit
- (CLF1404) Applying for a Loan
- (CLF1405) Costs of Credit
- (CLF1406) Glossary

CLF 1450 MARKETING

- (CLF1451) Introduction to Marketing
- (CLF1452) Key Factors in Marketing
- (CLF1453) Marketing Strategies: Hedging and Speculation
- (CLF1454) Developing a Marketing Plan
- (CLF1455) Trading in International Markets
- (CLF1456) Introduction to World Trade

- (CLF1457) Agricultural Exports and Trade Policies
- (CLF1458) Marketing Procedures in World Trade

CLF 1500 COOPERATIVES

- (CLF1501) Cooperatives Compared to Other Business Forms
- (CLF1502) Agricultural Cooperatives in the United States
- (CLF1503) Economics of Cooperatives
- (CLF1504) Classes of Cooperatives
- (CLF1505) Organizing and Operating a Cooperative
- (CLF1506) Cooperative Principles and Decision making
- (CLF1507) Laws and Taxes Affecting Cooperatives
- (CLF1508) Agencies that Serve Cooperatives
- (CLF1549) Unit Exam

CLF 1550 SALES AND SELLING

- (CLF1551) An Introduction to Selling in Agriculture
- (CLF1552) Skills and Knowledge Needed for Selling in Agriculture
- (CLF1553) Determining Needs and Wants of Customers
- (CLF1554) Preparing for and Approaching Potential Customers
- (CLF1555) Giving a Sales Presentation
- (CLF1556) Handling Customer Objections
- (CLF1557) Closing a Sale

CLF1600 AGRIBUSINESS TAXATION

- (CLF1601) Introduction to Taxes
- (CLF1602) Income Tax Management

CLF1650 INSURANCE

- (CLF1651) Agribusiness Insurance

CLF1700 PURCHASING OPTIONS

- (CLF1701) Purchasing Options

CLF1750 AGRICULTURAL LAW

- (CLF1751) Major Farm Laws
- (CLF1752) Farm Leases
- (CLF1753) Agriculture Liability Laws
- (CLF1754) Agricultural Property Rights

CLF1800 SAFETY IN AGRIBUSINESS OPERATIONS

- (CLF1801) Factors that Contribute to Farm Accidents
- (CLF1802) Machinery Safety
- (CLF1803) Management's Responsibility in Farm Safety

CLF1850 GOVERNMENT AGENCIES AND SERVICES

- (CLF1851) Introduction to Government Agencies
- (CLF1852) United States Department of Agriculture
- (CLF1853) Primary Agencies Affecting Farmers
- (CLF1854) Cooperative Extension

CLF1999 AGRICULTURE MODEL CURRICULUM LESSON PLAN NUMBERING SYSTEM

**CALIFORNIA AGRICULTURE CORE CURRICULUM
ORNAMENTAL HORTICULTURE****CLF6100 BOTANICAL CLASSIFICATION**

- (CLF6101) History and Terminology of Taxonomy
- (CLF6102) Practical Taxonomy
- (CLF6103) Use of the Plant ID Key
- (CLF6104) Characteristics of Leaves and Leaf Surfaces
- (CLF6105) Characteristics of Stems and Roots
- (CLF6106) Characteristics of Fruits
- (CLF6107) Characteristics of Flowers
- (CLF6108) Identifying Ornamental Plants
- (CLF6149) Unit Exam

CLF6150 PHOTOSYNTHESIS AND RESPIRATION

- (CLF6151) Photosynthesis
- (CLF6152) Respiration
- (CLF6153) Photosynthesis and Respiration in Horticulture
- (CLF6154) Cellular Function in Plants
- (CLF6199) Unit Exam

CLF6200 PHYSIOLOGY AND GROWTH

- (CLF6201) Growth Structures and Functions
- (CLF6202) Growth Patterns
- (CLF6203) Growth Requirements
- (CLF6204) Seedling Growth

CLF6250 SEXUAL AND ASEXUAL PROPAGATION

- (CLF6251) Sexual & Asexual Propagation
- (CLF6252) Parts of the Flower
- (CLF6253) Pollination and Seed Production
- (CLF6254) Reproduction by Spores
- (CLF6255) Vegetative Cuttings
- (CFL6256) Budding and Grafting
- (CFL6257) Other Propagation Methods
- (CFL6299) Unit Exam

CLF6300 DISEASES AND PESTS OF ORNAMENTAL PLANTS

- (CLF6301) Plant Pathology and Plant Health
- (CLF6302) Weed Control
- (CLF6303) Safe and Effective Use of Chemical Pesticides
- (CLF6304) Introduction to Integrated Pest Management (IPM)
- (CLF6305) Nursery Sanitation
- (CFL6349) Unit Exam

CLF6350 ELEMENTS NECESSARY FOR PLANT GROWTH

- (CLF6351) Primary, Secondary, & Micronutrients Necessary for Plant Growth
- (CLF6352) Sources of N, P, and K
- (CLF6353) Function of Nutrients in Plant Growth
- (CLF6354) Reading the Fertilizer Label
- (CLF6355) Soil Amendments
- (CLF6356) Uses of Fertilizers
- (CLF6357) Symptoms of Nutrient Deficiencies (N,P,K,FE,S,MG,B, and ZN)
- (CLF6358) Determining Nutrient Deficiencies
- (CLF6359) Methods of Application

CLF6400 HORTICULTURAL SOILS & PLANTING MEDIA

- (CLF6401) Soil Basics
- (CLF6402) Horticultural Soils
- (CLF6403) Managing Horticultural Soils
- (CLF6404) Seedbed Preparation
- (CLF6405) Composting
- (CLF6449) Unit Exam

CLF6450 IRRIGATION AND DRAINAGE

- (CLF6451) Irrigating Ornamental Plantings

- (CLF6452) Drainage
- (CLF6453) Sprinkler Irrigation Systems
- (CLF6454) Drip Irrigation Systems
- (CLF6455) Conserving Water in Irrigation
- (CLF6499) Unit Exam

CLF6500 SELECTION, PLANTING, AND CARE OF ORNAMENTAL PLANTS

- (CLF6501) Evaluation and Selection of Quality Plants
- (CLF6502) Planting Techniques
- (CLF6503) Determining Spacing and Planting
- (CLF6504) Staking and Tying plants
- (CLF6505) Frost Protection
- (CLF6506) Benefits of Xeriscape
- (CLF6507) Sales and Merchandising of Plants
- (CLF6549) Unit Test

CLF6550 PRUNING AND TRAINING ORNAMENTAL PLANTS

- (CLF6551) Purposes of Pruning
- (CLF6552) Timing of Pruning
- (CLF6553) Identification, Safe Use, and Maintenance of Pruning Equipment
- (CLF6554) Techniques for Making Pruning Cuts
- (CLF6555) Methods of Pruning Trees and Shrubs
- (CLF6556) Major Tree Pruning Systems
- (CLF6557) Plant Support Systems
- (CLF6599) Unit Exam

CLF6600 GROWTH AND MAINTENANCE OF NURSERY STOCK

- (CLF6601) Horticulture Structures
- (CLF6602) Sterilization & Sanitation
- (CLF6603) Mixing Growing Media
- (CLF6604) Planting of Seeds
- (CLF6605) Watering Nursery Stock
- (CLF6606) Tool & Equipment Identification
- (CLF6607) Transplanting Growing Stock
- (CLF6608) Irrigation Systems
- (CLF6649) Unit Exam

CLF6650 FLORICULTURE AND FLORAL DESIGN

- (CLF6651) Floriculture Terms
- (CLF6652) Identification of Foliage and Seasonal Plants
- (CLF6653) Classification and Use of Flower Design Categories
- (CLF6654) Identification and Use of Design Tools and Materials
- (CLF6655) Preparation and Conditioning of Flowers and Foliages
- (CLF6656) Basic Floral Design Shapes
- (CLF6657) Simple Floral Arrangement and Corsage Construction

CLF6700 LANDSCAPE DESIGN, CONSTRUCTION, AND MAINTENANCE

- (CLF6701) Plant Selection and Design
- (CLF6702) Landscape Options and Design
- (CLF6703) Turf in the Landscape
- (CLF6704) Irrigation Design and Installation
- (CLF6705) Design Techniques
- (CLF6706) Estimating and Bid Preparation
- (CLF6749) Unit Exam

CLF6750 THE ORNAMENTAL HORTICULTURE INDUSTRY

- (CLF6751) Career Opportunities and Educational Requirements
- (CLF6752) Horticultural Trade Associations
- (CLF6753) Utilizing Trade Association Publications

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PROFICIENCY STANDARDS FOR ORNAMENTAL HORTICULTURE

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation	Criteria for Completion
	<ol style="list-style-type: none"> 1. Personal qualities and qualifications <ol style="list-style-type: none"> a. Demonstrate the desire to work b. Demonstrate the ability to get along with others c. Demonstrate the ability to project desirable image for the business d. Demonstrate willingness to learn e. Demonstrate the ability to work independently f. Demonstrate the ability to follow directions of supervisor g. Demonstrate acceptable personal appearance and personal hygiene h. Understand needs of customer 2. Prepare growing mediums and seedbeds <ol style="list-style-type: none"> a. Apply chemicals to control weeds and/or soil insects b. Dig holes for trees and shrubs c. Operate tillage machinery d. Mix and sterilize greenhouse and cold frame mediums e. Haul and spread peat moss and other plant materials f. Operate lime and/or fertilizer spreaders g. Lay out space requirements for various varieties h. Take soil samples 3. Propagate nursery stock <ol style="list-style-type: none"> a. Prepare cuttings b. Transplant seedlings and cuttings to the field c. Clean, treat, and plant seed d. Start and care for container stock e. Bud and graft nursery 					

Appendix H

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<p>4. Culture plants in the nursery</p> <ul style="list-style-type: none"> a. Water nursery stock b. Prune and trim plants c. Prepare cuttings d. Operate sprayers and dusters e. Thin and space nursery stock f. Identify and remove diseased and dead plants g. Identify common weeds, insects, and diseases h. Cultivate with hand and power equipment i. Mulch nursery stock j. Lay plastic for weed control k. Set traps and poisons for pests <p>5. Store nursery stock</p> <ul style="list-style-type: none"> a. Remove dead or inferior plants b. Maintain humidity and temperature requirements c. Care for over-wintering of container stock d. Label storage bins and bags e. Bunch and pack plants f. Deliver plants to warehouse <p>6. Process and ship nursery stock</p> <ul style="list-style-type: none"> a. Package orders for shipment b. Prepare shipping labels and invoices c. Deliver plant materials to wholesalers and/or retailers <p>7. Maintain buildings and equipment</p> <ul style="list-style-type: none"> a. Keep work, storage, and delivery areas neat and clean b. Clean and sharpen hand tools c. Maintain and service business vehicles and/or tractors d. Maintain and service power tillers, mowers, and cultivators e. Maintain and service tractor-operated equipment f. Maintain and install sprinkler heads, pipe nozzles and other irrigation equipment 				

Appendix H

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ul style="list-style-type: none"> g. Clean, adjust and service dusters and sprayers h. Maintain and adjust small gas engines i. Repair storage buildings, bins and equipment (carpentry) j. Maintain and service water valves k. Paint nursery house and storage buildings l. Clean and oil electric motors m. Service heating pots and boilers n. Install and repair light switches, receptacles, and extension cords o. Mix place, and furnish <p>8. Demonstrate knowledge of nursery retail outlet products</p> <ul style="list-style-type: none"> a. Identify nursery plants b. Advise customer of correct manner of planting and caring for plant materials c. Recognize common plant insect and disease problems and advise customers concerning insect and disease problems and advise customers concerning insecticide and fungicide use d. Advise customers concerning fertilizer types, rates, and methods of application for various plants e. Explain environmental requirements of various plants f. Explain appropriate uses and qualities of nursery stock g. Recommend appropriate herbicides h. Explain values of various mulching materials and soil amendments <p>9. Demonstrate effective sales techniques</p> <ul style="list-style-type: none"> a. Greet customers in courteous manner b. Close sales efficiently c. Identify wants and needs of customers d. Fill out appropriate sales forms e. Gain attention and interest of customers f. Handle customer objections and complaints g. Direct attention to related or substitute products h. Make change i. Handle complaints after sale is made 				

Appendix H

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ul style="list-style-type: none"> j. Use cash register k. Follow up sales to determine customer satisfaction l. Packs and/or wraps merchandise m. Take orders by telephone n. Solicit sales by telephone <p>10. Price stock (figure margins and markup)</p> <p>11. Maintain inventory of stock and related items</p> <p>12. Prepare advertising announcements for various media</p> <ul style="list-style-type: none"> a. Prepare newspaper advertisements b. Prepare mailers for local distribution c. Prepare radio commercials d. Prepare TV commercials <p>13. Prepare merchandise displays</p> <ul style="list-style-type: none"> a. Remove wilted stock from displays b. Present merchandise in attractive displays c. Display seasonal promotional items d. Suggest related items to customers with related merchandise displays e. Change displays frequently f. Arrange outside displays to attract customers g. Display merchandise as it can be used <p>14. Organize jobs and supervise workers</p> <ul style="list-style-type: none"> a. Demonstrate and instruct employees in their tasks b. Confer with management regarding workers, work conditions and plans c. Prepare daily work plans d. Confer with workers regarding problems and performance e. Evaluate performance of workers f. Acquire equipment and plant materials 				

Appendix H

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	15. Maintain records and make reports 16. Analyze and prepare the landscape area <ol style="list-style-type: none"> Read blueprints and plans Lay out the landscape plan Survey and grade the site Install drainage systems Develop a working site plan Determine drainage needs Install irrigation systems 17. Plant, trees, shrubs, groundcovers, and flowers <ol style="list-style-type: none"> Identify various landscape plants Prepare planting site Plant ball and burlap and container-grown stock Prune and trim newly planted trees and shrubs Determine spacing and depth of planting Plant bare root plants Select and apply mulching materials Determine methods of techniques of supporting plants Plant seeds and bulbs Determine fertilizer and soil amendment types and rates of application Determine watering schedules and rates Determine planting dates Plant cuttings Protect plants from rodent damage 18. Establish, renovate, and care for turf and lawns <ol style="list-style-type: none"> Plant grasses by sodding, sprigging, and/or seeding Mow lawns Apply lime and fertilizer to lawns Prepare seedbeds Water lawns Mulch planted areas 				

Appendix H

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ul style="list-style-type: none"> g. Grade, rake, and level lawns h. Aerate lawns i. Recognize common lawn weeds, insects, and diseases j. Spray lawns for weed, insect, and disease control k. Roll newly sodded areas l. Identify lawn grasses m. Take soil samples for testing <p>19. Lay out and construct or install landscape structures and conveniences</p> <ul style="list-style-type: none"> a. Lay out and construct walks, drives, and patios b. Lay out and build retaining and free standing walls c. Lay out and construct steps and ramps d. Lay out and construct fences e. Lay out and install fountains and pools f. Construct benches and garden furniture 				

F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

- F1.1 Understand how to classify and identify plants by order, family, genus, and species.
- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Understand the seed's essential parts and functions.
- F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
- F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- F2.6 Understand the factors that affect plant growth.

F3.0 Students understand sexual and asexual plant reproduction:

- F3.1 Understand the different forms of sexual and asexual plant reproduction.
- F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 Students understand basic integrated pest management principles:

- F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
- F4.2 Understand how pesticide regulations and government agencies affect agriculture.
- F4.3 Understand common horticultural pests and diseases and methods of controlling them.
- F4.4 Understand the systematic approach to solving plant problems.

F5.0 Students understand water and soil (media) management practices:

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.2 Know basic irrigation design and installation methods.
- F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
- F5.4 Understand major issues related to water sources and water quality.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

F6.0 Students understand ornamental plant nutrition practices:

- F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- F6.2 Understand basic nutrient testing procedures on soil and plant tissue.
- F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
- F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 Students understand the selection, installation, and maintenance of turf:

- F7.1 Understand the selection and management of landscape and sports field turf.
- F7.2 Understand how to select, install, and maintain a designated turfgrass area.
- F7.3 Understand how the use of turf benefits the environment.

F8.0 Students understand nursery production principles:

- F8.1 Understand how to properly use production facilities and common nursery equipment.
- F8.2 Understand common nursery production practices.
- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.
- F9.4 Understand how to install landscape components and electrical land and water features.

- F10.0** *Students understand basic landscape planning, design, construction, and maintenance:*
- F10.1 Know the terms associated with landscape and design and their appropriate use.
 - F10.2 Understand the principles of residential design, including how to render design to scale.
 - F10.3 Understand proper landscape planting and maintenance practices.
 - F10.4 Prune ornamental shrubs, trees, and fruit trees.
 - F10.5 Develop clear and concise landscape business contracts.

- F11.0** *Students understand basic floral design principles:*
- F11.1 Understand the use of plant materials and tools.
 - F11.2 Apply basic design principles to products and designs.
 - F11.3 Handle, prepare, and arrange cut flowers appropriately.
 - F11.4 Understand marketing and merchandising principles used in the floral industry.

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 *Students understand plant classification principles:*

- G1.1 Understand how to classify and identify plants by order, family, genus, and species.
- G1.2 Understand how to identify plants by using a dichotomous key.
- G1.3 Understand how common plant parts are used to classify the plants.
- G1.4 Understand the differences between and uses of native and nonnative plants.
- G1.5 Understand the differences between monocots and dicots.
- G1.6 Understand the differences between plants under production and weeds.

G2.0 *Students understand cell biology:*

- G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
- G2.2 Understand plant cellular function reactions when plants are grown under different conditions.
- G2.3 Understand what functions organelles play in the health of the cell.
- G2.4 Understand the part of the cell that is responsible for the genetic information that controls plant growth and development.
- G2.5 Understand plant inheritance principles, including the structure and role of DNA.
- G2.6 Understand which organelles in plant cells carry out photosynthesis.

G3.0 *Students understand plant physiology and growth principles:*

- G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- G3.2 Understand the seed's essential parts and functions.
- G3.3 Understand how primary, secondary, and trace elements are used in plant growth.
- G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- G3.6 Understand the factors that affect plant growth and predict plant response.

G4.0 Students understand sexual and asexual reproduction of plants:	
G4.1	Understand the different forms of sexual and asexual plant reproduction.
G4.2	Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
G4.3	Understand the proper sterile technique used in tissue culture.
G5.0 Students understand pest problems and management:	
G5.1	Understand how to categorize insects as pests, beneficial, or neutral and their roles.
G5.2	Understand the role of other pests, such as nematodes, molds, mildews, and weeds.
G5.3	Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
G5.4	Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
G5.5	Understand how biotechnology can be used to manage pests.
G6.0 Students understand soils and plant production:	
G6.1	Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
G6.2	Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.
G6.3	Understand soil biology and diagram the soil food chain.
G6.4	Understand how soil biology affects the environment and natural resources.
G7.0 Students understand effective tillage and soil conservation management practices:	
G7.1	Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
G7.2	Understand how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
G7.3	Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.
G8.0 Students understand effective water management practices:	
G8.1	Understand California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
G8.2	Understand the local, state, and federal agencies that regulate water quality and availability in California.

G8.3	Understand the definition of a watershed and how it is used to measure water quality.
G8.4	Understand effective water management and conservation practices, including the use of tailwater ponds.
G8.5	Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.
G9.0 Students understand the concept of an “agrosystem” approach to production:	
G9.1	Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).
G9.2	Understand the elements of conventional, sustainable, and organic production systems.
G9.3	Understand the components of “whole-system management.”
G10.0 Students understand local crop management and production practices:	
G10.1	Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.
G10.2	Understand common marketing and shipping characteristics of local commodities.
G10.3	Understand general maturity and harvest-time guidelines for specific local plant products.
G11.0 Students understand plant biotechnology:	
G11.1	Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects plant production, yields, and management.
G11.2	Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).
G11.3	Know how herbicide-resistant plant genes can affect the environment.
G11.4	Understand how genetic engineering techniques have been used to improve crop yields.
G11.5	Understand the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.

**CALIFORNIA AGRICULTURE CORE CURRICULUM
ANIMAL SCIENCE**

CLF3100 LIVESTOCK TOOLS, EQUIPMENT, AND RESTRAINT

- (CLF3101) Livestock Tools and Equipment
- (CLF3102) Livestock Restraint
- (CLF3049) Unit Exam

CLF3150 NUTRITION AND FEEDS

- (CLF3151) Feed Identification and Nutrient Evaluation
- (CLF3152) Feed additives
- (CLF3153) Hormones
- (CLF3154) Developing Rations
- (CLF3155) Vitamin and Amino Acid Requirements
- (CLF3156) Nutritional Diseases
- (CLF3157) Feeding Regime
- (CLF3158) Cost Efficiency of Production
- (CLF3199) Unit Test Exam

CLF3200 ANIMAL PHYSIOLOGY

- (CLF3201) The Digestive Process
- (CLF3202) Respiration
- (CLF3203) The Endocrine System
- (CLF3249) Unit Exam

CLF3250 LIVESTOCK BREEDING AND GENETICS

- (CLF3251) Sperm and Egg Production
- (CLF3252) Review from Basic Core
- (CLF3253) Dominant and Recessive Genes
- (CLF3254) Breeding Systems and Situations
- (CLF3255) Selection and Heritability
- (CLF3256) Embryo Transfer
- (CLF3257) Artificial Insemination
- (CLF3258) Estrous Cycles and Breeding Capacities
- (CLF3259) Gestation and Parturition
- (CLF3260) Environment and Care of Reproducing Animals
- (CLF3261) Feeding Reproducing Animals
- (CLF3262) Crossbreed Identification
- (CLF3299) Unit Exam

CLF3300 ANIMAL HEALTH

- (CLF3301) Disease Fighting Agents
- (CLF3302) Causes of Disease
- (CLF3303) Infectious and Noninfectious Diseases
- (CLF3304) Health Practices
- (CLF3349) Unit Exam

CLF3350 LIVESTOCK PESTS

- (CLF3351) Common Internal Parasite Lifecycles
- (CLF3352) Common External Parasite Lifecycles
- (CLF3399) Unit Exam

CLF3400 LARGE ANIMAL MANAGEMENT

- (CLF3401) Production Practices
- (CLF3402) Fitting and Showing
- (CLF3403) Animal Behavior
- (CLF3404) Marketing Livestock
- (CLF3449) Unit Exam

CLF3450 SMALL ANIMAL PRODUCTION

(CLF3451) Types of Small Animals
(CLF3452) Sm. Animal Prod.. and Marketing
(CLF3499) Unit Exam

CLF3500 RANGE MANAGEMENT

(CLF3501) Range Management
(CLF3502) California Rangelands and Rangeland
(CLF3503) Common Weeds, Brush, and Poisonous
(CLF3549) Unit Exam

CLF3550 WASTE MANAGEMENT

(CLF3551) Animal Waste
(CLF3599) Unit Exam

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**CALIFORNIA AGRICULTURE CORE CURRICULUM
AGRICULTURAL MECHANICS****CLF2100 TOOL USE AND MAINTENANCE AND SHOP SAFETY UNIT DIRECTORY**

- (CLF2101) Shop Cleaning and Tool Storage
- (CLF2102) Shop Safety Practices
- (CLF2103) Tool Identification, Safety, and Use
- (CLF2104) Tool Selection for the Ag Mechanics Shop
- (CLF2105) Sharpening Hand Tools and Grinder Safety
- (CLF2106) Grinder and Wheel Selection
- (CLF2107) Tool Sharpening Procedures
- (CLF2108) Tool Handle Fitting
- (CLF2109) Cutting Tool Construction and Repair
- (CLF2149) Unit Exam

CLF2150 MEASUREMENTS

- (CLF2151) Measurement Systems
- (CLF2152) Reading Measuring Tools
- (CLF2153) Calipers and Micrometers
- (CLF2154) Linear Measurements
- (CLF2155) Square Measurements
- (CLF2156) Cubic Measurements
- (CLF2157) Weights and Measures
- (CLF2199) Unit Exam

CLF2200 FASTENERS

- (CLF2201) Types and Uses of Fasteners
- (CLF2202) Selecting Fasteners

CLF2250 OXYACETYLENE WELDING

- (CLF2251) Oxyacetylene Equipment & Safety
- (CLF2252) Oxyacetylene Equipment Setup
- (CLF2253) Oxyacetylene Fusion Welding
- (CLF2254) Four Basic Oxyacetylene Welds
- (CLF2255) Oxyacetylene Brazing
- (CLF2256) Oxyacetylene Cutting
- (CLF2257) Oxyacetylene Heating of Metal
- (CLF2258) Oxyacetylene Cutting/Welding Project
- (CLF2299) Unit Exam

CLF2300 ARC WELDING

- (CLF2301) Welding Equipment and Safety
- (CLF2302) Striking and Maintaining an Arc
- (CLF2303) American Welding Society (AWS) Classification System for Electrodes
- (CLF2304) Four Basic Weld Joints
- (CLF2305) Controlling Distortion in Arc Welding
- (CLF2306) Weld Testing
- (CLF2307) Career Opportunities in Welding
- (CLF2349) Unit Exam

CLF2350 METALWORKING

- (CLF2351) Metalworking Safety
- (CLF2352) Identification and Use of Basic Metalworking Tools.
- (CLF2353) Types and Properties of Common Metalworking Materials
- (CLF2354) Layout and Transferring on Metal
- (CLF2355) Sheet Metalwork
- (CLF2356) Cold Metalwork
- (CLF2357) Hot Metalwork
- (CLF2399) Unit Exam

CLF2400 WOODWORKING

- (CLF2401) Selecting Wood & Lumber
- (CLF2402) Measuring & Marking Wood
- (CLF2403) Woodworking Hand Tools
- (CLF2404) Woodworking Power Tools
- (CLF2405) Fastening Wood Joints
- (CLF2449) Unit Exam

CLF2450 PROJECT DESIGN

- (CLF2451) Preparing a Working Drawing
- (CLF2452) Project Planning & Construction

CLF2500 CONCRETE/MASONRY

- (CLF2502) Concrete Proportions
- (CLF2503) Estimating Concrete Material
- (CLF2504) Form Preparation And Reinforcement
- (CLF2505) Placing, finishing, and curing Concrete
- (CLF2506) Laying Masonry Units
- (CLF2549) UNIT EXAM

CLF2550 PLUMBING

- (CLF2551) Plumbing Materials
- (CLF2552) Plumbing Fittings
- (CLF2553) Plumbing Tools
- (CLF2554) Installation of a Plumbing Project
- (CLF2599) Unit Exam

CLF2600 ROPEWORK

- (CLF2601) Selection and Use of Rope
- (CLF2602) Rope Identification and Care
- (CLF2603) Knots, Hitches, and Their Uses
- (CLF2604) Splicing Rope
- (CLF2649) Unit Exam

CLF2650 ELECTRICITY

- (CLF2651) Principles of Electricity
- (CLF2652) Electrical Safety
- (CLF2653) Conductors & Overcurrent Protection
- (CLF2654) Wire Splices
- (CLF2655) Electrical Cord Repair
- (CLF2656) Simple Circuit Installation
- (CLF2657) Testing Electric Circuits
- (CLF2699) Unit Exam

CLF2700 SURVEYING

- (CLF2701) Surveying in Agriculture
- (CLF2702) Surveying Equipment
- (CLF2703) Land Area Measurements
- (CLF2704) Differential Leveling

CLF2750 USE OF MANUALS

- (CLF2751) Operator's Manual
- (CLF2752) Service Schedules

CLF2800 EQUIPMENT OPERATION & MAINTENANCE

- (CLF2801) Equipment Operation Safety
- (CLF2802) Oil & Oil Filter Maintenance
- (CLF2803) Air Filter Maintenance
- (CLF2804) Fuel Filter Maintenance
- (CLF2805) Battery Maintenance
- (CLF2806) Hydraulic System Maintenance
- (CLF2807) Hazardous Agricultural Chemicals
- (CLF2849) Unit Exam

CLF2850 TYPES OF ENGINES

- (CLF2851) Engine Types and Operating Cycles
- (CLF2852) Engine Operating Principles
- (CLF2853) Engine Terminology
- (CLF2854) Engine Systems
- (CLF2855) Engine Disassembly and Reassembly
- (CLF2899) Unit Exam

CLF2900 WORK AND POWER

- (CLF2910) Definitions and Terminology
- (CLF2911) Work and Power Formulas
- (CLF2912) Uses of Work and Power
- (CLF2913) Problems Using Work and Power
- (CLF2914) Safety
- (CLF2949) Unit Exam

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D. Animal Science Pathway

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

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

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

D2.0 Students understand key principles of animal nutrition:

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

D3.0 Students understand animal physiology:

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

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

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

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

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

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

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

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

- D7.1 Understand the role of rangeland use in an effective animal production program.
- D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
- D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.
- D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

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

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

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

- D9.1 Know the early warning signs of animal distress and how to rectify the problem.
- D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
- D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
- D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

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

- D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
- D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

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

- D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).
- D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.
- D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
- D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

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

- D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.
- D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.
- D12.3 Understand how meat-based products and meals are made.
- D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.
- D12.5 Understand how meat products and nonmeat products are marketed.
- D12.6 Understand the value of animal by-products to nonagricultural industries.

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover wood-working, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 Students understand personal and group safety:

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Know the relationship between accepted shop management procedures and a safe working environment.
- B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 Students understand the principles of basic woodworking:

- B2.1 Know how to identify common wood products, lumber types, and sizes.
- B2.2 Know how to calculate board feet, lumber volume, and square feet.
- B2.3 Know how to identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:

- B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
- B3.5 Interpret basic agricultural electrical plans.

B4.0 Students understand plumbing system practices commonly used in agriculture:

- B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
- B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

- B4.3 Know how various plumbing and irrigation systems are used in agriculture.
- B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Students understand agricultural cold metal processes:

- B5.1 Know how to identify common metals, sizes, and shapes.
- B5.2 Know basic tool-fitting skills.
- B5.3 Know layout skills.
- B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
- B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Students understand concrete and masonry practices commonly used in agriculture:

- B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
- B6.2 Know proper bed preparation, concrete forms layout, and construction.
- B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 Students understand oxy-fuel cutting and welding:

- B7.1 Understand the role of heat and oxidation in the cutting process.
- B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
- B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.
- B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
- B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0 Students understand electric arc welding processes:

- B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, tungsten arc welding).
- B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.3 Weld a variety of joints in various positions.
- B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

B9.0	<i>Students understand advanced metallurgy principles and fabrication techniques:</i>
B9.1	Understand metallurgy principles, including distortion, hardening, tempering, and annealing.
B9.2	Operate and maintain various arc welding and cutting systems safely and appropriately.
B9.3	Operate and maintain fabrication tools and equipment safely and appropriately.
B9.4	Understand how to design project plans by using mechanical drawing techniques.
B9.5	Understand how to finish a metal project by implementing proper sequencing.
B9.6	Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).
B9.7	Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 *Students understand small and compact engines:*

B10.1	Understand engine theory for both two- and four-stroke cycle engines.
B10.2	Know different types of small engines and their applications.
B10.3	Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).
B10.4	Know how to troubleshoot and solve problems with small engines.
B10.5	Know how to disassemble, inspect, adjust, and reassemble a small engine.
B10.6	Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 *Students understand the principles and applications of various engines and machinery used in agriculture:*

B11.1	Understand how to identify common agricultural machinery.
B11.2	Operate and maintain equipment safely and efficiently.
B11.3	Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
B11.4	Know the theory and operation of mobile hydraulic systems and power take-off systems.
B11.5	Troubleshoot common problems with engines and agricultural equipment.
B11.6	Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

B12.0 *Students understand land measurement and construction techniques commonly used in agriculture:*

B12.1	Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).
B12.2	Know how to draw and interpret architectural plans.
B12.3	Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
B12.4	Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
B12.5	Form, place, and finish concrete or masonry (e.g., concrete block).
B12.6	Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
B12.7	Develop clear and concise agricultural construction contracts.

AGRICULTURE MECHANICS

The Student will:

- Maintain an approved supervised experience program
- Understand and perform shop safety rules
- Be able to identify a wide variety of shop tools and demonstrate their usage
- Be able to operate both hand and power wood working tools
- Be able to operate both hand and power metal cutting tools
- Know the basic steps to pouring a concrete project
- Be able to perform basic surveying skills
- Be able to tie a variety of rope working knots
- Be proficient in tool sharpening
- Be able to design and build a wood project

The student will be able to

- Oxyacetylene pebble
- Oxyacetylene bead with a filler rod
- Oxyacetylene butt weld
- Oxyacetylene cutting torch
- Brazing pipe to plate
- Brazing fillet weld
- 6013 Bead

- 6011 Bead
- 7018 Bead
- Pad 10 welds
- 1 Pass Fillet
- 3 Pass Fillet
- Butt Weld
- 1 Pass Vertical up butt weld
- Lap weld
- 1 Pass Vertical up lap weld
- 1 Pass Vertical down
- 1 Pass Overhead Bead
- 1 Pass Overhead Bead
- 1 Pass Overhead butt weld
- M.I.G. Flat butt weld
- M.I.G. Flat Fillet weld
- M.I.G. Vertical down fillet
- Design and build a welding project
- Know the fundamentals of T.I.G. welding
- Wire correctly an electrical wiring project

PROFICIENCY STANDARDS

Students are to be graded on their ability to accomplish or perform different tasks.

tasks.

Rating Scale: 4 - Skilled or can work independently.
3 - Moderately skilled or can perform with limited help.
2 - Limited skill - requires instruction and close supervision.
1 - No exposure - has no experience or knowledge in this area.

AGRICULTURE MECHANICS AND CONSTRUCTION

[illegible]

Shop Safety

- ### Shop Safety
1. Can demonstrate three safety factors on the power saw, drill press, pedestal grinder, electric hand grinder, arc welder, and oxy-acetylene welding unit.
 2. Can demonstrate safe practices with all hand tools.
 3. Can recognize when hand tools are in need of repair or adjustment.
 4. Knows what to do in case of an injury or an accident.
 5. Can recognize unsafe situations in the shop.

Tool Identification

- Tool Identification
1. Can identify 50 different tools, equipment, and hardware used in the shop classes.
 2. Knows the location of all tools, equipment, and hardware used in the shop classes.

Repair and Maintenance of Hand Tools

- Repair and Maintenance of Hand Tools
1. Can repair the handle on a hammer, shovel, hoe, rake, and ax
 2. Can "dress up" the ends on cold chisels and punches.
 3. Can sharpen a knife, an axe, and a hoe.

Making and Reading Plans

- Making and Reading Plans
1. Can make a scale drawing of at least one project to be made in shop.
 2. Can read a ruler, down to 1/16 of an inch.

Carpentry

- Carpentry**
1. Can measure and mark the lumber necessary for a simple wood project.
 2. Can cut lumber to proper size using a hand saw and a power saw.
 3. Can identify the different types of lumber used in carpentry.
 4. Can identify the different sizes of lumber used in carpentry.
 5. Can identify and properly use the different types of metal fasteners and hardware used in wood projects.
 6. Can properly assemble one small and one large wood project.

Rope Work

- ### Rope Work
1. Can identify the different types of ropes used in agriculture
 2. Can demonstrate how to prepare the ends of a rope to prevent unraveling.
 3. Can tie a square knot, slip knot, bowline, manger hitch, half hitch, clove hitch, long splice, short splice, eye splice, loop splice, crown splice, and truckers hitch.

AGRICULTURE MECHANICS AND CONSTRUCTION

[illegible]

Cold Metal Work

1. Can measure, mark and cut metal using a hacksaw.
2. Can identify the different types and shapes of metal.
3. Can cut and thread a piece of round stock.
4. Can properly demonstrate how to use a file.

Forging

1. Can measure, mark, and cut metal using a cutting torch.
2. Can properly grind metal with a power grinder.
3. Can measure, mark, and bend metal into a predetermined shape using a source of heat to heat the metal.
4. Demonstrate how to properly anneal a piece of metal.

Plumbing

1. Can identify the different types of fittings.
2. Can identify the different types of materials used in plumbing.
3. Can properly demonstrate how to cut, and join together galvanized, plastic, and copper pipe.
4. Can properly demonstrate how to use galvanized, plastic, and copper fittings in plumbing work.
5. Can replace a washer in a faucet.
6. Can cut and thread a nipple.

Electrical

1. Can explain the different terms used in discussing electricity.
2. Can demonstrate five safety features when working with electricity.
3. Can wire a light receptacle to a light switch.
4. Can make an extension cord using a three wire cord.

Concrete Work

1. Can construct a simple form for a building or sidewalk.
2. Can determine the amount of concrete needed for the job.
3. Can determine the amount of sand, gravel, and cement for the job.
4. Can properly mix concrete by hand or in a mixer.
5. Can properly pour, screed, tamp, and finish a concrete job.
6. Can properly clean up all concrete tools when finished.

PATHWAY STANDARDS

A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:

- A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.
- A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.
- A1.3 Understand the advantages and disadvantages of the four types of business ownership.
- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:

- A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.
- A2.2 Know basic agricultural economic terminology.
- A2.3 Understand the law of supply and demand as it effects price determination.
- A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
- A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

- A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).
- A3.2 Know the criteria lenders use to evaluate repayment capacity.
- A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

- A4.1 Understand the differences between cash and accrual accounting systems.
- A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.
- A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
- A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
- A4.5 Understand how to determine property values and how to complete a depreciation schedule.
- A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

- A5.1 Understand environmental responsibility and its impact on agribusiness.
- A5.2 Understand the concept of liability and the economic impact of being held liable.
- A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.
- A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.
- A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

- A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
- A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.
- A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:

- A7.1 Understand how marketing functions in a free market society.
- A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.
- A7.3 Understand how the law of comparative advantage affects agricultural production.
- A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.
- A7.5 Understand how promotion trends for agricultural products influence individuals.
- A7.6 Understand how to develop a marketing plan for an agricultural product or service.

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- A8.0** *Students understand the sales of agricultural products and services:*
- A8.1 Determine the most effective methods for assessing customer needs and wants.
 - A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
 - A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
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- A9.0** *Students understand local, national, and international agricultural markets and how trade affects the economy:*
- A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.
 - A9.2 Know how governmental, economic, and cultural factors affect international trade.
 - A9.3 Compare and contrast United States trade policies with those of other important trading partners.
 - A9.4 Understand how biotechnology affects trade and global economies.
 - A9.5 Understand how different cultural values affect agricultural production and marketing.
 - A9.6 Understand how negotiations and bargaining agreements affect trade agreements.
 - A9.7 Analyze agricultural marketing strategies in other parts of the world.

Upon successful completion of the course the student will have:

Common to all Programs:

Demonstrated awareness of employment opportunities in careers related to the industry.
Developed employment literacy to include job readiness skills and technical reading and writing applications demonstrated by completion of an Employability Portfolio.
Demonstrated safe work habits and attitudes.
Exhibited leadership skills related to teamwork, communications, human relations, and community responsibility.

Common to this ROP Course/ Industry:

Understanding of the four parts of the food industry.
Identified the chemistry of foods.
Understanding of the nutrition and digestion of foods.
Identified various foods in a food composition table and described their nutritional value.
Described the factors of quality in foods.
An understanding of the unit operations in food processing.
Discussed the reasons for dehydrating.
Identified and described types and uses of packing.
An understanding of the process of milk processing.
Described the production of meat from cattle, sheep, hogs, and poultry.
Described the general composition of grains, legumes, and oilseeds.
Identified the parts of a plant considered a vegetable or a fruit.
Listed the categories of food safety.
Identified the agencies and laws that regulate foods and labeling.

ASSESSMENT OF STUDENT PERFORMANCE

Assessment of student performance will include but is not limited to:
Employability Skills Evaluation with a rubric that will be used for peer, teacher, and external expert feedback.
Employability Portfolio and presentation
Safety awareness in the classroom and/or community classroom setting
Individual or group Project-Based Learning assignment
Timely and complete required assignments
Tests and quizzes given per unit with cumulative final at the conclusion of each semester.
Classroom participation, punctuality, and attendance
Presentations/Exhibitions

11. FOUNDATION STANDARDS ALIGNED**1.0 Academics**

Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history-social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Algebra I

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

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Geometry

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

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

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

Science

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

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

History/Social Science

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

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

1.4 Visual and Performing Arts

Specific applications of Visual Arts standards at the proficient level (grades nine through twelve):

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

(1.1) Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

(1.2) Describe the principles of design as used in works of art, focusing on dominance and subordination. Analyze Art Elements and Principles of Design

(1.3) Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

(1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice

(1.5) Analyze the material used by a given artist and describe how its use influences the meaning of the work.

(1.6) Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

Creative Expression**Skills, Processes, Materials, and Tools**

(2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

(2.2) Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

(2.3) Develop and refine skill in the manipulation of digital imagery (either still or video).

(2.4) Review and refine observational drawing skills.

Communication and Expression Through Original Works of Art

(2.5) Create an expressive composition, focusing on dominance and subordination.

(2.6) Create two or three-dimensional work of art that addresses a social issue.

Historical And Cultural Context**Role and Development of the Visual Arts**

(3.1) Identify similarities and differences in the purposes of art created in selected cultures.

(3.3) Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

(3.4) Discuss the purpose of art in selected contemporary cultures.

Aesthetic Valuing

(4.1) Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

(4.2) Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Make Informed Judgments

(4.3) Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

(4.4) Articulate the process and rationale for refining and reworking one of their own works of art.

(4.5) Employ the conventions of art criticism in writing and speaking about works of art.

Connections, Relationships, Applications**Connections and Applications**

(5.2) Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy

(5.3) Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition

Careers and Career-Related Skills

(5.4) Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

2.0 Communications

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

Reading

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

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

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

(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Writing

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

(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

b. Convey information and ideas from primary and secondary sources accurately and coherently.

c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

e. Anticipate and address readers' potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.

b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.

c. Highlight central ideas or images.

d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.

b. Offer detailed and accurate specifications.

c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).

d. Anticipate readers' problems, mistakes, and misunderstandings.

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

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and résumés:

a. Provide clear and purposeful information and address the intended audience appropriately.

b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.

c. Modify the tone to fit the purpose and audience.

d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly.

Written & Oral English Language Conventions

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

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Listening & Speaking

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

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
 - (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
 - (2.2) Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
 - (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.
- Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):
- (1.8) Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity
 - (2.4) Deliver multimedia presentations:
 - a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly

9.0 CAREER PLANNING & MANAGEMENT

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

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

TECHNOLOGY

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

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

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

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

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

PROBLEM SOLVING & CRITICAL THINKING

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

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

HEALTH & SAFETY

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

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Maintain safe and healthful working conditions.
- 6.5 Use tools and machines safely and appropriately.

RESPONSIBILITY & FLEXIBILITY

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

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

ETHICS & LEGAL RESPONSIBILITY

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

- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

LEADERSHIP & TEAMWORK

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

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

TECHNICAL KNOWLEDGE & SKILLS

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

11.0 DEMONSTRATION & APPLICATION

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

12. F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscape design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

- F1.1 Understand how to classify and identify plants by order, family, genus, and species.
- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Understand the seed's essential parts and functions.
- F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
- F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.6 Understand the factors that affect plant growth.

F5.0 Students understand water and soil (media) management practices:

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

F8.0 Students understand nursery production principles:

- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

- F10.1 Know the terms associated with landscape and design and their appropriate use.
- F10.2 Understand the principles of residential design, including how to render design to scale.
- F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

- F11.1 Understand the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Understand marketing and merchandising principles used in the floral industry.

891 PASEO DRIVE • HOLLISTER, CA 95023
PHONE (805) 431-0228 • E-MAIL MYNDI.KRAFFT@GMAIL.COM

MYNDI KRAFFT

OBJECTIVE

To obtain a High School Agricultural teaching position in which creativity, dedication, and a team attitude can be used to educate and motivate diverse students.

TEACHING EXPERIENCE

2007-Present Ann Sobrato High School Morgan Hill, CA
Agricultural Science Instructor
Agriculture Department Head
Voc-Ed/Applied & Fine Arts Department Chairperson

2007 San Benito High School Hollister, CA
Student Teacher

- Prepared and delivered lesson plans according to content standards.
- Developed and implemented a plan for managing student behavior.
- Worked as part of an interdisciplinary team in planning, problem solving, and helping students succeed.

EDUCATION

Masters of Science Degree 2009 Cal Poly State University
Agriculture

Bachelor of Science Degree 2006 Cal Poly State University
Agricultural Science

August 2003-December 2003 Cuesta College San Luis Obispo, CA
General Studies

August 2001-July 2003 Mt. San Jacinto College Menifee, CA
General Studies

September 1997-June 2001 Murrieta Valley High School Murrieta, CA
Diploma
Athletic Sports: 4 years of Cheerleading, 1 year of Track & Field
Associated Student Government
Spanish: 2 years

RELATED PROFESSIONAL EXPERIENCE

2005 Calving Enterprise San Luis Obispo, CA
Student Manager

Managed a group of students for the Calving Enterprise at Cal Poly State University; Assisted in observations and procedures of the calving season; Maintained facilities.

2005 South Coast Region FFA San Luis Obispo, CA
Intern

Prepared Judging Packets for Region and State Competitions; Prepared Degree Recipients and Awards Scripts; Assisted with Behind the Scene Organization and Operations of State Degree Banquet; Attended State Conference as Delegate Supervisor; Act as Advisor and Mentor to Students; Appropriate Office Work Following All Competitions and Activities.

2004-2005 Stenner Glen Student Housing San Luis Obispo, CA
Resident Assistant

- Maintained Orderly and Efficient Operation of Building; Assisted in Resident Conflicts/Complaints, Team Leadership; Event Planning and Organization; Cafeteria Meal Checker; Counseling Students

2000-2001 Championship Cheerleading Murrieta, CA
Instructor

- Team Leadership; Planned and Organized Events; Directed Teams; Counselor

OTHER RELATED TRAINING

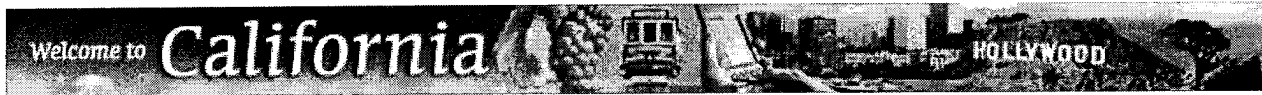
2005 Dale Carnegie Training San Luis Obispo, CA

Trained in building greater self-confidence, strengthening people skills, enhancing communication skills, developing leadership skills and controlling worry and stress.

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The application status and credential information was last updated on 11/05/2009. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

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\(Recommendation Only\)](#)

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Details of Selected Credential

Name: KRAFFT MUZIC, MYNDI J

Document Title Clear Single Subject Teaching Credential

Document Number 090175730

Authorization Code(s) R142

This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

R1S

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

Renewal Code(s) R20

To renew this credential, the holder needs to submit only an application and fee to the Commission prior to the expiration date. The renewal period is five years.

Issuance Date 06/05/2009

Expiration Date 07/01/2014

Agriculture

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The application status and credential information was last updated on 11/05/2009. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

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Details of Selected Credential

Name: KRAFFT MUZIC, MYNDI J

Document Title Clear Specialist Instruction Credential (Agriculture)

Document Number 070265342

Authorization Code(s) R3A1

This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

Renewal Code(s) R15P

The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

Issuance Date 07/03/2007

Expiration Date 08/01/2012

Authorized Subject(s) Agriculture

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TANYA L. SALO
1511 Hicks Ave.
San Jose, CA 95125
Phone: (805) 878-1718
Email: tanyasalo@gmail.com

OBJECTIVE

To successfully pursue a career as an educator and mentor in the field of Agriculture. I hope to work in an atmosphere that is cooperative towards a common goal of educating students to their fullest potential and helping them to succeed.

WORK HISTORY

Jan 2008 **Agriculture Educator – Ann Sobrato High School**
to *Morgan Hill Unified School District*
Mar 2008 *Morgan Hill, CA 95037*

Responsible for enhancing the education of students in the growing FFA program. Advising of all FFA activities, campus and district leadership involvement, in addition to classroom instruction and guidance.

- Agriculture Sales and Services
- Agriculture Biology
- Agriculture Geology
- Horticulture
- Veterinary Science
- FFA Conferences
- Nursery Landscape Judging Team
- Co-Op Team
- Job Interview Contest

March 2008 **Long Term Substitute – Lompoc High School**
to *Lompoc Unified School District*
June 2008 *Lompoc, CA*

Responsible for continuing and enhancing the education of students in the absence of their advisor. In addition to teaching I participated in advising FFA activities and supervising the Market Hog projects.

- Agriculture Mechanics
- Agriculture Biology
- State FFA Conference

Jan 2008 **Long Term Substitute – Live Oak High School**
to *Morgan Hill Unified School District*
March 2008 *Morgan Hill, CA 95037*

Responsible for continuing and enhancing the education of students in the absence of their advisor. In addition to teaching I participated in advising FFA activities.

- Agriculture Marketing and Sales
- CP Biology
- Agriculture Biology

EDUCATION

*Sep 2006
to
present* **California Polytechnic State University**
San Luis Obispo, CA 93407
Agriculture MS

Coursework complete for Masters Degree in Agriculture for Education. Pending on Masters project.

*Jan 2007
to
Jan 2008* **California Polytechnic State University**
San Luis Obispo, CA 93407
Preliminary Single Subject Teaching Credential
Clear Specialist Instruction Credential (Agriculture)

*Sep 2001
to
Jun 2006* **California Polytechnic State University**
San Luis Obispo, CA 93407
Agriculture Science BS

Emphasis in Education with a concentration in Animal Science.

SKILLS/ACTIVITIES

- State Standard Inclusion
- Computer/Technology
- Communication/Problem Solving
- Curriculum Enhancement
- FFA Advising
- Organization of Lessons
- Inclusion of various Teaching Methods
- FFA Conferences
- FFA Contests/Judging Teams
- School Site Council
- Chapter Meetings/Functions
- Fundraising/Community Service
- Secondary Steering Committee
- ATA

REFERENCES

Debbie Padilla
Principal
Ann Sobrato High School
401 Burnett Ave.
Morgan Hill, CA 95037
(805) 238-0286

Dr. Bill Kellog
Ag Education Professor
Cal Poly State University
San Luis Obispo, CA 93407
(805) 756-7272

Deanna Cargill
Agriculture Department Head
Shandon High School
101 S. 1st Street
Shandon, CA 93461
(805) 238-0286

Myndi Krafft
Agriculture Teacher
Ann Sobrato High School
401 Burnett Ave.
Morgan Hill, CA 95037
(408) 201-6200 ext. 41248

Document Number:

New Search

Last Name: SALO

Last Known County of Employment:

First Name: TANYA Adverse and Commission Action Indicator:

Middle Name: L

Fingerprint Process Complete: Y

Note: Please verify County of Employment is current

Note: Information on Adverse and Commission Actions is available for this educator if a flag is displayed.

Document: [Subject](#) [Adverse and Commission Actions](#)

1 - 5 of 5

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	Single Subject Teaching Credential	Clear	Valid	6/26/2010	7/1/2015	1/25/2008		
>	Single Subject Teaching Credential	Preliminary	Valid	1/25/2008	2/1/2013	1/25/2008		
>	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/25/2008	2/1/2013	1/25/2008		
>	30 Day Substitute Teaching Permit	Emergency	Valid	8/22/2007	9/1/2008	8/22/2007		
>	Certificate of Clearance		Valid	9/28/2006	10/1/2011	9/28/2006		

Authorization/Subjects:

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R15	This document authorizes the holder to teach the subject areas listed in grades twelve and below, including preschool and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
R142	This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults, and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44753.3	NONE			

Back

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name:

First Name: TANYA

Middle Name: L

Document Information:

Document Number: 101219534

Document Title: Single Subject Teaching
Credential

Term: Clear

Status: Valid

Issue Date: 6/26/2010

Expiration Date: 7/1/2015

Original Issue Date: 1/25/2008

Grade:

Special Grade:

SB1969 (Title 5 §80487):

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
R142	This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44753.3.	NONE			

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

Back

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name:

First Name: TANYA

Middle Name: L

Document Information:

Document Number: 080038227

Document Title: Specialist Instruction Credential
(Agriculture)

Term: Clear

Status: Valid

Issue Date: 1/25/2008

Expiration Date: 2/1/2013

Original Issue Date: 1/25/2008

Grade:

Special Grade:

SB1969 (Title 5 §80487):

1 - 1 of 1

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 2 of 2

Renewal Code	Renewal Description	Additional Description
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC Code Not Required
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Nicole Silveira

960 Wright Road - Hollister, Ca 95023 – ncksilveira@gmail.com - (831) 207-2342

EDUCATION AND CREDENTIALS

California Polytechnic State University, San Luis Obispo, California

Master of Science in Agriculture; specialization in Agricultural Education- *in progress*

Single subject Credential in Agriculture, *June 2011*

Bachelor of Science Degree, Agricultural Science, *June 2011*

- Concentration in Animal Science

Modesto Junior College; Modesto, California

Associates Degree, Agricultural Science and Transferrable Studies, *April 2008*

EXPERIENCE

Ann Sobrato High School Agriculture Department, Morgan Hill, CA

July 2012- Present

Agricultural Instructor

- Teaching two sections of Agriculture Geology and three Sections of Food Science
- Coaching Dairy Products CDE and Small Animal Advisor

McFarland High School Agricultural Department, McFarland, CA

August 2011- June 2012

Agricultural Instructor

- Teaching three sections of Agricultural Earth Science and two sections of Earth Science
- Serve as FFA Advisor and chaperoned numerous FFA Activities
- Supervised student projects for fair and Supervised Agricultural Experience Projects

John H. Pitman High School Agriculture Department, Turlock, CA

January 2011- June 2011

Student Teacher

- Courses taught included: Introduction to Agriculture, Agriculture Geology, Agriculture Welding, Agriculture Biology, and Floriculture classes.
- Organized and created lesson plans and implemented hands on activities
- Conducted home and project visits to advise students on planning and maintaining Supervised Agricultural Experience projects

California Polytechnic State University, San Luis Obispo, CA

September 2010-December 2010

Dairy Science Lab Instructor

- Organized lab activities to further student knowledge in Artificial Insemination
- Implemented many hands on activities to link practices
- Ensure the safety of all students at all times

California Polytechnic State University Poultry Unit, San Luis Obispo, CA

September 2008-June 2009

Student Manager: Broiler Chicken Enterprise

- Management Practices: Husbandry, Bio-Security, and Record Keeping
- General Sales and Accounting and Delivery of Farm Fresh Eggs to Local Grocery Stores

Monsanto Seed Company, Seminis Vegetable Seed, San Juan Bautista, CA

April 2008- June 2009

Field Trial/Test Manager

- Monitor onion reproduction and fertility, record progress for data entry to compile trend analysis
 - Conducted field checks of onions for local and regional growers and consumers
 - Communicate Analysis findings with Corporate Office
-

PROFESSIONAL DEVELOPMENT

- Good Teaching Conference 2012
- English Learner Professional Development 2012
- New Professionals In Ag Education 2011



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TEACHER CREDENTIALING
Ensuring Educator Excellence

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Agency/ User Search

Document Number: 110124781 >

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To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: SILVEIRA
First Name: NICOLE
Middle Name: CHELSIE

Document Information:

Document Number: 110124781
Document Title: Specialist Instruction Credential (Agriculture)

Term: Clear

Status: Valid

Issue Date: 6/22/2011

Expiration Date: 7/1/2016

Original Issue Date: 6/22/2011

Grade:

Special Grade:

SB1969 (Title 5 §80487):

Authorization / Subjects

1 - 1 of 1				
Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 2 of 2	
Renewal Code	Renewal Description
R19P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

Employment Restrictions

No Records



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TEACHER CREDENTIALING
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To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: SILVEIRA
First Name: NICOLE
Middle Name: CHELSIE

Document Information:

Document Number: 110124782
Document Title: Single Subject Teaching Credential
Terms: Preliminary
Status: Valid
Issue Date: 6/22/2011
Expiration Date: 7/1/2016
Original Issue Date: 6/22/2011
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

1 - 2 of 2				
Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor
R15	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.	TC Code Not Required

Employment Restrictions

No Records



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Agency User Search

ARTIN, JOSEPH > Document:

New Search Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: MARTIN
First Name: JOSEPH
Middle Name: LOUIS

Last Known County of Employment: Note: Please verify County of Employment is current
Adverse and Commission Actions Indicator: Note: Information on Adverse and Commission Actions is available for this educator if a flag is displayed.

Current Document | All Documents | Adverse and Commission Actions

1 - 3 of 3					
Document Number	Document Title	Term	Status	Issue Date	Expiration Date
> 080112249	Single Subject Teaching Credential	Preliminary	Valid	1/25/2008	2/1/2013
> 080112250	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/25/2008	2/1/2013
> 080063987	Full Time Designated Subjects Career Technical Education Teaching Credential	Preliminary	Valid	1/7/2008	2/1/2013

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	
R142	This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.	NONE			

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R141	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.	TC Code Not Required

Employment Restrictions

No Records

Ag Advisory Committee Minutes
March 22nd, 2012
Ann Sobrato High School

I. In Attendance:

Mitchell Kirk
Joe Martin
Tanya Salo
Myndi Krafft
Claire Grissom
Paul Grissom
Rich Calabretta
Amy Truitt

The meeting was called to order at 5:05 p.m. in Myndi Krafft's classroom, E114, at the Sobrato Campus.

II. Introductions and Reading of Minutes

A motion was made to approve the minutes by Claire Grissom, seconded by Myndi Krafft.

III. New Business

-Greenhouse Update: Tanya reported that the greenhouse is up and almost complete. The climate control system will be installed and a tank may be needed to better control the water flow and pressure. Rich mentioned that one could be looked for and that we should explore the options of donations or funding from other sources.

-Curriculum Review: Joe brought forward the Ag Mechanics curriculum for review. If the advisory committee has any recommendations they will submit via email. It was also brought up that we should work on getting the course CSU or UC approved in either the areas of Art or even coinciding with an Ag Physics type course. Claire mentioned that having a physics pathway would open our program up to some upper level students and expand our opportunities.

-Job Placement: Paul discussed that he may have contacts in Gilroy and south for possible work experience opportunities for our students. It was discussed that we should also utilize school time/days to do shadowing or even acquire credit for the students through this type of program.

-Farm Improvement: Joe discussed our ongoing water problem. Rich mentioned possibilities of looking at where the school's wells are located. Drip irrigation is what we would like to utilize, therefore providing good conservation. We would like to be able to grow different products and also teach students about water retention, testing, and quality. This would tie into some of our curriculum and

would expand our farm's use to more students. The option of running dry crops was brought up as well. Mitchell mentioned he has some contacts with the water district that he will explore for our uses.

Extending the swine unit and adding wash racks are a much needed improvement as well. This will provide a more current and up to date facility for our classes and livestock students to utilize. In addition, shade in the pastures for the ewes and sows would be great. Joe mentioned that so far this year we have acquired a tractor with a scraper and disc, a livestock trailer, a 2 horse trailer, the Ag Truck, and a mower.

IV. Open Suggestions/Topics

Myndi updated the committee on the possibility of adding Food Science to our curriculum and department. Paul brought up the fact that food safety is a huge topic and industry right now. In Salinas they have a mobile testing unit for quality control. Teaching students those aspects and getting them involved in that side of the industry would bring to light some very worth while opportunities. Rich also mentioned that he has an Apple Packer contact that works with food safety as well. We could tie this into a lot of our courses, not just Food Science. In addition it was mentioned that in all of our courses and pathways we need to make our terminology more "green". Use and practice of "sustainability" reaches beyond our population that understands agriculture.

Lastly the ideas of being more in the community and involving other students in our district were discussed. Utilizing a program like ag in the classroom, or running a program like that would be great for our elementary students. Curriculum could be incorporated throughout and farm days or tours should be better explored.

The next meeting will be scheduled around the May 31st date..

The meeting was adjourned at 6:30 pm.

Respectfully Submitted,

Tanya Salo
Ann Sobrato High School
Agriculture Department

Ag Advisory Committee Minutes
March 14, 2011
Sobrato High School

Meeting began at 6:00pm

In Attendance:

Erin Gill – Grass Farm
Richard Calabretta – Calabretta Construction
Andrea Calabretta – Barn Tours
Todd Farr – Santa Clara South County ROP
Tanya Salo – Advisor
Joseph Martin - Advisor

Welcome & Introductions

Approval of Previous Meetings Minutes

Minutes from prior Advisory committee were looked over and approved by Joseph Martin at 6:25pm. It was seconded by Richard Calabretta.

ROP Introduction

Todd spoke to the committee about ROP, what it is, how it functions, and who it is meant to serve. In addition Tanya told the refreshed the group on the roles of an advisory member and how it ties into both the ROP and Agriculture advisories.

Old Business

- ROP Outlines and how they play a role in the Ag Incentive Grant review and applications.
- Greenhouse status.

New Business

- Course outlines for ROP were looked at and discussed. Tanya explained how we are looking for pathways to help support our Ag education program and how it leads into opportunities for our FFA students.
- The program was discussed and where the advisors see the program going in the next few years. Erin spoke about possibilities of students visiting his facilities for a field day. That discussion led into the possibility of a field day on campus where various industry members would come to the students all at one time. Erin also spoke about various ways to get students with horticulture projects and possibly utilize the community gardens downtown. Farmers market was brought up by Andrea and would be a good way to get the FFA program out there in the community as well as being an outlet for student projects. Rich spoke about doing more concrete/mechanic projects at the farm and utilizing members such as himself to help advisors teach it during class time.
- Job Market Information and expectations from the industry were discussed. Rich and Erin both spoke on the demand for employees to be well trained in the industry but also in job etiquette, etc.

It is hoped that attending committee members and advisors will find additional members that would benefit both the ROP curriculum as well as the Sobrato FFA program.

Meeting adjourned at 8:00pm

Submitted by Tanya Salo

Ag Advisory Committee Minutes
October 12, 2010
Sobrato High School

Meeting began at 6:05pm

In Attendance:

Jennifer Williams – Farm Bureau

Tanya Salo – Advisor

Myndi Krafft – Advisor

Joseph Martin - Advisor

Welcome & Introductions

Approval of Previous Meetings Minutes

Minutes from prior Advisory committee were looked over and approved by Joseph Martin at 6:15pm. It was seconded by Tanya Salo.

Advisory Introduction

Tanya went over the roles of advisory and it's purpose. Jennifer inquired on clarification of the time commitment and the types of community members we are looking for to be members.

Old Business

It was discussed that the greenhouse we have had for three years is now erect and gearing up for production.

New Business

The review of the AIG was looked at. The checklist was explained and the process of Advisory review, State review, and Self review was explained as well. Jennifer asked about how the members of the committee will review curriculum. The ROP course outlines were given and briefly described. Jennifer said she would help us come in contact with other industry people that could help review all of these items both for our program and ROP. Joe Martin brought up a current issue with our water district and our determination to get "Ag" water from the district for our farm. Jennifer also inquired what we kind of equipment we would like to get donated or be put in contact with. Tractors, implements, piping, and horticulture items would be of great use to the program and things we would like. The calendar was looked at to schedule the next meeting and will tentatively be held in January 2011.

Meeting adjourned at 7:00pm

Submitted by Tanya Salo

**Ag Advisory Committee Minutes
March 24, 2010
Live Oak and Ann Sobrato High Schools**

I. In Attendance:

Brent Kirk
Mitchell Kirk
Joe Martin
Tanya Salo
Myndi Krafft
Erin Larrus
Kendra Lewis

The meeting was called to order at 6:35 p.m. in Myndi Krafft's classroom at the Sobrato Campus.

II. Introductions and Reading of Minutes

A motion was made to approve the minutes by Myndi Krafft. Erin Larrus seconded the motion.

III. Booster Updates

Sobrato FFA's booster organization put on the 2nd annual Crab feed which was very successful and the new superintendent came.

Morgan Hill FFA's booster organization has been busy with fundraisers. They are having a Chili's fundraiser on Friday and are making plans for the annual Drive thru BBQ which will be held on April 23rd and the big Garage sale at Britton on May 29th.

IV. Reports

Morgan Hill – Sobrato FFA

Myndi and Tanya reported that Sobrato has been extremely busy going to judging field days every weekend so far with a BIG, Livestock, Dairy Products, and Specialty animals teams. They have also been busy getting ready for donkey basketball, project competition and are about to get all the students livestock animals for the fair. They have 24 students attending the state conference in Fresno, 1 regional officer, 6 regional creed speakers, and won 3rd place with their scrapbook.

Morgan Hill FFA

Erin Larrus reported that Morgan Hill FFA is busy as well getting ready to get pigs, lambs and goats for student fair projects. We have 2 students competing in extemporaneous speaking at the regional level, and 9 kids competing in job interview. We also have a horse, computer apps, and livestock judging team competing in field days and will be taking 16 students to state conference in Fresno. We had 2 students run for regional office and the chapter is gearing up for donkey basketball and project competition as well.

V. Old Business

a. Live Oak Greenhouse/Sobrato –

- Myndi stated that Scott Stebner bought their greenhouse through a specialized ag incentive grant. It has been moved twice because the district says it was weathering. Myndi met with Aneisa to go over the solar panels, but went over the greenhouse. She stated that there was left over bond money for their greenhouse to be put up but no time frame.

- Erin stated that she also met with Aneisa and she just wanted to know where the greenhouse or shade house would be located.

b. Perkins Funding –

- Myndi reported that the goal for the 2010 – 2011 school year is Career Technical Student Organizations (CTSO), so at each site we need to do the 2 year plan.

c. Articulation –

We need to email Dave Matusak and see where we were at with articulation agreements.

VI. New Business

Erin gave an update about the solar panels and stated that the Chevron corporation is providing the funding for the project.

Kendra spoke about the Casino Night fundraiser for the fair and passed out flyers to the committee.

Each school gave a report on recruitment and classes for the next school year. Sobrato is going to have two floral design classes and Live Oak will probably have two vet science classes. Recruitment at the middle schools went well again this year.

Joe asked about getting an old tractor from someone or if Mitchell or Brent knew someone they could buy one from. Erin suggested Peterson tractor in San Martin.

Brent and Mitchell would think of some things and get back to Joe.

Kendra asked Brent and Mitchell if they also knew anyone that worked in the Agriculture Mechanics industry that would be interested in being on the ag advisory committee. They would think about it.

The next meeting will be scheduled for the end of September or beginning of October.

The meeting was adjourned at 8:00 pm.

Respectfully Submitted,

Kendra Lewis
Live Oak High School
Agriculture Department

2012-2013 FFA BUDGET

Expenses

Officer supplies.....	\$700
FFA week.....	\$400
Meetings.....	\$800
Jackets.....	\$300
Judging contest.....	\$4000
Banquet	\$3500
Leadership conference.....	\$10000
Fair	\$700
Officer retreat	\$300
Scrap book	\$600
Baskets.....	\$400
Drive thru BBQ.....	\$16000
Farm supplies.....	\$4500
Community service.....	\$1100
Food fair.....	\$500
General FFA Supplies	\$1500
Trailer/ Trailer Repair.	\$.800
BBQ Trailer.....	\$1800

Total: \$36,800 Receipts

Banquet	\$1000
Drive Thru BBQ.....	\$30,000
Auction baskets	\$600
Cattlemen's Dinner	\$500
Food fair.....	\$2,250
Benefit breakfast.....	\$4,000
Leadership conference.....	\$7,000
Public relations.....	\$1,100

Total: \$45,450

Estimated Net Profit: \$8,650

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2012-13 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by June 30, 2012)

DATES OF PROJECT DURATION - JULY 1, 2012, TO JUNE 30, 2013

Ann Sobrato High School

(School Site)

Morgan Hill Unified School District

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Title

Signature of Agriculture Teacher
Responsible for the Program

Signature of Principal

Contact Phone Number: 408-201-6200 x41248

Date of Approval of Local Agency Board:

24-Jul-12

Funds Requested - Part I

Part II

Part III

Part IV

Part V

Total

\$5,000.00

\$3,464.00

\$0.00

\$8,000.00

\$0.00

\$16,464.00

Number of Different Agriculture Teachers at Site:

3

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

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

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2011-12 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	433	\$3,464.00

PART III - SAE AND RETENTION ALLOCATION

Number of State Degrees in 2012	6	
Percent of Students (R2) Receiving State Degree	1%	
SAE/Retention Standard Funds - If percentage of State Degree recipients is 5 percent or greater, then you are eligible for \$200 per degree awarded. Maximum of \$10,000.		FALSE

PART IV - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

3

List the Names of the Agriculture Teachers:

Myndi Krafft

4.

Tanya Salo

5.

Joe Martin

6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		\$0.00
Criterion 11A - Year-Round Employment	3	\$6,000.00
Criterion 11B - Project Supervision Period	1	\$2,000.00
TOTAL FUNDS REQUESTED PART IV		\$8,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$3,000 (funds requesting) in space to the right.

PART VI - FINANCIAL SCHEDULE

Part A

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		5,464.00	5,464.00
2			Subtotal for 4000	\$5,464.00	\$5,464.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Vehicle Gas	3,000.00	3,000.00
4			2. Vehicle Insurance	1,000.00	1,000.00
5			3. Travel/Conferences	6,000.00	6,000.00
6			4. Vehicle Maintenance	1,000.00	1,000.00
			5.		
7			6.		
8			Subtotal for 5000	\$11,000.00	\$11,000.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.		
10			2.		
11			3.		
			4.		
12			5.		
13			Subtotal for 6000	\$0.00	\$0.00
14			Total for 4000–6000 Lines 2, 8, 13	\$16,464.00	\$16,464.00

TOTAL 2012–2013 Incentive Grant Allocation:

\$16,464.00

Part B - Complete this portion if a waiver of the matching requirement is applied for:

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	\$0.00	
17	3000	Benefits	Benefits for the Above Items (1000)	\$16,464.00	
18	TOTAL		TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

Signed Articulation Agreement and/or Evidence of Articulation

Not Applicable for Sobrato Ag Department at this time. However, we are working closely with Gavilan Junior College. Gavilan has a Agriculture and Natural Resources major and we are trying to get credit for the Veterinary Science and Environmental Horticulture Science courses.

Graduate Follow-Up Results

Sobrato Agriculture Department

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

% of students agree with statement

Which statement best applies to the students present occupation.

- 16% I am using most of the skills I learned in the agriculture program.
79% I am using some of the skills I learned in the agriculture program.
5% I am not using any of the skills I learned in the agriculture program.

How the students rated the training & career guidance/counseling they received in the agriculture program.

<u>Training</u>		<u>Career Guidance/Counseling</u>	
<u>42%</u>	Excellent	<u>31%</u>	Excellent
<u>57%</u>	Good	<u>53%</u>	Good
<u>0%</u>	Fair	<u>16%</u>	Fair
<u>0%</u>	Poor	<u>0%</u>	Poor

Which activities in the FFA program that the students thought were valuable.

- 58% Officer and committee chairman experience
42% Judging contests
42% Advanced degree and proficiency awards
79% Participation in chapter activities, working with others
53% Livestock raising, shows, fairs, etc.
47% Other: Leadership Conferences, National Convention, Overall experience

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

- 24% Learning skills related to future Ag employment
36% Development of responsibility
24% Learning record keeping
17% Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

Past students rated the facilities and equipment used at the agriculture program.

<u>Facilities</u>		<u>Equipment</u>	
<u>0%</u>	Overcrowded	<u>30%</u>	Modern
<u>100%</u>	Modern	<u>30%</u>	Well-maintained
<u>100%</u>	Adequate square space	<u>7%</u>	Poorly maintained
<u>0%</u>	Out-of-date	<u>0%</u>	Out-of-Date
		<u>33%</u>	Adequate amount of equipment for all students in class
		<u>0%</u>	Not adequate equipment

Graduate Follow-up

CA0525 Morgan Hill - Ann Sobrato
Ann Sobrato HS
401 Burnett Ave.
Morgan Hill, CA 95037

Graduates for Spring:

Last Name	First Name	Graduate Status
Keck	Jamie	Four Year College-Ag Major
Harried	Lyza	Two Year College-Ag Major
Bondi	Alexandria	Four Year College-Non-Ag Major
Barnes	Jennifer	Four Year College-Non-Ag Major
Ribiero	Samantha	Four Year College-Non-Ag Major
Gomes	Bryan	Four Year College-Ag Major
Ryman	Caitlin	Two Year College-Non-Ag Major
Agredano	Nicholas	Two Year College-Non-Ag Major
Ambrister	Katelyn	Two Year College-Ag Major
Govea	Alfonso	Two Year College-Ag Major
Deharo	Sierra	Two Year College-Non-Ag Major
Mercado	Eduardo	Two Year College-Non-Ag Major
McBirney	Amy	Four Year College-Ag Major
Castillo	Ryan	Location or Position Unknown-
Ramirez	Justine	Four Year College-Non-Ag Major
Villamares	Felipe	Two Year College-Non-Ag Major

Kiles	Nicole	Two Year College-Non-Ag Major
Govea	Alisandra	Two Year College-Non-Ag Major
Markes	Bijan	Location or Position Unknown-
Bull	Brandon	Two Year College-Non-Ag Major
Espino	Karolina	Two Year College-Non-Ag Major
Castillo	David	Employed - Fulltime-Non-Ag Job
Romero	Sandra	Two Year College-Non-Ag Major
Sakai	Kimberly	Two Year College-Non-Ag Major
Guevara	Vanessa	Two Year College-Non-Ag Major

Printed: 11/9/2012 3:50:06 PM

Count: 25

Active Placement Sites

1. The Feed Barn – Gilroy, CA
2. Sargenti Stables – Morgan Hill, CA (Gary & Joann Sargenti)
3. PETCO – Morgan Hill, CA
4. Tilton Ranch – Morgan Hill, CA (Janet Burbach)
5. Paws Place – Morgan Hill, CA
6. My Pony Party & Petting Zoo – San Martin, CA (Donna Kissinger)
7. Del Monoco Specialty Foods- Morgan Hill, CA (Patrick Cochran)
8. George Chiala Farms, Morgan Hill, CA (George Chiala)
9. TimPtations Farms, Morgan Hill, CA (Tim Chiala)

Recruitment Activities and Materials

1. 8th Grade Preview Night
 - a. Highlight the agriculture program to incoming 8th grade students and parents.
2. Middle School Presentations
 - a. Attend local feeder school with school counselors
 - b. Present information on the Agricultural program and FFA
 - c. Pass out promotional information
 - d. Discuss class options as an incoming 9th grade student
3. Campus Food Fairs
 - a. FFA sells Tri-Tip sandwiches at lunch during Food Fair.
4. 4th of July Parade
 - a. Build float and attend parade.
5. Community Service Events
 - a. Grange Breakfasts
 - b. “Las Madres” fun day Petting Zoo
 - c. Cattlemen’s Dinner
 - d. Yoplait Yogurt Breast Cancer Lids
 - e. Toys for Tots Toy Drive

**Are you ready for hands on
learning?
Interested in taking Ag Biology
Next Year?**

We would love to have you!

Name: _____

Student I.D. _____



Yes _____

No _____

(circle one)

Sobrato / Live Oak



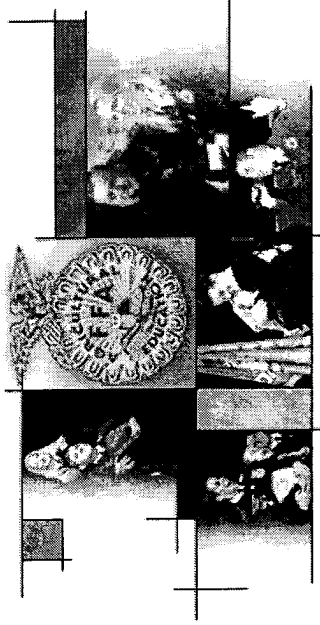
Agricultural Education *IS*
related to the classroom!

There are three components that
are key to the success of the
Agricultural Education program.
It is an integral part which means
that each component reinforces
what the students learn in the
classroom—students relate to the
curriculum in a way that they
become an extension of
classroom instruction.



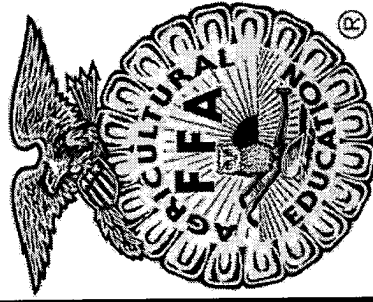
Above are the three components
in Agricultural Education.
Classroom and laboratory
experience, hands-on experience
with SAE, and leadership
development with FFA.

*Don't Hesitate.... Get
Involved Today!!*



Ann Sobrato
High School

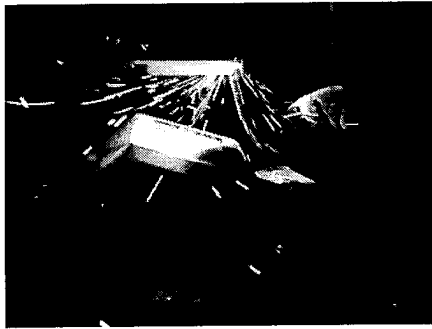
**Agricultural
Education...
What's in it
for you?**



For more information on our Agriculture
Education program contact:

Mrs. Krafft, Ms. Salo, Mr. Martin, or Ms. Silveira
401 Burnett Avenue
Morgan Hill, CA 95037
408-201-6200 ext: 41248

Classroom & Labs



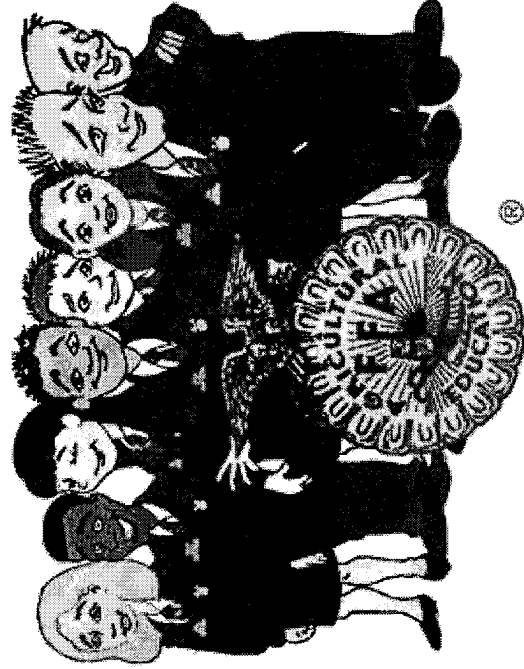
FFA student welding in his agricultural mechanics class.

Classroom and laboratory instruction has a very basic purpose—to allow students to see the application of real word events. In addition to technical skills, you will develop life skills. Life skills include interpersonal communication skills. Responsibility and accountability, decision making, and leadership. The vocational agriculture program prepares students to be qualified applicants for a college or trade school, and become productive members of society.

FFA

FFA is dedicated to making a positive difference in your life by helping members develop their potential for *premier leadership, personal growth and career success* through agricultural education. The FFA motto gives members twelve short words to live by:

- Learning to Do
- Doing to Learn
- Earning to Live
- Living to Serve



SAE



FFA student shows her SAE project at the county fair.

To be successful in today's world of work and higher education, students need practical skills, many of which can be learned only through hands-on, work-based situations. This experiential learning applies instruction to real-life or nearly real-life situations through a Supervised Agricultural Experience Program (SAE). SAE provides hands-on application of agricultural principles and concepts to the students' life outside the classroom.

SOBRATO FFA

Upcoming Events

**-Project competi-
tion**

**-state degree
ceremony**

**-chapter officer
elections**

-state conference

BELIEVE

FFA Week February 18-25, 2012



MARCH 9TH, 2012

Amy Truitt—Student Teacher

By Nicholas Williams

Straight out of Oklahoma this rurally raised student teacher trekked half way across the country to teach here. This past state officer came to our chapter from Oklahoma State University. Throughout her high school career she raised and showed market hogs, and raised beef cattle and horses with her family, and has won several public speaking competitions, and competed in land judging competitions. She is also and avid sportsman, and competed in basketball, softball, track, and cheerleading. She sung on her church team and was an NHS, Key Club, and 4H member. Mrs. Tru Tru, as her students call her, is a lover of the color purple, and is an advocate for agriculture that is often found lending a hand at many of our events. Using regionalisms like "kinfolk" "y'all" and "gator," she instructs and assists students in our chapter. Everyday she wakes up bright and early to drive all the way here from Monterey. An incredibly enthusiastic teacher she loves utilizing word



emphasis and hand gestures in her lectures. Splitting time between here and her home in Monterrey, Mrs. Truitt is constantly driving back and forth to attend as many of our local FFA events as possible. As a student teacher she has started to teach some of Sobrato's ag classes, and has been exposed to courses and curriculum not found in her small home town of Wetumka. Trying her hand at such courses as Ag. Biology, Ag. Geology, floral design and an Ag. Mechanics

class, she has found much successes with her eager students. In may this Oklahoma star will graduate from Oklahoma State University with a degree in Agricultural Education.



*This
Year's
Chapter
Theme:
"Sobrato
FFA:
Growin'
from our
roots."*

Farm Workdays by Nicholas Williams

In January, February and March we held three farm workdays at our farm, and students who attended helped clean and organize a livestock filled farm with over fifty animals! Moving around pen walls and cleaning down mats were among some of the many activities done at these farm workdays, and with

help from students we got a lot accomplished, making the farm look much cleaner, and more organized. With thirty two piglets, five lambs three sows, three ewes and a ram Sobrato FFA had its hands full at these farm workdays, and we even needed to take a break to

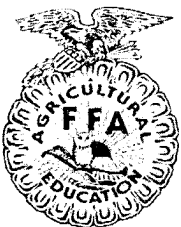
witness the lambing process of one of our ewes. Thank you to all the students who helped and the Boosters who took the time to bring food for all of the hard workers out at the farm at these workdays.

Speaking competitions by McKenna Miles

On February 9th, after many weeks of preparation, Sobrato FFA members set off to San Bendito High School to compete in Public Speaking. Four Sobrato freshman memorized the FFA Creed and competed that day. Jessica Magallanez took home 5th place and now advances to the regional level. Varun Singh and Nimrah Aslam competed in the Impromptu Competition where members choose a topic, they have a minute to prepare and 30 seconds to present a speech. Nimrah placed 5th and also moves on to the Regional Contest on March 16th. Monelle Aguilar, Thomas Burback, Niamh Haller,

and Nick Williams competed in the Impromptu competition. For this competition, the participant prepares a binder with information about a list of 20 topics Agriculturally related. They randomly choose and have 30 minutes to write and memorize a speech, they have 4 minutes to present their topic. Monelle Aguilar placed 3rd and is now going to move on to the regional level along with the other high award winning participants. Joseph Garibaldi and McKenna Miles competed in the Prepared Speaking competition where the participant chooses a Agricultural Issue and writes and memorizes a 6-8 minute speech and presents it. McKenna Miles went

home with 2nd place and the chance to compete the regional competition. Sobrato is so proud of it's dedicated members and will be presenting it's Scrapbook and competing with all the Public Speaking Competitions on March 16 at the regional level. Congratulations to all speaking competition competitors!



**“Our past
inspires
tomor-
row”
-regional
theme**

MFE/ALA

Held in Monterrey the MFE/ALA conference ran from January 27th to the 28th. With groups spit by color conference attendees participated in team building and leadership activities, and had fun doing it showing their enthusiasm in the races and noise competitions held during the conference. Run by state officers this event was one of the most exciting conferences of the year and many students got to meet the inspirational leaders of our organization while learning to be one.

Tulare ag expo

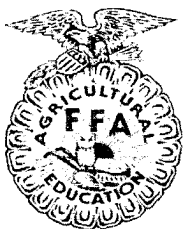
Tulare holds the worlds largest ag exposition annually, and this year Sobrato students traveled down to Tulare with student teacher Amy Truitt, advisor Mr. martin, and parent Janet Burback. Students walked around this huge gathering of agrarians and explored the many fields of agriculture,. As well as views some pretty cool stuff. After four hours of walking students returned home with bags of give-aways and purchases fro the expo.

FFA Week

Regional screening

On the 26th and 27th of February three officer candidates drove down to san Louis Obispo high school to participate in regional interviews. Current regional officers interviewed candidate to be on the ballot for next year's regional officer team. After and extensive two day interview process and many ice breakers the slating was announced, Thomas Burback got slated a vice president for our chapter, an office held for the past two years by Sobrato FFA students. Good luck Thomas at the Regional Meeting!

From February 13th to the 17th Sobrato FFA celebrated FFA week. Every day we held lunchtime activities and promoted FFA and agriculture in the Ag classes here at Sobrato, as well as taking a visit to the local middle school, Martin Murphy, to increase FFA enrollment for next year. On the Monday of FFA week we held a balloon popping competition were students had a balloon tied to their ankle and other students tried to pop the balloons tied to other people's ankles, and the last student with a balloon left un-popped won. After a heated 30 minute battle five winners emerged and received prizes. On Tuesday we held an Oreo dunk and milk chugging competition, were competitors had to lick clean an Oreo, dunk it in milk, eat it, then chug all the milk, after many messy rounds prizes were given and records were smashed in this yearly competition. On Wednesday and Thursday we help ranch themed games, a classic hay bucking competition were students raced to move hay, and an epic relay in the theme of a branding were students had to rope a bale of hay with a calf head, drag it to the branding area, and brand it with paint. On the final day of FFA week we held a stupendous country blaring game of musical chairs, with chivalry tossed aside many students were fighting for their very own seat in the winner's circle.



“California
FFA... A Story
of Excellence.
Define Your
Role.”
-State FFA
theme

Tanya Salo

Years teaching at Sobrato: Four

Birthday: March 28th

Nicknames: Aunty Say Say, Momma

lo, T

Favorite color: Pink

Livestock experiences: Sheep &
goats

FFA Memory: Attending national con-
vention and kissing the bricks and the
Indianapolis speedway

Hobbies: Plants, cooking

Myndi Krafft

Years teaching at Sobrato: Five

Birthday: July 3rd

Nicknames: Mrs. Kray Kray

Favorite color: Purple

Livestock experiences: Beef cattle,
chickens and other small animals

FFA Memory: Watching students at-
tempt to set up tents blindfolded at
officer retreat

Hobbies: Her six moth old baby and
floral design.

Joseph Martin

Years teaching at Sobrato: Three

Birthday: June 28th

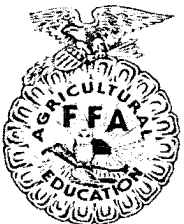
Nicknames: Mar Mar, Mr. San Martin, Joe, Jose.

Favorite color: Bright ones (they make him happy)

Livestock experiences:

FFA Memory: experiencing the animals he bred win at fair and his students suc-
cess at fair.

Hobbies: Duck hunting, deer hunting, squirrel hunting, pig hunting, bowling, fixing
tractors, plowing the farm, animal husbandry and fantasy football



January and February meetings

These past two meetings were jammed pack with entertainment and FFA, with our January meeting students competed in a winter sled race and pulled students across the grass in snow sleds, the fastest winning, as long and their sled rider was still on board of course. We started off this meeting with a game called name that tune, were students had to sprint up to the front to be the first to name the tune that was playing, after many close call and decisive victories the audience grew quiet for the opening

and closing ceremony, and the first meeting of the year, themed for new starts started off. The following month in February we had a meeting themed around roses, and you guessed it; valentines day. After the FFA opening and closing ceremony ended, we started up our first ice breaker game, apt for the theme, called "Baby I love you," a classic amongst FFA students. Following this game was a presentation on the Chapter recent activities as well as up-

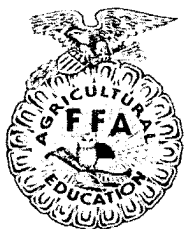
coming events, followed by another game. In this game students had their hands behind their backs and had to eat a cupcake off a string elevated in the air, and new student teacher, Mrs. Truitt was one off the competitors, but unfortunately this Oklahoma star lost out to the pro— Jessica Post, who has won many of our games, including the corn eating contest we held during our November meeting. After all the fun and games these meetings were a success, even if they were messy.

Third Tri-tip BBQ

In our third quarterly tri-tip BBQ we again sold tri-tip in mass quantities to patron of Sobrato's popular fundraiser. As with our other BBQs the Sobrato Ag. Boosters spent an immense number of hours to organize this event and supply it with the food needed to serve our many customers. And I, as well as the Sobrato FFA Chapter, would like to thank the Burbacks, the Hallers, the Calebrattas,

The Salvadors, the Formans, the Goveas, the Terceros, the Miles, and all other boosters and volunteers that were instrumental in running this fundraiser. The youth volunteers also were extremely helpful in this fundraiser as they help prepare and send off the food during the BBQ. Our last Tri-tip BBQ of this school year is to be held on the 24th of May, and I hope to see you there, either

waiting in line for your hot juicy tri-tip with beans and wood toasted garlic bread, or helping with the preparation of these delicious foods. Thanks again to all those who helped, and I hope our next one goes just as smoothly!



Movie night—second time around

With our first attempt at a movie night not exactly ending well we attempted a second one this time showing the movie Real Steel. With concessions sold and seats filled this time around the movie night was a success. Students arrived early for the prime front row seats, and bought concessions by the armful. Advisors

sat and watched attentively and also enjoyed this experience, and bursts of laughter sprung from Mr. Martins mouth at parts that humored him. Chapter officers attended and also enjoyed the feature, especially the epic rocky-style climax of the film and its western appeal. Thanks to all who helped set up and plan this event

and I hope we can do it for years to come, as a reward for the students generosity during our toys for tots drive.



Vera Gomes—star administrator

Mrs. Gomes first came to Sobrato as a teacher, and during her time here founded what is now the largest and most active FFA chapter in the section, now she has returned as vice principal. This teaching wiz of letters O-Z is supporting and helping immensely with our chapter and our goals, as a chapter parent she has committed endless hours of her time to helping monitor farm workdays and even spent a week of her time chaperoning students at our national convention. During first semester Mrs. Gomes was often found conversing with out long term substitute teacher, Ms. Nelson,



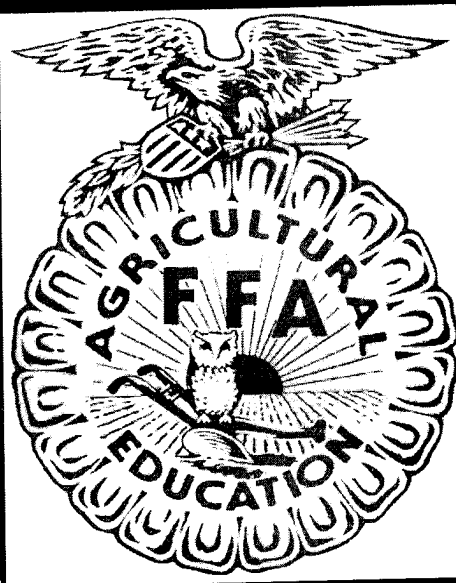
about lessons and the FFA, and helped immensely with the contribution of her experience, knowledge, and support during this time. Currently, whether she is signing applications or persuading students into competitions she is always found lending a hand to our chapter. Thank you Mrs.

Gomes for all your help and support, and we appreciate all the work you have done for our chapter, from coaching out land judging team to smiling and assisting new members and promoting recruitment.



Honorable Mention: Myndi Krafft

Thank you for the devotion you have showed to our chapter as well as your work to further our organization and increase our chapter involvement and enrollment. Your work promoting our events in your class and outside it is appreciated, as well



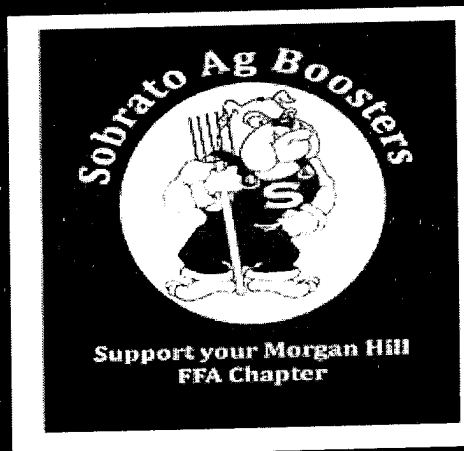
as your support of Agriculture with your boycott of a chain restaurant that misrepresents agriculture. Your help with our events and activities is greatly appreciated, along with your work with public speakers and promoting the scrapbook.

And Big Thanks To,

**All of the Sobrato
Ag. Boosters**

**Sobrato
Administrators**

Sobrato Teachers



The Advisors

All Volunteers

**The Sobrato FFA
Leadership Team**

For committing so much of you time to helping with our organization's fundraisers and events, as well as chaperoning the recent trip to Tulare Ag. Expo, and holding the Sobrato FFA market steers at your ranch.

Janet Burback!

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e Year 11-12 School ANN SOBRATO HIGH SCHOOL

Must meet at least 12 areas

LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	X	
Attended Regional Meeting	X	
Attended Regional Leadership Conference	X	
Attended Greenhand Conference	X	
Attended Made for Excellence Conference	X	
Attended Advanced Leadership Academy	X	
Attended Sacramento Experience		X
Participated in Opening-Closing Contest - Sectional	X	
Participated in Best Informed Contest - Sectional	X	
Participated in Parliamentary Pro Contests - Sectional	X	
Participated in Prepared Public Speaking - Sectional	X	
Participated in Extemporaneous Speaking - Sectional	X	
Participated in Creed Recitation - Sectional	X	
Participated in Job Interview Contest - Sectional	X	
Participated in Agricultural COOP Quiz Contest - Sectional	X	
Submitted State FFA Degree Application	X	
Submitted American FFA Degree Application	X	
Submitted Proficiency Application - Sectional or Regional	X	
Submitted Chapter Award Application - Sectional or Regional	X	
Participated in Project Competition - Sectional	X	
Participated in any FFA Judging Activity (other than above)	X	
Participated in any other FFA Sectional Activity	X	
Participated in Local Leadership Activities (3 maximum - list below)		
1		
2		
3		
TOTAL AREAS MET	21	

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 11-12 School Ann Sobrato High School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES				
	Myndi Krafft	Tanya Salo	Joe Martin		
Fall Region Meeting	X	X	X		
Region In-service Day	X	X	X		
Spring Region Meeting	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X	X		
Section In-service*					
Section In-service*					
Summer Conference	X	X	X		
University AgEd Skills Week					
Professional Development **					

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Sobrato High School
Ag Department Meeting: 1/5/2015

Present: Amador, Martin, Calabretta, Whitmyre
Absent:

Discussion Items:

1. Lunch Meetings:
 - a. Monday - Department Meeting
 - b. Tuesday - Officer, GH, CC Meeting
 - c. Wednesday -
 - d. Thursday -
 - e. Friday -
2. After School Meetings:
 - a. Monday -
 - b. Tuesday -
 - c. Wednesday - SAGE 3:30pm - Crab Feed Mtg. 6pm
 - d. Thursday -
 - e. Friday -
3. TShirts – \$10
4. State Degree Workshops
 - a. Monday and Tuesday Next
5. State Conference
 - a. Housing is open – Same Hotel
 - b. How many kids? 24
6. Record Books and SAE Projects
 - a. Directions sent home and emailed to parents
 - b. Amador make copies of directions for teachers
 - c. Tanya finish letter home
7. Livestock Meetings
 - a. Steer Meeting – Tuesday 1/13
 - b. Livestock Meeting – March 3rd
 - c. King City – See Martin
8. Judging Teams
 - a. Monday Dairy and Prepared
 - b. Tuesday Hort. Livestock, Vet
 - c. Wednesday – Impromptu, Dairy, Creed
 - d. Thursday – Floral, Livestock, Vet

Sobrato High School
Ag Department Meeting: 3/2/2015

Present: Amador, Martin, Whitmyre
Absent: Calabretta

Discussion Items:

1. Lunch Meetings:
 - a. Monday - Department Meeting
 - b. Tuesday - Officer, GH, CC Meeting
 - c. Wednesday - FFA Meeting
 - d. Thursday -
 - e. Friday -
2. After School Meetings:
 - a. Monday -
 - b. Tuesday - Livestock Meeting
 - c. Wednesday - FFA Meeting
 - d. Thursday - Dairy Products
 - e. Friday -
3. Livestock Meeting
 - a. Suggestions to me by the end of the day
 - b. Copies made
 - c. When we want to take deposits
 - d. First come first serve
4. Adie's Masters
 - a. Going to take time to get things done
 - b. Test date 3/11 – Adie gone
5. UC Davis
 - a. 18 Kids
 - b. Have Parent Drive
 - c. Leave at 5:30am
 - d. Everyone to print their own permission slips
6. FFA Meeting
 - a. Food- Kirsti
 - b. Set up - Adie
7. Registration Night 3-11
 - a. Joe - Check with Emmanuel / Zuha on handouts
 - b. Kirsti to do Science stuff
 - c. Adie not attending
8. Chico Field Day
 - a. Joe to book hotel- needs number of boys and girls asap
9. Regional Meeting / Speaking Contests
 - a. 9 Kids
 - b. Speaking, job interview, beth and joel
 - c. Job interview and prepared stuff due Friday
 - d. Joe and Kirsti to go
 - e. Send joe ID numbers ASAP to excuse kids
10. State Officer Candidate
 - a. Joe to work with Marissa - Set up interviews etc.
11. State Degree Ceremony
 - a. Need numbers by Friday

Sobrato High School

Ag Department Meeting: 2/25/2015

Present: Amador, Martin, Calabretta, Whitmyre

Absent:

Discussion Items:

1. Lunch Meetings:
 - a. Monday - Department Meeting
 - b. Tuesday - Officer, GH, CC Meeting
 - c. Wednesday - impromptu/Creed
 - d. Thursday - impromptu/Creed
 - e. Friday - impromptu/Creed
2. After School Meetings:
 - a. Monday -
 - b. Tuesday -
 - c. Wednesday - Livestock
 - d. Thursday - Dairy/Floral
 - e. Friday -
3. Crab Feed Meeting
 - a. Get check to boosters for Bruce \$
4. Livestock Meeting
 - a. Need copies of the handbooks made
5. State Degree Ceremony
 - a. RSVP numbers by March 16th
 - b. Joe not going to Ceremony
 - c. Proficiency Students also
6. CATA Conference
 - a. Adie to turn PO in
 - b. Hotels – Holiday Inn
 - c. Parking pass? #'s
7. State Conference
 - a. Medical Releases – Marissa, Delegates, Others?
 - b. Delegates: Ashley and Chris
 - c. Grade Contract –
 - d. Start thinking about Parent Driver
8. Saturday – Sectional Speaking Contests
 - a. 13 Speaking Kids
 - b. 2 Project Comp kids
 - c. Project Comp judges – 2 so far,
 - d. 7:30 Leave
 - e. Fill up Van after school – Amador
 - f. Kirsti to fill up expedition
9. Industry Tour
 - a. Concerned about missing a school day – Joe thinking about it
10. Tribute to the American Cowboy
 - a. Figure out if Vera is going
11. Registration Night – 3/11
 - a. Adie Gone
 - b. Joe to run FFA part
 - c. Kirsti to do Science Part
12. UC Davis
 - a. Parent Drivers no matter what
 - b. Need to take Floral team.

Sobrato High School
Ag Department Meeting: 1/28/2015

Present: Amador, Martin, Calabretta, Whitmyre

Absent:

Discussion Items:

1. Lunch Meetings:
 - a. Monday - Department Meeting
 - b. Tuesday - Officer, GH, CC Meeting
 - c. Wednesday -
 - d. Thursday -
 - e. Friday -
2. After School Meetings:
 - a. Monday - recordbook
 - b. Tuesday - recordbook – Steer meeting
 - c. Wednesday - FFA Meeting
 - d. Thursday -
 - e. Friday - Meeting with Recruitment Kids
3. Crab Feed Meeting
 - a. Joe will get stuff from Longoria
 - b. School Basket – Make in shop
 - c. Other baskets – Parents to help
 - d. Meeting Tonight
 - e. Need to mail out more letters – More addresses?
4. Proficiency
 - a. Send Marissa and Juan to Joe today during 4th
 - b. Jordyne – Amador will talk to her
5. Recruitment
 - a. Slip to send out to Britton and Charter – Amador to Copy
 - b. MM Feb. 4th
 - i. Permissions slips to – Jenna, Megan, Patrick, Josh, and Lauryn
 - ii. Cheese Lesson
 - iii. Amador to update the Power point
6. State Conference –
 - a. Copies Made
 - b. Start taking them Mon. 7:45
7. Project Competition
 - a. Get kids signed up
8. BJBQ
 - a. Joe to contact Bruce about meat
 - b. Kirsti to get paper supplies
 - c. Amador to finish ticket sheets
9. Tutorial hedgerow presentation
 - a. Encourage upper classmen to attend

Sobrato High School
Ag Department Meeting: 9/15/2014

Present: Amador, Martin, Calabretta, Whitmyre

Absent:

Discussion Items:

1. Lunch Meetings:
 - a. Monday - Department Meeting
 - b. Tuesday - Greenhand Officer Interviews
 - c. Wednesday -
 - d. Thursday - BBQ Prep
 - e. Friday - Opening/Closing
2. After School Meetings:
 - a. Monday -
 - b. Tuesday -
 - c. Wednesday - BBQ Prep
 - d. Thursday - Drive Thru BBQ
 - e. Friday -
3. Greenhand Conference – 12 Members signed up
 - a. Push it with Freshman
4. Greenhand Officer Applications
 - a. At lunch on Tuesday
 - b. Amador will do questions
5. Farm Bureau Farm to Fork dinner (9/20)
 - a. 15 Students
 - b. 3:30 Friday - prep flowers
 - c. Set up Sat 8:30am
 - d. Event 3-10pm Food and Auction - Uniform
6. Family Harvest Feast
 - a. 9:27 - 11 or 12:30-3
 - b. Tanya will talk to Sarah Fontana and see if we want to do a join booth with Live Oak
7. Drive Thru BBQ
 - a. Numbers – 255
 - b. Ordered food for 300
 - c. Sandi and Joe picking beans tomorrow
 - d. Ordered Bread from Gilroy Walmart – Joe and Adie will pick up on Wednesday
 - e. All teachers will meet after school on Wednesday to season meat
 - f. Ask students if they would like to help cut bread Wednesday – the rest will be cut 1st and 3rd per Thurs.
 - g. Sign up Sheets – 5 kids per shift
8. Uesugi Farms Dinner - Scholarship (9/27)
 - a. 5-6 Kids to work -- Uniform
 - b. Off Highway 25
9. Pumpkin Patch - 5-6
 - a. One Sign in sheet will be passed around between the teachers classes
 - b. All teachers need to sign up for one day and let kirsti know which one
10. Fair Checks
 - a. All students must have a completed record book and pay all fees before getting a check
 - b. Lamb Kids are good
 - c. Pig kids all owe money – Amador will make a list

Sobrato High School
Ag Department Meeting: 1/12/2015

Present: Amador, Martin, Calabretta, Whitmyre

Absent:

Discussion Items:

1. Lunch Meetings:
 - a. Monday - Department Meeting
 - b. Tuesday - Officer, GH, CC Meeting
 - c. Wednesday -
 - d. Thursday -
 - e. Friday -
2. After School Meetings:
 - a. Monday - recordbook
 - b. Tuesday - recordbook – Steer meeting
 - c. Wednesday - FFA Meeting
 - d. Thursday -
 - e. Friday -
3. State Degree Workshops
 - a. Monday and Tuesday
 - b. Amador gone Monday
 - c. Kirsti gone Tuesday
4. State Conference
 - a. Housing is open – Same Hotel
 - b. How many kids? 24
 - c. Tanya Registered
5. MFE ALA
 - a. Reminder slips going out
 - b. Lunchtime meeting
6. Judging Teams – After School
 - a. Monday – Dairy
 - b. Tuesday – Vet
 - c. Wednesday – Dairy
 - d. Thursday – Floral, Livestock, Vet
7. Judging Teams – Lunch Time
 - a. Monday –
 - b. Tuesday –
 - c. Wednesday – impromptu
 - d. Thursday – impromptu, Creed, Floral
 - e. Friday – Improptu, Livestock

Sobrato High School

Ag Department Meeting: 9/22/2014

Present: Amador, Martin, Calabretta, Whitmyre

Absent:

Discussion Items:

1. Lunch Meetings:
 - a. Monday - Department Meeting
 - b. Tuesday - Officer Meeting/President Meeting
 - c. Wednesday - Open Team O/C Practice
 - d. Thursday - Officer/Greenhand Practice
 - e. Friday -
2. After School Meetings:
 - a. Monday -
 - b. Tuesday - Officer Dinner - School
 - c. Wednesday -
 - d. Thursday - KickBall Game
 - e. Friday - Set up for Harvest Fest Booth
3. Greenhand Conference – 17 Members signed up
 - a. Amador will excuse them from school
 - b. A few more to be turned in tomorrow
4. T-Shirt Design Contest
 - a. Either Theme or FFA related
 - b. Drawings due 9/3
 - c. Vote in class on 9/6
 - d. Results announced at meeting
5. Ag Teacher Appreciation Video
 - a. Students taking care of it on their own.
 - b. Must be posted on Sept. 28th
6. Greenhand Officers
 - a. O/C team
 - b. One student Short
7. Farm Bureau Farm to Fork dinner (9/20)
 - a. Joe went to help. went well
8. Family Harvest Feast
 - a. 9/27 12:30-3
 - b. Amador, Loryn, and Ashley will plan and take care of booth
 - c. Tanya will talk to Sarah and see if Live Oak will join
9. Uesugi Farms Dinner - Scholarship (9/27)
 - a. 5-6 Kids to work – Uniform
 - b. 4-10pm
 - c. 1020 Highway 25 – Pumpkin Patch
10. Drive Thru BBQ
 - a. 315 Meals Sold
 - b. 10 not picked up
 - c. Profit - \$5974.61
 - d. Cost per meal - \$21.03
11. Pumpkin Patch
 - a. Permission slips are out kids should turn in by Friday
 - b. Joe will take the list – Amador will give him permission slips for his students
12. Fair Checks
 - a. All students must have a completed record book and pay all fees before getting a check
 - b. Must be picked up by 10/3
13. Food Fair Moved to 10/10
14. Sobrato FFA on Facebook
 - a. Tanya will check on it
15. Scrapbook
 - a. Kirsti will order

Sobrato High School
Ag Department Meeting: 9/29/2014

Present: Amador, Martin, Calabretta, Whitmyre
Absent:

Discussion Items:

1. Lunch Meetings:
 - a. Monday - Department Meeting/Float haunted house meeting
 - b. Tuesday - Officer Meeting
 - c. Wednesday - Open Team O/C Practice
 - d. Thursday - Officer/Greenhand Practice
 - e. Friday -
2. After School Meetings:
 - a. Monday -
 - b. Tuesday - POA/COLC Skit Officers
 - c. Wednesday -
 - d. Thursday -
 - e. Friday -
3. Greenhand Conference - 24 Members signed up
 - a. Paper work has been turned in
 - b. Joe and Kirsti Sub Papers
 - c. Kirsti Driving
 - d. Parent Drivers?
4. Clean Vehicles
 - a. Officers/kids to clean
 - b. Zero Period
5. Ag Teacher Appreciation Video
 - a. Video has been posted, not to many other ones
6. Opening Closing
 - a. Teams - One more Freshman Student needed
 - b. Tanya - Facilities Request
7. Family Harvest Feast
 - a. Went well, Ashley and Loryn did a good job
8. Uesugi Farms Dinner - Scholarship (9/27)
 - a. Kids said it went well
9. Pumpkin Patch
 - a. List given to all teachers. Please highlight your kids and make sure their permission slip is turned in
 - b. Adults to supervise on the weekend - Kirsti
 - c. Kirsti will email parents to get
10. R2
 - a. If your students are not entered please give Amador their addresses off school or enter them yourself
 - b. Teachers will check for students who have added.
 - c. Almost done!
11. COLC
 - a. Students attending - Chris and Catilyn
 - b. Permission Slips
 - c. Trip Request - Tanya will take care of it
12. Committee Chairs
 - a. Alicia and Erika tomorrow
13. Fair Checks
 - a. All students must have a completed record book and pay all fees before getting a check
 - b. Must be picked up by 10/3

Sobrato High School
Ag Department Meeting: 10/6/2014

Present: Amador, Martin, Calabretta, Whitmyre
Absent:

Discussion Items:

1. Lunch Meetings:
 - a. Monday - Department Meeting
 - b. Tuesday - Officer Meeting
 - c. Wednesday - Open Team O/C Practice
 - d. Thursday - Officer/Greenhand Practice – BIG Meeting Brunch
 - e. Friday - Food Fair
2. After School Meetings:
 - a. Monday -
 - b. Tuesday - Open Space Meeting
 - c. Wednesday - FFA Meeting/Booster Meeting
 - d. Thursday -
 - e. Friday -
3. FFA Meeting
4. Haunted House
 - a. Kids can start Wednesday after school
5. Homecoming Float
6. Greenhand Conference 24 Members signed up
 - a. We need one more parent driver
 - b. Amador will call Habinas
 - c. Kirsti is cleared to drive
7. Clean Vehicles
 - a. Officers/kids to clean
 - b. Zero Period
8. Opening/Closing
9. Pumpkin Patch
 - a. Reminders will be given to kids who are going this week
 - b. Pop up tent while it's still hot
 - c. Better communication for parents
 - d. We need parents to cover this weekend – Boosters meeting
10. R2
 - a. Amador will finish this week
 - b. Almost done!
11. C O I C
 - a. Students attending – Chris
 - b. Permission Slips have been given out
 - c. Amador needs to make the cd
12. Committee Chairs
 - a. All applications are in we need to find a time to go over them
 - i. Courtesy Courp – Loryn
 - ii. Fundraising – Caitlyn
 - iii. Community Service – Alicia Govea
 - iv. Farm – Beth
 - v. Scrapbooking – Erica Silva
 - vi. Social Media – Chris Perez
 - vii. Public Relations - Razan
13. Fair Checks
 - a. Checks we have left:
 - i. Hope
 - ii. Austin
 - iii. Tyler Hill
 - iv. Megan Kendall

- v. Joy Longoria
- vi. Brandon Smith
- vii. Jessica Post

Sobrato High School
Ag Department Meeting: 10/13/2014

Present: Amador, Martin, Calabretta, Whitmyre
Absent:

Discussion Items:

1. Lunch Meetings:
 - a. Monday - Department Meeting
 - b. Tuesday - Officer Meeting – Committee Chair Brunch
 - c. Wednesday - Open Team O/C Practice/ Greenhand Conference
 - d. Thursday - Officer/Greenhand Practice –
 - e. Friday - BIG Meeting
2. After School Meetings:
 - a. Monday - Float Teacher Skit Officers – POA
 - b. Tuesday -
 - c. Wednesday - Officer Pictures
 - d. Thursday - RCD Speech
 - e. Friday - Parade/Rally
3. Homecoming Float
4. Greenhand Conference – 24 Members signed up
 - a. Amador – email parents
5. Clean Vehicles
 - a. Zero Period Tomorrow
6. Opening/Closing
 - a. Practices
7. Pumpkin Patch
 - a. One Parent
8. R2
 - a. Check Request
9. BBQ Tickets
 - a.
10. Committee Chairs
 - a. All applications are in we need to find a time to go over them
 - i. Courtesy Courp – Loryn
 - ii. Fundraising – Caitlyn
 - iii. Community Service – Alicia Govea
 - iv. Farm – Beth
 - v. Scrapbooking – Erica Silva
 - vi. Social Media – Chris Perez
 - vii. Public Relations - Razan
11. Fair Checks
 - a. Checks we have left:
 - i. Hope
 - ii. Austin
 - iii. Tyler Hill
 - iv. Megan Kendall
 - v. Joy Longoria
 - vi. Brandon Smith

Sobrato High School
Ag Department Meeting: 10/13/2014

Present: Amador, Martin, Calabretta, Whitmyre

Absent:

Discussion Items:

1. Lunch Meetings:
 - a. Monday - Department Meeting
 - b. Tuesday - Officer Meeting
 - c. Wednesday - Open Team O'C Practice
 - d. Thursday - Officer/Greenhand Practice
 - e. Friday - Co-op/Job Interview interest meeting
2. After School Meetings:
 - a. Monday -
 - b. Tuesday -
 - c. Wednesday -
 - d. Thursday - O C
 - e. Friday -
3. Clean up after homecoming float
4. Opening/Closing
 - a. Kirsti and Cheryl on Food
 - b. Good on judges
5. Pumpkin Patch
 - a.
6. R2
 - a. Check Request
7. Class Updates

Sobrato High School

Ag Department Meeting: 11/3/2014

Present Amador, Martin, Calabretta, Whitmyre

Absent:

Discussion Items:

1. Lunch Meetings:

- a. Monday - Department Meeting
- b. Tuesday - Officer Meeting
- c. Wednesday - Co-op/Job Interview
- d. Thursday -
- e. Friday - BIG

2. After School Meetings:

- a. Monday -
- b. Tuesday -
- c. Wednesday - BBQ Prep
- d. Thursday - BBQ
- e. Friday -

3. BBQ

- a. Adie and Joe picking up meat
- b. Joe getting beans
- c. Kirsti Picking up Bread
- d. Students coming to help Wednesday after school

Sobrato High School

Ag Department Meeting: 11/3/2014

Present Amador, Martin, Calabretta, Whitmyre

Absent

Discussion Items:

1. Lunch Meetings:

- a. Monday - Department Meeting
- b. Tuesday - Officer Meeting
- c. Wednesday - Co-op/Job Interview
- d. Thursday -
- e. Friday - BIG

2. After School Meetings:

- a. Monday -
- b. Tuesday -
- c. Wednesday - BBQ Prep
- d. Thursday - BBQ
- e. Friday -

3. BBQ

- a. Adie and Joe picking up meat
- b. Joe getting beans
- c. Kirsti Picking up Bread
- d. Students coming to help Wednesday after school

Sobrato High School
Ag Department Meeting: 12/1/2014

Present: Amador, Martin, Calabretta, Whitmyre

Absent

Discussion Items:

1. Lunch Meetings:
 - a. Monday - Department Meeting
 - b. Tuesday - Officer, GH, CC Meeting
 - c. Wednesday - Parli Pro
 - d. Thursday - Speaking Contests
 - e. Friday - Judging Teams
2. After School Meetings:
 - a. Monday - Float, GH, CC Pictures
 - b. Tuesday - Float
 - c. Wednesday - Job Interview
 - d. Thursday - Job Interview Contest
 - e. Friday -
3. Parade Float
 - a. Amador - Lights during 6th Period
 - b. Frame done. Lights need to be done
 - c. All decorations are bought
 - d. What are we using to pull the float? Tractor or school truck/expedition
4. Job Interview
 - a. Wednesday after school for practice questions
 - b. Thursday contest in Gilroy 4:30
5. T Shirts
 - a. They are being made
 - b. Check should be in by Friday
6. Judging Teams/Speaking Contests
 - a. Parli Pro - See who shows up and how that goes
7. Toys 4 Tots
 - a. Only 25 kids in case 5 don't show up
 - b. Sat Dec. 20th lions club in San Martin 8am - 1pm
 - c. Can count for this quarter or next quarter
 - d. See how many sign up Maybe pull names out of a hat
8. Road Show
 - a. Put in for Sub
9. Class updates
 - a. Leadership- Cover letters, getting ready for finals
 - b. Biology - Finishing population and reviewing
 - c. Floral - Winter centerpieces and door swag \$25 and \$15 orders in by Friday/Monday - Final digital portfolio and written test
 - d. Hort - Final: Pair up and plant and design their box. Do presentation on the plants in their box, Written also
 - e. Geology - Finishing plate tectonics and reviewing
 - f. Vet - Horse Unit, should finish it before semester ends, Final: Still figuring it out
 - g. Shop - worked on tractor, build plow for it.
 - h. Metals - Creed memorize one paragraph
 - i. Foods - Finish up Veggie unit, cook at end of the week, work on plants at farm before we leave

Sobrato High School
Ag Department Meeting: 12/1/2014

Present: Amador, Martin, Calabretta, Whitmyre
Absent:

Discussion Items:

1. Lunch Meetings:
 - a. Monday - Department Meeting
 - b. Tuesday - Officer, GH, CC Meeting
 - c. Wednesday -
 - d. Thursday -
 - e. Friday -
2. After School Meetings:
 - a. Monday -
 - b. Tuesday - Greenhand Dodgeball
 - c. Wednesday - Meeting
 - d. Thursday -
 - e. Friday -
3. Judging Teams
 - a. Monday - Dairy and Prepared
 - b. Tuesday - Hort, Livestock, Parli Pro, Vet
 - c. Wednesday - Impromptu, Dairy, Creed
 - d. Thursday - Floral, Livestock, Vet
 - e. Friday - Parli Pro?
4. Parent Email
 - a. Kirst Read - Sounds good
 - b. Shirley will send out to parent list
 - c. Teachers will also send out on eschool
5. Tshirts -
 - a. Arriving this afternoon
 - B. Adie will check on the \$\$
6. Dodgeball
 - a. Joe will go buy a dodgeball

School Farm Inventory 2012-2013

Apple Pickers	4
Barn	1
Barrels	7
BBQ's	2
Brooms	5
Buckets	29
Chairs	15
Egg Incubators	1
Extension Cords	5
Fans	2
Feed Pans	15
Feeders	6
Greenhouses	2
Hoses	7
Kiddie Pool	1
Ladder	1
Lamb Stands	3
Lawn Mower	3
Lister Sheep Shears	2
Livestock Scale	1
Livestock Trailer	1
Metal Arena Panels	6

Oster Livestock Clippers	2
Pig Boards	6
Pig Waterers	3
Port-o Potty	1
Planters	16
Rabbit Cages	3
Rakes	10
Scraper	1
Shade House	1
Shelving Units	5
Shovels	12
Show Sticks	19
Sink	1
Steer Chute	1
Storage Crate	1
Tack Boxes	5
Three Lamb walker	1
Time Clock	1
Trashcans	15
Water Trough	2
Wheelbarrows	5

Courses that Qualify for Alternative Credit

Agricultural Biology

- *Meets graduation requirements for Life Science*
- *Meets UC entrance requirement D*

Agricultural Geology

- *Meets graduation requirements for Physical Science*
- *Meets UC entrance requirement D*

Agricultural Environmental Science

- *Meets graduation requirements for Life Science*
- *Meets UC entrance requirement D*

Veterinary Science

- *Meets graduation requirement for Applied Arts*
- *Meets UC entrance requirement G*

Agricultural Sales and Service

- *Meets graduation requirement for Applied Arts*

Environmental Horticulture

- *Meets graduation requirement for Applied Arts*

Floral Design

- *Meets graduation requirement for Visual Performing Arts*
- *Meets UC entrance requirement F*

Food Science

- *Meets graduation requirements for Applied Arts*
- *In Approval process for UC area G*

Agricultural Mechanics

- *Meets graduation requirements for Applied Arts*

Agricultural Metals and Machinery

- *Meets graduation requirements for Applied Arts*