



Linden High School
Agriculture Department



Graduate Internship Report

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Linden High School
Agriculture Department



Section 1:

Quality Criteria Narratives



Linden High School Agriculture Department



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Quality Criteria I

Curriculum and Instruction

1A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.

1B. The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.

1C. Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)

1D. The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).

1E. Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)

1F. The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)

1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6)

- * Computerized Record Book
- * Agriculture Term Paper
- * Job Resume
- * Portfolio Letter of Introduction
- * Agriscience Fair Report
- * Agriculture/FFA Speech Manuscript
- * Job Cover Letter
- * Other Agriculture Related Project

1H. Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem. (FS 10.3, 11.0)

1I. Record books of all students are maintained in the Department files until one year following graduation.

1J. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

Linden High School meets most of the components set forth under Section 52454 of the California Education Code. We offer classes that encompass both Agriculture Science as well as Agriculture Technology with overlap of the two areas in many classes. Examples of classes studying Agriculture Technology include classes within the Agriculture Mechanics pathway and Agriculture Computers classes. Some classes that address Agriculture Science include Agriculture Science 1, Agriculture Integrated Science, Agriculture Biology, and others. Classes that incorporate both components include ROP Landscaping, Agriculture 1, as well as others.

SAE and FFA/Leadership components are an integral part of our program in the Linden High School Agriculture Department. In most classes, an SAE project is treated as an assignment and graded as such meaning that it goes into the homework or assignments category in the gradebook. All classes require at least one FFA activity or an alternative FFA related assignment. The scores for these assignments are counted as general assignment points. While this method may not fit the traditional textbook model of a set percentage of the grade being based on SAE or FFA, both components are incorporated into the students' overall grade, therefore, meeting the criteria laid out in Quality Criteria 1A. In the past, not every student has had a record or even an SAE project. There have been some classes within our department that have not required record books and SAE projects. As of spring semester this year, SAE and record books will be required in all classes and course syllabus changes have been made to reflect this requirement which will show up in the 2015-2016 course catalog. We, as a department, also need to do a better job of maintaining record books of each student until a year after they graduate. This is easier than it has ever been with computerized record books and there is no excuse for not keeping archived copies of the record books long term. I see this as an area where our program will continue to grow over the next year or two as we continue to implement the above mentioned program reforms.

Our classes are aligned with the Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector as much as possible. With few exceptions, the Agriculture Mechanics classes follow these standards. There are some standards that are currently not addressed due to shop facility limitations such as woodworking. This may change in the next two or three years if the Agriculture Department absorbs the wood shop. The Agriculture Science based classes also must address the standard science standards and prepare for standardized testing. Therefore, they are closely aligned with the standard science classes (ie. Agriculture Biology and regular Biology) through collaboration between the teachers of both where they strive to align both content and pacing. This is necessary in order to have A - G classes and takes away some of the ability to incorporate some of the agriculture components that would ideally be in an agriculture class.

We offer classes that fit into three broad career pathways. First is Agriculture Mechanics. Agriculture Mechanics is split into two pathways; Fabrication and Power Systems. Secondly is Agriculture Science. Currently this pathway leans heavily in the direction of plant production. Finally, we offer limited agriculture business classes.

Agriculture Career awareness is included in all classes to varying degrees. In introduction classes, this section is very broad and addresses California agriculture at large though, some such as Agriculture Mechanics 1 puts a heavier emphasis on pathway specific careers. Career awareness takes a more specific approach as the student moves into the advanced classes. For example, in the ROP Agriculture Fabrication and ROP Agriculture Power Systems classes, the students do resumes and cover letters for jobs specifically related to power systems and fabrication and learn about career opportunities in these areas respectively.

We are very fortunate at Linden High School to have a supportive administration that understands the importance of Agriculture Education and strives to place students that wish to complete our program in

agriculture classes when developing the master schedule. We do have a few challenges. The first challenge that only affects upper classmen is that students are only allowed to take two periods of ROP classes. This sometimes precludes juniors and seniors from taking capstone agriculture classes due to schedule conflicts. The administration is usually pretty good about coming up with workarounds for this such as opening up a separate section in the same period that is not classified as ROP and enrolling only students with an ROP conflict in this section. After the current school year, the ROP problem will go away being that ROP has ceased to exist. Additionally, we have a limited selection of classes for upper classmen available. This is especially problematic for female students being that many of our junior and senior level classes are Agriculture Mechanics classes. We have considered adding an Agricultural Floral class to provide more opportunities to junior and senior students. We have also discussed adding Agriculture Economics and Government which would expand the Agribusiness pathway.

When taking all classes offered in the Linden High School Agriculture program into consideration, our curriculum includes every use of computer aided instruction listed in in Quality Criteria 1G. This type of instruction is being used more and more with the implementation of Common Core. For example, term papers are becoming a standard part of most if not all classes. The ROP classes and computer classes require job resumes, cover letters, and in some cases portfolio letters of introduction. Some students participate in Agriscience Fair and agriculture/FFA Speeches where manuscripts are required. While some classes still utilize the paper Record Book, our department is moving towards every student using the I-Record Book. One limitation to this move is the limited availability of computers. We have been looking for funding to purchase a laptop cart for our department to help with this challenge as well as others. It is our hope that we will be able to secure a laptop cart for the ag building in the 2015-2016 school year. In addition to the basic examples of computer use provided in the quality criteria, the Agriculture Mechanics program is moving towards the integration of computers in design and production of projects through CAD software and CNC controlled equipment.

All agriculture classes offered meet, at a minimum, elective graduation requirements. Some, such as science classes, meet not only graduation requirements but A-G requirements as well. Other classes meet arts graduation requirements. Additionally, some classes are articulated with local community colleges which give students passing them with a certain grade college credit.



Linden High School Agriculture Department



Quality Criteria 2

Leadership & Citizenship Development

- 2A.** An FFA Chapter has been chartered by the State Association or has been applied for.
- 2B.** A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th. Foundation 9.2,9.3,9.6
- 2C.** Every student is given a grade based upon participation in leadership activities.
- 2D.** All students enrolled in agriculture classes are affiliated with the State FFA Association.
- 2E.** Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet. (Attached)
- 2F.** A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1)
- * Local Best Informed Greenhand Contest
 - * Local Opening & Closing Contest
 - * Local Program of Work Committee(s)
 - * Local Agriscience Fair Exhibition
 - * Local Parliamentary Procedure Contest
 - * Any Section, Region, or State Activity
 - * Local Creed Speaking Contest
 - * Local COOP Quiz Contest
 - * Local Demonstration Fair
 - * Local Public Speaking Contest
 - * Chapter Meeting or Activity
 - * Other Local Activities

The Linden FFA Chapter was originally chartered in 1929 and has maintained its charter ever since.

Linden was the 46th chapter to receive its charter with the California FFA State Association. Since that time, the Linden FFA Chapter has been a central part of the local community. In addition to our chapter being chartered, every student enrolled in an ag class at Linden High School is an FFA member and affiliated with the California State FFA Association.

At the beginning of each school year, the Linden advisors work with the officer team to prepare a Chapter Program of Works. This is a relatively easy task being that we usually use the prior year's Program of Works as a template and just update it. Putting more effort into producing a more elaborate program of works has come up in discussion during department meetings and will most likely be addressed in the next couple years.

As addressed in the discussion of Quality Criteria 1, students are given grades based upon participation in leadership activities. How this is done varies slightly from class to class and teacher to teacher. It is an area of disagreement within the department. Some activities are required for certain classes and teachers. Other teachers only offer extra credit for FFA participation. In either case, there is some degree of credit towards grades offered in all cases for each activity.

During the previous school year, the Linden FFA Chapter attended 15 out of the 25 chapter activities listed in Quality Criteria 2E. This exceeds the minimum participation of 12 listed chapter activities. We, as a chapter, do not keep records of activity attendance for each student. The student activity participation is primarily recorded in gradebooks and Record Books. Because we do not compile this information, it is impossible to give a specific percentage of students that are attending three or more of the activities listed in Quality Criteria 2F in a given year. That being said, it is very unlikely that our chapter misses the 80% mark with respect to students meeting the three or more activity standard.

When including chapter meetings and activities, it is likely that our chapter meets this criteria in one semester.



Linden High School Agriculture Department



Quality Criteria 3

Practical Application of Agricultural Skills

3A. Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FS 10.2)

3B. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan (FS 10.2, 10.3)

3C. A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records. (FS 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0)

3D. Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.

3E. A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

Quality Criteria 3 is an area where the Linden Agriculture program could use some improvement. The integration of SAE has varied from teacher to teacher and class to class. In no classes is it the traditional model of a set percentage of the overall grade. SAE projects rather are put in the same grading criteria as general assignments. The value of these assignments in relation to overall grades varies from class to class. One teacher in our program has not required any SAE projects in their classes. The other two teachers have required projects in most classes.

In our recent on-site program review, the Linden Agriculture department did not meet Quality Criteria 3C with a minimum of 80% of continuing students engaged in SAE projects. We probably have closer to 60% of returning students maintaining SAE projects when counting any student that has previously taken an agriculture class. If we only counted the students that take agriculture classes all four years of their high school career, we would likely be close to, if not above the, 80% mark in terms of students engaged in SAE projects. As a result of not meeting Quality Criteria 3C during our recent program review, we are implementing changes to address our shortcomings. Effective spring semester, all classes will require an SAE project. The course descriptions and syllabus have been changed and submitted for the 2015-2016 school year to reflect these changes.

Many of the students engaged in projects conduct their projects at the school either in the shop, greenhouse, farm lab, or raised vegetable beds. If the students have their projects at the school, they are consistently "visited" being that the advisors are regularly checking on all of the projects that are conducted on campus. Students with projects off campus are generally visited more than twice per year. Many of these projects involve animals being raised for fair and the advisors make regular visits to weigh them and check on progress. While we do visit the projects, we do not do as good a job as we should documenting the visits. We have discussed getting triplicate forms to document the visits like some other schools have, but have not done so yet. Transportation for off campus project visits is made

Practical Application of Agricultural Skills

easy with a fleet of agriculture department trucks. We have one truck for each of the advisors so there should never be a situation where an advisor does not have an “ag truck” to drive.



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Quality Criteria 4

Qualified & Professional Personnel

4A. Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.

4B. Based on the previous year's records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities: (Complete attachment).

4C. The agriculture staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)

4D. A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)

4E. Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

Each of the three advisors teaching in the Linden High School Agriculture Department have clear single subject agriculture teaching credentials and agriculture specialist teaching credentials. All three teachers earned their credentials through Cal Poly San Luis Obispo. Over the past few years, all three of us have attended a large number of career development activities. This is due largely in part to the implementation of the new Common Core standards. We have been sent to a large number of special trainings aimed at helping us implement the Common Core into our curriculum. In addition to the professional development opportunities provided by our school district, we attend content specific activities such as Road Show, CATA Summer Conference, and other similar events.

We hold department meetings every Monday (or the first day of the week if Monday is a holiday) with all three of the advisors. In these meetings, we are able to address most department business that we need to discuss. While we are very good at meeting and communicating with each other, we do not keep minutes from the weekly department meetings.

We are reimbursed for some of our expenses. Our chapter generally pays for lodging for the advisors during all FFA activities. Transportation is covered through the use of the 'ag trucks' or school vans. Generally, the only expenses that the advisors ever have to pay for are some of the meals. Even the meal expenses are voluntary. If we were to submit for reimbursement it would be given. We have chosen to operate this way to save the chapter money.



Linden High School Agriculture Department



Quality Criteria 5

Facilities, Equipment & Materials

5A. Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

5B. There is adequate storage space for materials, records, equipment and supplies.

5C. At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s):

- * School Farm Laboratory
- * Growing Area
- * Greenhouse
- * Agriculture Shop

5D. The Agriculture Department has E-Mail capabilities.

5E. The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly.

5F. Facilities and equipment are regularly maintained, repaired, or replaced.

Linden High School Agriculture Department has done very well in some areas of facilities, equipment, and materials, but is behind in others. In 2007, the Linden Agriculture Department moved into a brand new Career Technical Education (CTE) building and facilities which, with the exception of the woodshop, is entirely devoted to the Agriculture Department. The building includes three classrooms for agriculture classes. Each teacher has their own classroom and, with the exception of Agriculture Computers, the teachers do not need to change classrooms. Prior to the new building, some of the teachers had to share classrooms with non-agriculture teachers.

In addition to the classrooms, the building includes two shops used exclusively by Agriculture Mechanics. The first shop is the general Agriculture Mechanics shop. This shop is used for the general agriculture mechanics classes, welding, and large scale fabrication. It has plenty of room for general use and welding, or for large fabrications, but during years where we have a large number of large fabrication projects, it can get rather cramped in the main shop. The second shop is the engines room. This is a smaller shop off of the main shop that is used for the Agriculture Power Systems class which is essentially a small engines class. It is imperative to have a separate shop when working on engines to keep the open engines isolated from the metal dusts found in a welding shop which will damage the engines due to the abrasive nature of metal dusts.

Outside the CTE building, we have a new greenhouse which was built at the same time as the CTE building. The greenhouse has automated water and cooling. This school year, the agriculture mechanics students have been installing an automated shade cloth system in the greenhouse. Outside the greenhouse, we have a shade structure. Additionally, we have a school farm lab which includes a small vineyard, small orchard with cherries and walnuts, and an area with raised planting beds.

We by far exceed the Quality Criteria 5C of having at least one listed facility for the students to utilize for SAE projects. We have all four. The only aspect that we may not meet in the most traditional sense is

the lack of any animal facilities in our school farm lab. This has never been a problem for us. Our district is primarily rural and we have never had difficulty finding someone to house an animal project if a student wants to have one but does not have the space at their house.

Our available storage, while not fantastic, is adequate. We have two sea containers. One is primarily used for fair and FFA and fair supplies and the other is primarily used for agriculture mechanics. We have two sheds that were built by the woodshop Design and Build class. One is used for horticulture supplies and the second one is used for the school farm lab. Behind the shop, there are some racks that are used for steel storage. There is an attic above the engines room that is used for department storage as well. Last year, we put shelves in the attic to help with organization. Roughly half of the attic is used for agriculture mechanics supplies. The remainder of the attic stores agriculture science supplies and FFA supplies. Our records are stored in file cabinets in each classroom, boxes in the attic, and recently electronically. Our department is currently looking into getting a scanner to scan documents for archiving. We would most likely get an external hard drive for the department as well which we would store in the Agriculture Department office safe.

There are some areas where we could use some improvement in storage. Part of our storage problem is the fact that we have too many items in storage. We have been working on discarding out of date and unusable items in storage. Most of the storage issues surround the agriculture mechanics and horticulture/farm lab programs. We have limited space to park trucks and trailers that are used for agriculture mechanics and the FFA program. Many times these vehicles are shifted around to make room for various activities. Some of them could be stored at the district transportation yard but we have had problems with unauthorized use by doing this in the past. There is limited racking for steel behind the shop. We do not have enough room on the racks for steel from individual projects. Sometimes we have eight or more trailers or other large projects being constructed in the fabrication

class at a given time. The materials for these projects end up in piles on the ground or pallets behind the shop. This results in materials sometimes getting mixed up or damaged. This year the ROP Agriculture Fabrication class has been building racking for the project steel. Each project will have its own rack section.

There are two primary areas for improvement in the area of Facilities, Equipment, and Materials. Our department could be neaten up and some areas need to be upgraded. The facilities and equipment do not need any updating specifically for special populations but need some updating in order to best serve all students. While we arguably have outstanding facilities, some of the equipment is very dated. When the new building and facilities were built, there was little to no money available to update the equipment. This has especially impacted the Horticulture and Agriculture Mechanics programs.

I have specifically been working to improve the agriculture mechanics program. I believe that, in order to meet the needs of the students, we need to have equipment that mirrors current industry technology. Prior to this year, our newest welder was 10 to 15 years old. Most of our shop equipment is from the 1990's, 1980's, or in a few cases, even older. Until recently, we had no CNC or automated equipment, no CAD software, and other equipment that was either made before guards, shields and other standard safety equipment were in common use or these features were missing.

I have been fundraising and seeking grants to update our equipment both in terms of safety and technology. I am replacing some grinders with newer grinders with safety guards. This is very basic and needs to be done from a simple safety standpoint. I have just obtained a CNC plasma table through fundraising and Perkins money. I also secured a grant for a 3D printer and CAD software this year. I will be purchasing a new multi-process welder through Perkins funds this year and plan on obtaining more welders in the near future that will allow us to expand the welding processes that we teach the students. All of these advances in technology, I intend to integrate into the Agriculture Mechanics

Curriculum over the next couple school years. In addition to updating the equipment, I plan on adding safety zones around stationary equipment in the shop and mark the areas to keep clear in front of electrical panels.

As with most school districts, funds and manpower for maintenance and repair are limited in Linden. Maintenance on the facilities has been, at times, a challenge. For example, over the course of three years, I submitted requests to have to have the Agriculture Mechanics classroom and the sheetrock in the shop around the hand wash area be repaired and repainted. Eventually, I had the students in Agriculture Mechanics 1 repair the sheetrock in the shop and paint the two areas. Many times simple maintenance items for the CTE building and facilities falls to the Agriculture Mechanics program to deal with. Depending on the scope of the maintenance item, this can be a positive thing. Sometimes it is good to be able to give the students some real world hands-on experience rather than lab setting experience. That being said, it is a fine line between providing relevant content for the students and doing busy work that is someone else's job. It is important not to set a precedent of the Agriculture Mechanics program being responsible for campus maintenance.

Our department meets Quality Criteria 5F of the department having E-mail capabilities. Each advisor has their own email address.



Linden High School Agriculture Department



Quality Criteria 6

Community, Business and Industry Involvement

6A. The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual".

6B. The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)

6C. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes

- * Job Market Description
- * Total Program Goals & Objectives
- * Course Subject Matter Outlines
- * 5 Year Facility & Equipment Acquisition
- * Graduate Follow Up
- * Targeted Occupations
- * Program Description - Courses, SAE, FFA
- * Program Completion Standards
- * Current Year Budget
- * List of Active placement Sites

6D. The contact information of the Advisory Committee Chair has been provided on the cover of this checklist

In my personal opinion, the Quality Criteria 6 is the standard in which our department has been the weakest. Up until now, our advisory committee has been loosely defined, met only once per year and been shared with the whole CTE department. This is a topic that has come up in discussion within our department with some department members not wanting to improve the committee. The advisory committee, as it is, has provided some feedback to our department in developing and adjusting the components listed in Quality Criteria 6C. They provide assistance to our department in making community contacts and obtaining resources for the department.

The Linden Agriculture Department had its onsite review this year. Our regional supervisor told us that we need to better conform with Quality Criteria 6. We are getting ready to have an advisory committee meeting which will be specific to the Agriculture Department. We were given specific items by the regional supervisor that we need to have addressed in the committee. Our winter meeting will focus mostly on reviewing department policy and staff assignments. We will have a second meeting in late spring where we will focus on planning and budgeting.

In the weeks since our onsite program review, I found a copy of our Advisory Committee Bylaws which were last used in the 1990's. I updated the language of the bylaws without changing the content. I put together an agenda for our January meeting. I came up with a list of potential committee members who were made up partially by members of the CTE Advisory Committee and partially new members. This list was submitted to our principal and department head for approval. They had a couple recommendations. After finalizing the list of members, we sent invitation letters to all of the members. By the end of the 2014-2015 school year, the Linden High School Agriculture Department will be in full compliance with Quality Criteria 6.



Linden High School Agriculture Department



Quality Criteria 7

Career Guidance

7A. Students are counseled regarding: (FS 3.0)**6B.** The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)

- * Career opportunities in Agriculture and Agribusiness
- * Agriculture and academic courses necessary to complete career pathway offerings
- * Post-secondary education and training options.

7B. All students have a completed career plan (Student Data Sheet) and it is updated annually. (FS 3.3)

7C. Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e., 2+2+2 articulation agreements).

In the Linden Agriculture program, the students receive several types of career guidance. In most, if not all, agriculture classes offered at Linden, there is a component that addresses agriculture based careers. We talk about the careers available as well as what is needed to get there. Additionally, in the advanced classes, the students complete projects where they develop resumes and cover letters. The Agriculture Mechanics ROP classes take field trips to trade schools and industry sites. The agriculture mechanics program and the horticulture program have industry representatives and representatives from colleges and trade schools come to speak with the students.

Outside of class, we are very lucky to have an outstanding career guidance counselor. She was awarded the honor of State Star Counselor last year and accompanied our chapter to the FFA National Convention. She does a fantastic job of helping the students select careers and makes sure they know what they need to get where they want to go. She understands agriculture and the unique requirements and considerations involved with education and careers in agriculture. She meets with every student by the end of their sophomore year and again, sometimes multiple times, in their junior and senior years. Students' career choices are recorded on their student data sheets.

We have a number of classes that are articulated with both San Joaquin Delta College and Modesto Junior College. Discussions have been made to articulate additional classes in the Agriculture Mechanics program with Modesto Junior College. This will require some course modification.



Linden High School Agriculture Department



Quality Criteria 8

Program Promotion

- 8A.** An Agricultural Education program recruitment brochure or similar document is used to promote the program.
- 8B.** Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)
- 8C.** The Agriculture Department conducts recruitment activities with local feeder schools

Program promotion is very important especially for the elective classes such as the Agriculture Mechanics classes and some of the Horticulture classes. If there is not enough voluntary enrollment, these elective classes will either be cut or become a dumping ground for students that have no place to go. We have a program recruitment flyer that is available in the office, the guidance center, and at various events. Our program does 8th grade recruitment visits when we are able to and we participate in the high school 8th grade night where parents and prospective students tour our campus.

There are several opportunities for students to overcome financial barriers to participate in FFA activities. The type of assistance depends on the activity or project. For leadership events such as State Conference or similar, we often have a community member that will “sponsor” a student. There are also scholarships or grants that are available to assist students with funds to attend these events. For large SAE projects such as a steer, we help the students in obtaining a loan with Farm Credit or a similar institution. Finally, for smaller projects such as a shop project being made for sale, the department will often purchase the materials and split the profit with the student after the sale of the project. Many times, we will offer scholarships for an event and will have very few, if any, students apply for it. This year we offered a “Send Me to State” scholarship which covers conference fees and lodging. We only had two students apply for it.



Linden High School Agriculture Department



Quality Criteria 9

Program Accountability & Planning

9A. A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.

9B. Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.

9C. A follow-up system is used which gathers the following information from program completers:

- * Status of employment or school enrolled within
- * Opinion regarding the value and relevance of the agriculture program
- * Suggestions for improving the agriculture program

9D. The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data Entry by October 15th.

9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.

9F. The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

The Linden High School Agriculture Department does a fairly good job of meeting Quality Criteria 9. We have a Comprehensive Program Plan on file with the Regional Supervisor as well as a copy in our department files. We update the Program Plan as required each year. The Five Year Equipment Acquisition Schedule is updated yearly. Changes are made as we obtain items on the schedule or reprioritize our needs based on our evolving program. Our Chart of Staff Responsibilities has changed very little over the last few years. Each advisor generally maintains the same roles. The biggest change that we have had since the current department makeup has been two advisors trading species coaching responsibilities. All of these items will be evaluated this year by our advisory committee. The Program of Works is updated at the beginning of each year. Advisory committee roster and minutes are submitted as well.

We do our best to follow up on graduates. It is impossible to find out where every student that graduates is, but we usually either have their contact information or can get it from a current student who is a friend of the graduate. This information is submitted with the R2 in October. We use this information along with enrollment numbers to analyze our retention rates. Each year retention is a topic of discussion among the advisors in the department. We have discussed a number of possible solutions for improving our retention rates, especially of upper classmen. One possible solution that we are working on is the addition of one or more new classes that will help by giving students more options.

We do our best to submit our R-2, AIG Expenditure Reports, and FFA Roster on time each year. The only part that we have had a difficult time meeting in the past is the expenditure report. We have had challenges getting this information from the district in a timely fashion over the last several years. It is our hope that it will be easier to get financial information from the district office in the future due to a new chief business officer who seems to be doing a great job.



Linden High School Agriculture Department



Quality Criteria 10

Class Numbers

10A. Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.

10B. The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only. (This does not pertain to class size.)

One of the aspects that makes teaching in Linden High School Agriculture Department fun and rewarding is the fact that we still maintain traditional class numbers in all lab based classes such as the agriculture mechanics classes. These classes are capped at 20 students. The most students that have ever been enrolled in a shop class in the four years I have been teaching at Linden High School was 22. This number was down to 20 by the end of the second week of school. There have been a few times where a classroom based class has had more than 25 students enrolled but has never been over this level by more than a couple students. This is a quality that we are hoping to maintain in the future.

Quality Criteria 10B is usually met in our department but only because first year students count as half a student for the purpose of the ratio and the fact that we have many students that are enrolled in more than one agriculture class sometimes with more than one agriculture teacher.



Linden High School
Agriculture Department



Quality Criteria 11

Full Year Employment

11A. A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than \$2000.

11B. During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

We have three full-time agriculture teachers that are employed year-round in the Linden High School Agriculture Department. We are compensated with an extended contract in the amount of 10% of our base salary. This comes out to be about \$5409 for the lowest paid teacher in the department.

Linden High School Agriculture Department no longer has a project supervision period. This was eliminated due to budget cuts. Like other items that were cut during budget cuts, we will never see this return. The school board will not bring it back. There is no compensation for project supervision other than the extended contract mentioned above.



Linden High School
Agriculture Department



Section 2:

Project Report

Name: Christopher L. Lemos
 Address: 19077 E. Oakwood Rd.
 City, State, Zip: Stockton, CA 95215
 Phone: 209 481 09 9
 E-mail: clemos@sjcc.net

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: Quality Criteria 5: Facilities, Equipment, & Materials.

Goal or Purpose of the Project:

The goal of this project is to update the existing Agriculture Mechanics shop by obtaining equipment that mirrors current industry technology and making needed safety upgrades.

Specific Objectives to Accomplish (Be as detailed as possible):

- Have a CNC Plasma Table operational
- Integrate the Plasma Table into the Agriculture Mechanics 2 and ROP Agriculture Fabrication classes with students using it
- Replace or repair improperly shielded grinders (hand held and bench mounted).
- Mark safety zones on the floor around all stationary equipment.
- Mark safety zones/keep clear zones in front of electrical panels.

Estimated number of hours on this project: 75

Estimated expenditures (\$) on this project (your costs): Less than \$100

Proposed timeline for completion of the project:

- Have a CNC Plasma Table operational - **End of August 2014**
- Integrate the Plasma Table into the Agriculture Mechanics 2 and ROP Agriculture Fabrication classes with students using it - **End of December 2014**
- Replace or repair improperly shielded grinders (hand held and bench mounted). - **End of September 2014**
- Mark safety zones on the floor around all stationary equipment. - **End of September 2014**
- Mark safety zones/keep clear zones in front of electrical panels. - **End of September 2014**

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?
 I will give biweekly email updates.

For Office Use Only:

Project Approved By: B. Lemos

Date of Approval: 7/22/14

Quarter student will enroll in AGED 539: WIN 2015

Background

Prior to my taking the position of Agriculture Mechanics Teacher at Linden High School, the Agriculture Mechanics program suffered some instability. I was the fourth Agriculture Mechanics teacher in six years. When I was first hired, I was the third teacher that many of my students had in the shop. In addition to the change in personnel, the Linden Agriculture Department moved into a new building which included a new shop. The shop is fantastic as a building, but none of the equipment was updated at the time the shop was built.

Much of the equipment is the same equipment that was being used in the 1990's, with some dating back to the 1980's. As with most things in life, there are positives and negatives to the vintage equipment. Some of the older equipment is better made than current equipment. For example, we have two Millermatic 200 all in one GMAW machines. They produce a much softer and steadier arc than our digitally controlled, solid state GMAW machines from the early 2000's which are much easier to set up. Students gravitate to the new equipment and initially only use the older equipment when nothing else is available or I make them which brings me to the second benefit of having older equipment in a school program. The students may run into some of this equipment in industry and they should know how to use it. One of the drawbacks to the older equipment is that it is sometimes worn out, does not meet current safety standards, or is technologically out of date. This was the case when I took over the Agriculture Mechanics Program at Linden High School.

There were a number of pieces of equipment without proper shields, grounding, or other key safety features. Some equipment has been repaired while much of it has been taken out of service and not replaced. Over the last couple of years, additional equipment has worn out as well. There were no safety zones around any of the equipment. This is due, in part, to the turnover in Agriculture Mechanics teachers over the last several years. I put off creating safety zones because I did not know yet where I

wanted to put some of the equipment. I have rearranged the layout of the shop since I took over three years ago.

In addition to safety concerns, the shop was out of date from a technological standpoint. The shop had no CNC capabilities or otherwise automated equipment. I felt that the first piece of shop technology that we should invest in would be a CNC plasma table. The funds were not available for this addition to the shop when I first came to the school. I made it my mission to raise the more than \$30,000 needed to purchase a CNC table along with a new plasma cutter to go with it. I made connections in the community and sought donations to fund the project. At the same time, I started reaching out to the community to donate obsolete and broken equipment along with any other items made of metal to the program. I, with the help of the students, scrapped these items. The scrap drive paid for more than a third of the cost of the machine. By the fall of my third year teaching at Linden High School, I had raised over half of the funds needed to purchase the equipment. I found out that I received about \$5,000 in Perkins money to put towards the project. At that point, I went to the district and asked if they could pay for the \$4,000 that I was short from district ROP funds. It was approved and I was able to order the machine which came too late in the year to fully integrate it into the program. I had to learn how to use the new machine and we had a number of technological difficulties with getting the machine to run reliably.

We used the table some last year with me running it. I have worked on it over the summer and gotten more familiar with its operation. There still are a few bugs in the system, but I am confident that they will be quickly resolved and I should be able to get the system fully operational quickly.

I have chosen to make some necessary safety upgrades to the shop and integrate the plasma table into my program as my AGED 539 project. My broad goal is to update the existing Agriculture Mechanics

shop by obtaining equipment that mirrors current industry technology and making needed safety upgrades. To meet this goal, I have developed five specific objectives:

1. Have a CNC Plasma Table operational
2. Integrate the Plasma Table into the Agriculture Mechanics 2 and ROP Agriculture Fabrication classes with students using it
3. Replace or repair improperly shielded grinders (hand held and bench mounted).
4. Mark safety zones on the floor around all stationary equipment.
5. Mark safety zones/keep clear zones in front of electrical panels.

Project Review

Objective 1: Have a CNC Plasma Table operational

I started working on this objective prior to school starting by spending time on the phone with Shop Sabre CNC tech support. There were a number of small but problematic bugs in the system. We were having problems with the machine stopping on its own and, at times, behaving erratically. After spending a few afternoons troubleshooting with tech support, we determined that the machine was not properly grounded. The plasma cutter was creating electrical interference which would feed back to the computer controller unit causing it to malfunction. I temporarily grounded the machine to some electrical conduit and water pipes which took care of the problem. For a permanent solution, I contacted the head of district maintenance and asked him to get me an eight foot grounding rod. My students and I roto-hammered a hole in the concrete to set the grounding rod in and permanently ground the table. The grounding was the last of the hardware issues.

One feature I did not realize was not included in the original purchase was automatic torch height control. This feature allows the torch to adjust its height if the metal is warped or uneven. I applied for Perkins money to purchase this control module for the system and installed the control module so that the machine auto senses the height of the torch and adjusts it. While this issue was not making the table unusable, it was not user friendly without the control.

Objective 2: Integrate the table into Agriculture Mechanics 2 and ROP Agriculture Fabrication classes with students using it

I have enjoyed this part of the project. Many of the students are very excited to use the table. Agriculture Mechanics 2 is a basic welding class. So far, their use has been limited to prepping metal for practice welds. In Agriculture Mechanics 2, the students can set up the machine, square a metal plate on the table, and cut the metal into strips to be further cut with a shear without my assistance.

In ROP Agriculture Fabrication, the plasma table has almost become the cornerstone for the class. The students have made everything from gussets for their trailers to signs for local farms and businesses. The complexity of these various tasks varies. Most students are not capable of making basic parts such as a gusset with minimal to no help. Many students have also learned to program artwork that is used on signs with little help. In the fabrication class, the use of the table has greatly improved the quality of our projects.

Objective 3: Replace or repair improperly shielded grinders (hand held and bench mounted)

I ordered new shields for our two eight-inch bench grinders to replace broken shields. My students have installed the new shields. I was able to repair a large ten-inch pedestal grinder that was in storage and plan on putting it into service. I had students move it to the area that I want to utilize it. I am still waiting on the district maintenance to rewire one of the nearby receptacles for the correct voltage for this grinder before we can use it. I am told that they may not be able to get to the project until next year. Regardless, it is now ready for use when we get power for it.

I purchased two four-and-a-half-inch hand-held angle grinders to replace two grinders that were missing guards and one six-inch grinder to replace a grinder that was from the late 1970's or early 1980's, did not have a guard, and had issues with the wires. These have been put to use which has alleviated the shortage of han-held grinders in the fabrication class.

Objective 4: Mark safety zones on the floor around all stationary equipment

After four years of teaching at Linden High School, I have finished rearranging all of the stationary equipment in the shop to meet my preferences. I felt that it was time to mark permanent safety zones on the floor around the stationary equipment. I instructed students to mop the floor in the shop to provide a clean surface for the marking tape. I then marked the floor with soap stone to indicate where

I wanted the tape. The students laid the yellow tape down creating the safety zones. The students then put several coats of floor wax on the floor over the safety zone tape to protect it. I have had a difficult time getting the students to respect the safety zones but they are adjusting and I believe that this was a good decision long term.

Objective 5: Mark safety zones/keep clear zones in front of electrical panels

This portion of the project was inspired by a situation I dealt with my first or second year of teaching at Linden High School. Someone complained to OSHA that there were electrical breaker panels that were blocked in “the high school shop”. They did not specify which shop on campus was in violation so all four shops, including mine, got inspected. We had a couple of jack-stands within 36 inches of one of the breaker panels which resulted in a warning from OSHA. Using the same procedure as the equipment safety zones, I had students make zones with yellow tape 36 inches in front of the electrical breaker panels in the shop. In addition to the perimeter, I had the students make diagonal lines across the keep clear zone. These zones have been highly effective. I cannot think of a single instance where I have needed to ask a student to clear the zone since marking them.

Time invested:

I spent numerous hours on this project. The largest portion of time was spent over the summer in the weeks prior to school starting teaching myself how to use the plasma table and troubleshooting the issues we were having with the table. Since installing the plasma table, I have spent more than ten hours on the phone with Shop Sabre CNC tech support.

Conclusion:

This project was a kick-start to much needed improvements to the Linden High School Agriculture Mechanics program and facilities. The portion of the project dealing with the plasma table has by far been the most time consuming and challenging portion of the project. To start with, I had to learn how to use the system before I could properly utilize it and instruct the students on the use of it.

The students as a whole still are not as far along as I would like to see in terms of being able to use the table independently. In Agriculture Mechanics 2, only about 25% of the class can use it without any assistance. The rest of the class varies in ability from not being able to perform the most basic functions to needing help for more advanced applications. In my ROP Agriculture Fabrication class, roughly 50% of the class is now capable of operating the table at what I would consider an advanced level. Another 25% of the class can perform basic functions while the remaining students are very limited in their ability.

The use of the table has excited the students and made them take extra pride in their projects. Many days there is a line waiting to get time on the table. It has become a bottleneck in the fabrication class. It is refreshing to see the students engaged in their work and excited about the new technology and the new opportunities that it presents. Not only are my students producing higher quality projects, they will be leaving my program better prepared for a career in fabrication due to exposure to current industry relevant technology.

The grinders are now all usable which has made things easier in the fabrication class. The students appreciate having extra angle grinders which allows them to be more productive because they are not waiting for equipment.

The students are getting used to the safety zones. I do not think that they really appreciate the value of them, but I feel that as the zones become part of the culture of the Linden High School Agriculture Mechanics shop, the students will be more aware of their surroundings, who is around them, resulting in an overall safer environment.

This year I went beyond my original objectives in improving the shop facilities and equipment. Related to updating the equipment with the table, I obtained a new welder for the shop. It is a multi-process machine capable of GMAW (MIG), SMAW (stick), and GTAW (TIG) process. Additionally, it has a spool gun that makes it capable of welding aluminum with the GMAW welding process. The new welder has allowed students to be exposed to current technology welding machines. This machine also allows us to weld using the SMAW welding process anywhere in the shop. We previously did not have a portable SMAW welder. We either had to move the project next to the welding booths and use one of those welders or use a trailer mounted gasoline generator powered welder.

When we were repairing the bench grinders, I had the idea to place hooks on the wall above the grinders and hang a face shield above each welder. We have always had face shields, but often students would not take the time to go get one prior to using a grinder. This way, the face shields are right there in front of them and easily accessible. Having the shields hanging right behind the grinder also serves as a visible reminder to use a shield.

Finally, I have been trying to build a culture of responsibility and neatness in the shop. I had a bunch of job boxes at my home shop that I was not using so I decided to loan them to the school. I checked a job box out to each project in the fabrication class. The students were given a key and they are now responsible for all the tools they check out for their project. The materials for the projects have always been stored on the ground behind the shop. They would take up a large area and would sometimes get mixed up. As one of the first projects this year in the fabrication class, I had the students make a set of

steel racks that have gotten the materials off the ground, kept them separated, and removed a tripping hazard.

Since making all of the improvements I have discussed, the students seem more committed to their work and, more importantly, safety. The quality of the projects coming out of the shop has improved. Our shop more closely mirrors industry in terms of technology and is neater and more professional looking in general.

Project Photos



A student cleans the floor prior to putting marking tape down.



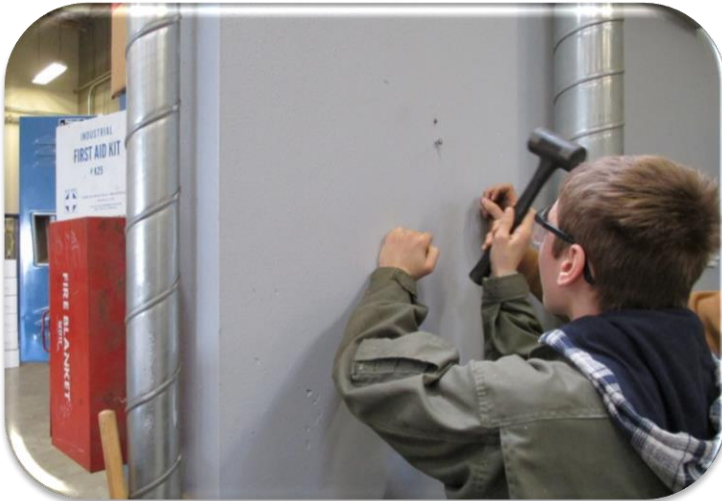
Students make layout marks on the floor and lay the tape on the floor.



Several coats of floor wax are important to protect the marking tape



A student drills holes in a hook that will be used to have face shields above the bench grinders.



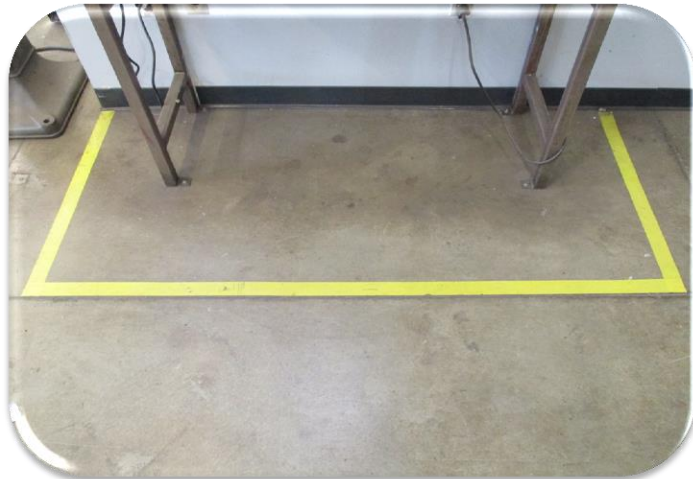
We used Molly-bolts to keep the hooks from tearing out of the sheetrock. The ones we used do not require drilling.



Having face shields right above the grinders will remind the students to wear the proper personal protective equipment



Proper guards and tool rests are needed to protect the operator. These students are replacing the guards on the pictured graininders.



Safety zones around stationary equipment warn people of potential hazards. Only the operator should be inside of a safety zone. Safety zones have been marked around all stationary machinery.



This student is drilling a hole through the floor of the shop with a roto-hammer drill to install a grounding rod that is needed to absorb electrical feedback. Electrical feedback causes the table to malfunction.



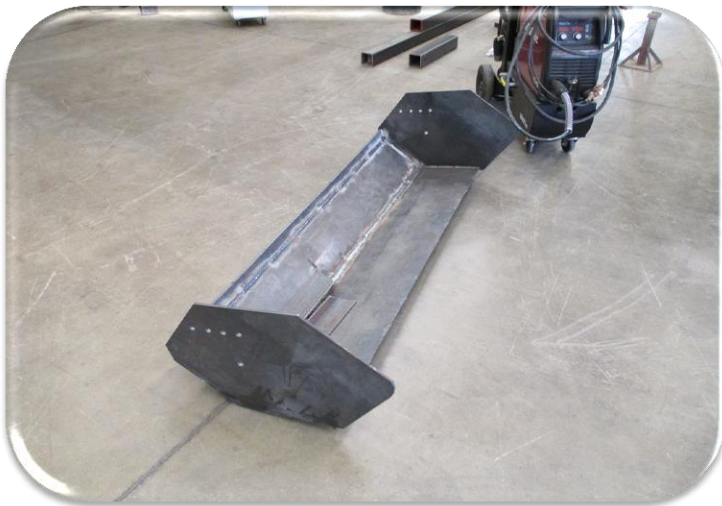
One of the first things I teach the students when working with the plasma table is maintenance. In this picture we are cleaning the table as part of a routine fluid change.



The students have learned how to set up the plasma table. The pictured student is squaring the metal on the table which is imperative for an accurate cut.



The most difficult part of running the plasma table is drawing the parts and programming the machine. The more complex the piece being cut is, the more difficult and time consuming the programming and design phase is. This second year student is designing a sundial which she will cut out of steel. To her left tucked behind the duct is a binder which contains tables with information needed to program cut speed, kerf, amperage, and other variables. I provided the binder to make programming and setup easier for the students.



The most valuable use for the plasma table is teaching students industry relevant skills and produce professional quality fabrication projects. The student that is building this scraper measured a prototype, determined X-Y coordinates based on the measurements, entered the coordinates into a CAD program, and cut all of the parts needed to fabricate the piece of equipment.



While I believe the most valuable use for the plasma table is fabrication, the artsy projects are the most lucrative.

These projects take a large amount of time and skill to complete. This is a picture of a sign that some students in my fabrication class made for a local winery. This project required the students to vectorize a picture file, smooth the contours, and redesign the image so that the correct sections drop out. The students put over two weeks' worth of work into the setup and design of this sign.



Linden High School
Agriculture Department



Section 3:

Supporting Completion Materials



Linden High School

Agriculture Department



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Linden High School
Agriculture Department



1 Student Data Sheets

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name _____
 Last Name First Name, MI
 B. Gender: Male ☒ Female _____
 C. Ethnicity/Race: _____
 Are you Hispanic or Latino? (Check one): Yes _____ No ☒

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

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

H. Date: 9/16/14
 I. Locator Data
 Street Address: _____
 City, Zip: _____
 Phone Number: _____
 Email: _____
 Parent/Guardian Name (Print Full Name For Each):
 Mr. _____
 Miss/Mrs./Ms. _____

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

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

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

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 _____

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

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

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

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

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

(Go pro in baseball or join the military mechanic)

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
Avid 9	Avid 10	Avid 11	Avid 12
Ag mechanics 1	Ag mechanics 2	Ag engines	fabrication
Life management	World History	U.S. History	Econ
Integrated Math 1	Algebra 2	Geometry?	Calculus
P.E.	P.E.	Spanish 1?	Spanish 2?
English 1	English	English	English
Integrated science 1	Biology	chemistry	?

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

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

N. Planned Department Activity (FFA)

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [REDACTED] Last Name [REDACTED] First Name, MI [REDACTED]
 B. Gender: Male ☒ Female ☐
 C. Ethnicity/Race: [REDACTED]

Are you Hispanic or Latino? (Check one): Yes ☒ No ☐
 The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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

H. Date: 9-29-14
 I. Locator Data
 Street Address [REDACTED]
 City, Zip: [REDACTED]
 Phone Number [REDACTED]
 Email: [REDACTED]
 Parent/Guardian [REDACTED]
 Mr. [REDACTED]
 Miss/Mrs./Ms. [REDACTED]

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

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

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

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 ☐

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

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

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

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

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

Athletic Medicine or Athletic Management
(Underwater Welding)

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
Biology	English 2	English 3	English 4
Geometry	Algebra 2	Pre-cal.	calculus
World History	Chemistry	Spanish 2	P.E.
P.E.	Weight Training	A.P. World History	Weight Training
English 1	Spanish 1	Ceramics	Spanish 3
Life Management	U.S. History		
Ag. Mechanics 1			

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
growing vegetables	10 + hrs.						

N. Planned Department Activity (FFA)

Cherry Festival			
Spaghetti Feed			

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

H. Date: 9-24-14

B. Gender: Male ☒ Female

C. Ethnicity/Race:

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

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

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

I. Locator Data

Street Address

City, Zip:

Phone Number

Email:

Parent/Guardian

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3. Go Into Military Service

D. Year in Agriculture Program:

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

E. Grade Level in School:

11
(9, 10, 11, 12)

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

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

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

()

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
Geometry	Algebra - 2	Pre - cal	Finite
Algebra	A.V.I.P.	A.V.I.P.	AVID
Biology	Chemistry	Anatomy	Bio tech
World History	Spanish 2 NS	AP Spanish	Engine Class
PE	PE	US History	gov. / Econ
Band	life management	Ag mechanics	Fabrication
English	English	AP English	English 4

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
	40+ hrs						

N. Planned Department Activity (FFA)

FFA meetings			
Banquets			
Yard work			

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. N

B. Gender: Male ☒ Female ☐

C. Ethnicity/Race:

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

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

☐ American Indian or Alaskan Native

☐ Asian Indian

☐ Cambodian

☐ Chinese

☐ Hmong

☐ Japanese

☐ Korean

☐ Laotian

☐ Vietnamese

☐ Black or African American

☐ Filipino

☐ Guamanian

☐ Samoan

☐ Tahitian

☒ White

H. Date: 01-18-14

I. Locator Data:

Street Address:

City, Zip:

Phone Number:

Parent/Guardian:

Mr.

Miss/Mrs./Ms.

J. Program of Study:

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

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

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

D. Year in Agriculture Program: 2nd

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

E. Grade Level in School: 12

(9, 10, 11, 12)

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

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

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

CHP to Coop

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
English 1	English 2	English 3	English 4
Wood 1	Algebra 2	Pre-cal	Finite
World History	Spanish 1	Spanish 2	Ag Mgmt
Integrated Science	Ag Bio	Chemistry	American Gov./Econ
Ceramics	Design & Build	Design & Build	Bio tech
English 2 Gravity	Life management	TA	Art
English 3 Life management		U.S. History	Other TA

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Mow lawn		Nurse with horse					

N. Planned Department Activity (FFA)

Clay FFA							
Young men							

Parents/Guardians Signature: _____



AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [Redacted] Last Name [Redacted] First Name, MI [Redacted] H. Date: 9-16-14

B. Gender: Male ☒ Female ☐ I. Locator Data [Redacted]

C. Ethnicity/Race: [Redacted] City, Zip [Redacted] Phone [Redacted]

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

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

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

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

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

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

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

D. Year in Agriculture Program: 1st

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

E. Grade Level in School: 9

(9, 10, 11, 12)

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

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

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

(Farming) Veterinarian

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Ag mechn. 1		Ag mechn. 2		Woodshop		Woodshop 2
	English 1		English 2		English 3		English 4
	Ag integrated science		History		History		History
	Band		Band		Band		Band
	Geometry		Algebra 2		pre calculus		Calculus
	Italian		Italian 2		Italian 3		anatomy
	P.E.		Biology		Chemistry		Pe

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
mowing lawns	5 hr.	growing tomatoes	5 weeks	Picking cherries	3 weeks	Planting new grass	5 weeks
		chile					

N. Planned Department Activity (FFA)

Planned Department Activity (FFA)		Planned Department Activity (FFA)		Planned Department Activity (FFA)		Planned Department Activity (FFA)	
attending FFA Meetings		FFA Fair		FFA Festivities			

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [REDACTED]B. Gender: Male ☒ Female ☐C. Ethnicity/Race: ☒ American Indian or Alaskan Native ☐ Asian Indian ☐ Cambodian ☐ Chinese ☐ Hmong ☐ Japanese ☐ Korean ☐ Laotian ☐ Vietnamese ☐ Black or African American ☐ Filipino ☐ Guamanian ☐ Samoan ☐ Tahitian ☐ WhiteAre you Hispanic or Latino? (Check one): Yes ☐ No ☒
The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.H. Date: 4/11/11I. Locator Data: [REDACTED]City, Zip: [REDACTED]Phone Number: [REDACTED]Email: [REDACTED]Parent/Guardian: [REDACTED]Mr. [REDACTED]Miss/Mrs./M [REDACTED]

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

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

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

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 ☐D. Year in Agriculture Program: 2nd

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

E. Grade Level in School: 10

(9, 10, 11, 12)

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

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

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

fly fi enter (mechanic)

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
life management	Ag mechanics I	wood shop 1	wood shop 1
Alg. I	Ag Biology	Algebra 2	five science
P.E.	Spanish 2	Chemistry	five science
Ag. int. science	Geometry	Design build	Design build
Spanish I	modern history	ag. mech 2	ag. mech 1
English I	Design build	Advanced wood shop	Advanced wood shop
woodshop 1	english 2	History	History

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Science fair	70						
mowing lawn	10						

N. Planned Department Activity (FFA)

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
FFA meeting							
FFA Roping trip							

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

- A. Name [REDACTED]
- B. Gender: Male ☒ Female ☐
- C. Ethnicity/Race: ☒ Are you Hispanic or Latino? (Check one): Yes ☒ No ☐
- The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

☒ American Indian or Alaskan Native

☐ Asian Indian

☐ Cambodian

☐ Chinese

☐ Hmong

☐ Japanese

☐ Korean

☐ Laotian

☐ Vietnamese

☐ Black or African American

☐ Filipino

☐ Guamanian

☐ Samoan

☐ Tahitian

☐ White

- H. Date: 9/16
- I. Locator D
Street Address
City, Zip:
Phone Number
Email:
Parent/Guardian
Mr. _____
Miss/Mrs. _____

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

☐ Plant & Soil Science (4010)

☐ Animal Science (4020)

☒ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

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

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

D. Year in Agriculture Program: 4th

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

E. Grade Level in School: 12th

(9, 10, 11, 12)

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

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

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

I would like to be a mechanic or a landscaper and a welder

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
English I	Spanish I	Cyberhigh	Ag Mee-1
Computers	History	English 3rd	Cyberhigh
PE	Geometry	U.S. History	PE
Geometry	?	C.P.E.	ROP Landscaping
Ag Int Science	E/D C	ROP Computer	English 5th
Art 9	Ag bro	Algebra I	Gov/Econ
Workshop	English	ROP Landscaping	Woodshop

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

S.A.E.	Size	S.A.E.	Size	S.A.E.	Size	S.A.E.	Size
Mow Lawn	30	Mechanics	3 hrs				
Field Work	6 hrs						
Landscaping	7 hrs						

N. Planned Department Activity (FFA)

FFA Activities			
Meeting			

Parents/Guardians Signature: _____



AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

B. Gender: Male ☒ Female ☐

C. Ethnicity/Race: ☒ Are you Hispanic or Latino? (Check one): Yes ☐ No ☒

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

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

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

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

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

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

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

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

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

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

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

Agriculture industry

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
English	English	English	English
World History	Spanish 1	Spanish 2	Ag ROP Fab
Life management	PE	Ag Mech-ROP Fab	Ag ROP engines
Geometry	Ag Biology	AP Stats	Econ / govern
Ag Mech 1	Ag Mech. 2	Chemistry	Pre-cal
Ag Integrated Science	Algebra 2	Ag Leadership	physics
PE	Art 1	U.S. history	

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

S.A.E.	Size	S.A.E.	Size	S.A.E.	Size
Watkins Farm					
Ranch					

N. Planned Department Activity (FFA)

FFA Chapter meeting			
National conference			
State conference			
opening / closing ceremonies			

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

 A. Name [REDACTED]

 B. Gender: Male ☒ Female ☐

 C. Ethnicity/Race: ☒ Are you Hispanic or Latino? (Check one): Yes ☐ No ☒

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

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

 H. Date: 9/6/14

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3. Go Into Military Service

 D. Year in Agriculture Program: 3rd

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

 E. Grade Level in School: 11

(9, 10, 11, 12)

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

☒ I plan a career in agriculture

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

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

V

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
Ace	Ace	Ace	Ace
Computers	Spanish 1	English	
English	English	Robotics	
PE	Math	History	
Math	Geometry	Geometry	
		Ag Leadership	
		Spanish 2	

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

S.A.E.	Size	S.A.E.	Size	S.A.E.	Size	S.A.E.	Size
Pig		Hailor		Pig			
				+tailor			

N. Planned Department Activity (FFA)

Parents/Guardians Signature: _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [REDACTED]

B. Gender: Male ☒ Female ☐

C. Ethnicity/Race: ☐ Are you Hispanic or Latino? (Check one): Yes ☒ No ☐

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

☒ American Indian or Alaskan Native

☐ Asian Indian

☐ Cambodian

☐ Chinese

☐ Hmong

☐ Japanese

☐ Korean

☐ Laotian

☐ Vietnamese

☐ Black or African American

☐ Filipino

☐ Guamanian

☐ Samoan

☐ Tahitian

☒ White

H. Date: 9/16/14

I. Locator Data

Street Address: [REDACTED]

City, Zip: [REDACTED]

Phone Number: [REDACTED]

Email: [REDACTED]

Parent/Guardian: [REDACTED]

Mr. [REDACTED]

Miss/Mrs./Ms. [REDACTED]

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

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

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

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

D. Year in Agriculture Program: 3rd

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

E. Grade Level in School: 11

(9, 10, 11, 12)

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

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

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

Caltrans worker (Ag Engineer)

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
Independent Living	English II	U.S. History	ROP Agriculture Business camp
Ag Mech I	Biology	Geometry	History
English I	Spanish II	Spanish II	English
Ag integrated science	Modern world History	Ag Mech II	P.E.
Algebra I	Woodshop	Chemistry	Computers
Life Management	Geometry	English III	Ceramics
P.E.	P.E.	Art	

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

S.A.E.	Size	S.A.E.	Size	S.A.E.	Size	S.A.E.	Size
Mowing the lawn	10+						

N. Planned Department Activity (FFA)

F.F.A Rating trip			
wreck night			
meetings			

Parents/Guardians Signature:



AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Last Name First Name, MI H. Date: 9/16/14

B. Gender: Male ☒ Female ☐ I. Locator Data

C. Ethnicity/Race: Are you Hispanic or Latino? (Check one): Yes ☐ No ☒ Street Address:

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

Phone Number:

Email:

Parent/Guardian:

Mr.

Miss/Mrs./Ms.

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

<input type="checkbox"/> Plant & Soil Science (4010)	<input type="checkbox"/> Agricultural Mechanics (4030)
<input type="checkbox"/> Animal Science (4020)	<input type="checkbox"/> Agricultural Business (4040)
<input checked="" type="checkbox"/> Agricultural Mechanics (4030)	<input type="checkbox"/> Ornamental Horticulture (4050)
<input type="checkbox"/> Agricultural Business (4040)	<input type="checkbox"/> Forestry & Natural Resources (4060)
<input type="checkbox"/> Ornamental Horticulture (4050)	<input type="checkbox"/> Agriscience (4070)
<input type="checkbox"/> Forestry & Natural Resources (4060)	
<input type="checkbox"/> Agriscience (4070)	

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

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

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

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

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

<input checked="" type="checkbox"/> I plan a career in agriculture
<input type="checkbox"/> Not a career, just an interest in agriculture.
<input type="checkbox"/> Not interested, placed in class.

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

Walnut Farmer

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
English I	English 2	Pre-Calculus	Governnment
Ag Meek 1	Ag Biology	Chemistry	English 4
Geometry	Life management	Ceramics	Pop Fab.
World History	Ag Meek 2	Spanish 3	AP Stats
Spanish I	Algebra 2	English 3	Leadership
Ag Integrated	PE,	US History	Physics
PE.	Spanish 2	Pop Fab	Online

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Ag Meek		Ag Meek		Ag Meek		Ag Meek	

N. Planned Department Activity (FFA)

FFA meetings							

Parents/Guardians Signature: _____



Linden High School
Agriculture Department



2. Permanent Agriculture Student Files

For years, our program had a very complete permanent agriculture student file system. The files were kept in central file cabinets for five years after the students graduated. All of the files from this system have long since been purged. In recent years, the records have been kept in a much looser manner. Currently our department head keeps graduate follow-up data. Each individual teacher keeps the record books for the students they work with. Student data sheets are kept by the department head. These documents are discarded every few years.

Moving forward, I have been pushing for more formal recordkeeping. We are planning on purchasing a scanner this year for the department. My plan is to scan student data sheets, project visitation forms, follow up surveys, and any other document to a PDF file. Each student would have a folder on an external hard drive where these documents would go. Even record books can be kept electronically now.

In my mind, these files can truly become permanent. If we actually fill up the external hard drive, we can back that up onto DVD's or buy another hard drive. Electronic storage is cheap and efficient. There should be no reason not to keep these files in this day and age with current technology.



Linden High School
Agriculture Department



3. Course Outlines

Linden High School

Course Syllabus

Introduction to Agriculture Mechanics

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: None

Graduation: Elective Credits Only

Duration: 2 semesters

Credit: 5 credits per semester with grade D or higher

Course Description:

This is a two-semester course, which focuses on the introduction to the Ag mechanics shop. The course will consist of classroom instruction and the application in a shop setting. While developing mechanical skills, students will learn and apply the needed mathematical concepts. The class will also focus on developing those skills necessary to secure and maintain a job in the students' areas of interest. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. Students will also be required to maintain a

valid SAE Project and FFA Record Book throughout the course. Upon receipt of a minimum project donation (amount varies based on project), students will be able to take their projects from class home after showing at the San Joaquin County AgFest.

Power Standards:

Standard Content Standard

<i>Students understand personal and group safety:</i>	
	Practice the rules for personal and group safety while working in an agricultural mechanics environment.
	Know the relationship between accepted shop management procedures and a safe working environment.
	Know how to safely secure loads on a variety of vehicles.
<i>Students understand the basic electricity principles and wiring practices commonly used in agriculture:</i>	
	Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
	Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
	Interpret basic agricultural electrical plans.
<i>Students understand plumbing system practices commonly used in agriculture:</i>	
	Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
	Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).
	Know how various plumbing and irrigation systems are used in agriculture.
	Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.
<i>Students understand agricultural cold metal processes:</i>	

	Know how to identify common metals, sizes, and shapes.
	Know layout skills.
	Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
<i>Students understand concrete and masonry practices commonly used in agriculture:</i>	
	Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
	Know proper bed preparation, concrete forms layout, and construction.
	Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.
<i>Students understand oxy-fuel cutting and welding:</i>	
	Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
	Know how to flame-cut metal with an oxy-fuel cutting torch.
<i>Students understand electric arc welding processes:</i>	
	Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment

Course Format:

1. Classroom instruction, including
 - a. Demonstration
 - b. Discussion
 - c. Lecture
 - d. Worksheets and written assignments
 - e. Quizzes and practical exams
 - f. Daily participation grade

g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allow for units to be moved to different times of the year.

Lesson	Unit Name	Textbook pages	Types of Assessment
1st Semester	Shop Safety		
1	Personal Safety	Pgs. 38-45 in Textbook	Quiz/Unit Test
2	Fire Safety	Pgs. 47-50 in Textbook	Quiz /Unit Test
3	Equipment Safety	Pgs. 47-63 in Textbook	Quiz /Unit Test
	Measurement		
1	Systems of Measurement	Pgs. 89-93 in Textbook	Quiz/Unit Test
2	Linear Measurements	Pgs. 89-105 in Textbook	Quiz/ Unit Test
	Plumbing		
	Irrigation Technology	Pg. 524-537 in Textbook	Unit Test
1	PVC Pipe	Pgs. 505-523 in Text Book	Sprinkler Project /Unit test
2	Steel Pipe	Pgs. 505-523 in Textbook	Sprinkler Project /Unit Test
3	Copper Tubing and Pipe	Pgs. 505-523 in Textbook	Line Project/Unit Test
4	PEX Tubing	Pgs. 505-523 in Textbook	Line Project/ Unit Test
	Electrical		
1	Electrical Theory	Pgs. 443 – 456 in	Unit Test

		Textbook	
2	Conductors and Conduit	Pgs. 443-456 in Textbook	Unit Test
3	Branch Circuits	Pgs. 457-466 in Textbook	Branch Circuit/ Unit Test
4	Electrical Repair	Pgs. 457-466 in Textbook	Ext. Outlet Project/ Unit Test
	California Agriculture		
1	Top Counties	Teacher Generated Resources	Quiz/Unit Test
2	Top Commodities	Teacher Generated Resources	Quiz/Unit Test
3	Local Agriculture	Teacher Generated Resources	Quiz/ Unit Test
4	Agricultural Careers	Pgs. 3-12 in Textbook	Quiz/Unit Test
2nd Semester	Rope-work		
1	Selection and use of Rope	591 & 595	Quiz/Unit Test
2	Rope Identification and Care	591 & 595	Quiz/Unit Test
3	Knots and Hitches	591 & 595	Quiz/ Unit Test
	Cold Metal		
1	Identifying types of Metal	Pgs. 145 – 157	Quiz/Unit Test
2	Marking, and Transferring on to metal work	Pgs. 145-157	Dust Pan & Note Pad Project/ Unit Test
3	Cutting and Bending Metal	Pgs. 145-157	Dust Pan & Note Pad Project
	Concrete & Masonry		

1	Components of Concrete	Pgs. 555-571	Quiz/Unit Test
2	Calculating and Mixing Concrete Mediums	Pgs. 555-571	Concrete Project/Unit Test
3	Poring, Finishing and Testing Concrete	Pgs. 555-571	Concrete Project/Unit Test
	Oxy-Fuel Cutting		
1	Oxy-Fuel Equipment and Safety	Pgs. 293 -301	Quiz/Unit Test
2	Oxy-Fuel Set-up and Starting the Torch	Pgs. 293-301	Quiz/Unit Test
3	Cutting, Piercing, and Bevel cutting Steel with Oxy-Fuel	Pgs. 293-301	Oxy-Fuel Project
	Shielded Metal Arc Welding		
1	Arc Welding Safety and Equipment	Pgs. 332-339	Quiz/Unit Test
2	Striking and Arc	Pgs. 332-339	Quiz/ Unit Test
3	Running a Bead	Pgs. 332-339	Arc Project/Unit Test

District Writing Standards:

N/A

Primary ESLR Addressed:**Powerful Communicators**

- *Communicate spoken and written language to others*
- *Contribute to group activity and accepts feedback*
- *Display a receptive and open attitude to new ideas and tasks*
- *Use a variety of communication systems*
- *Have knowledge of current events, local and world affairs*

Responsible Citizens

- *Display pride in one's community through activities that enrich one's school, town, state, and nation*
- *Explain how in an effective government rights come with civic responsibilities*
- *Show an appreciation of tradition and history*
- *Demonstrate sensitivity to various viewpoints, belief systems and culture*

Independent Learners

- *Show personal responsibility for self-organizations, self-discipline, and self-control*
- *Show examples of self-growth and individual commitment*
- *Display an appreciation of the contributions, participation, and efforts of others*

Dedicated Academic Achievers

- *Pass CAHSEE*
- *Show growth in CST*
- *Pass DWA (1 time/year)*
- *Demonstrate proficiency in academic standards for all courses*
- *Demonstrate useful technology skills*

Evolving Individuals

- *Engage in activities to gain personal experience and self-confidence*
- *Demonstrate the ability to set goals and establish a course of action*
- *Develop skills of inquiry*
- *Demonstrate how the use of prior knowledge can help overcome life's challenges*

Assessment:

• Daily Evaluation

Daily score evaluation criteria:

- ✓ Active participation
 - ✓ Appropriate behavior
 - ✓ Appropriate language
 - ✓ Appropriate attire
- Written Assignments and assessments
 - Supervised Agriculture Experience project
 - FFA Participation

Grading scale/format/ weight of semester final:

- Grades are determined by total points earned. The grading breakdown is as follows:

A = 100 to 90% B = 89 to 80% C = 79 to 70%

D = 69 to 60% F = 59% and below

- The Fall and Spring Semester final exam score will be calculated as part of the student's 2nd and 4th quarter grade, respectively.

- Semester grade will be calculated as follows:

1st quarter 40%, 2nd quarter 60% = 1st semester grade 3rd quarter 40%, 4th quarter 60% = 2nd semester grade

Textbook:

Agriculture Mechanics Fundamentals and Applications 5th edition

Resource Materials:

- a. Teacher Generated Materials
- b. Agricultural mechanics shop

Necessary Supplies:

The following items need to be obtained in order to participate in the shop environment:

- combination lock
- long-sleeve coveralls
- slip-joint pliers
- ANSI Z-87 approved safety glasses
- 1 1/2" 3 ring binder with pencil pouch
- College ruled binder paper
- Closed toe shoes (preferably boots)
- 25 foot Tape Measure
- Pencils and pens
- Ruler
- Calculator
- All-Leather work gloves
- **Note: Each student is responsible for removing their personal property from their shop lockers on the last official school day; anything left will become property of the Linden High School Agriculture Department.**

Linden High School

Course Syllabus

Agricultural Welding

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: Completion of Ag Mechanics 1 with grade “C” or higher or instructor approval

Graduation: Elective Credits Only

Duration: 2 semesters

Credit: 5 credits per semester with grade D or higher

Course Description:

This is a two-semester course, which provides students the opportunity to build their skills related to agricultural mechanics. Welding and safety are the major goals of the course. Students must be self-motivated and be able to work independently. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course. Upon the receipt of a minimum project donation (amount will vary based on project), students will be able to take their projects from class home after showing at the San Joaquin County Fair.

Power Standards:

Standard Content Standard

<i>Students understand personal and group safety:</i>	
	Practice the rules for personal and group safety while working in an agricultural mechanics environment.
	Know the relationship between accepted shop management procedures and a safe working environment.
<i>Students understand oxy-fuel cutting and welding:</i>	
	Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
	Know how to flame-cut metal with an oxy-fuel cutting torch.
<i>Students understand electric arc welding processes:</i>	
	Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment
	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.
	Weld a variety of joints in various positions.

Course Format:

2. Classroom instruction, including
 - a. Demonstration
 - b. Discussion
 - c. Lecture
 - d. Worksheets and written assignments
 - e. Quizzes and practical exams
 - f. Daily participation grade
 - g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allow for units to be moved to different times of the year.

Lesson	Unit Name	Textbook Pages	Type of Assessment
1st Semester	Shop Safety		
1	Personal Safety	Pgs. 302-341	Quiz/Unit Test
2	Fire Safety	Pgs. 302-341	Quiz/Unit Test
3	Equipment Safety	Pgs. 302-341	Quiz/Unit Test
	Oxy-Fuel Cutting		
1	Turning on the Tanks	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
2	Lighting a Torch	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
3	Proper Use of a Cutting Torch	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
4	Cutting, Piercing, Beveling Steel with a Torch	Pgs. 302 -312	Quiz/Plate Projects / Unit Test

	Shielded Metal Arc Welding (SMAW)		
1	Arc Welding Safety	Pgs. 331- 340	Quiz/Pad Projects/ Unit Test
2	Equipment Set-up	Pgs. 331- 340	Quiz/Pad Projects/Unit Test
3	Material Selection	Pgs. 331- 340	Quiz/Pad Projects/ Unit Test
4	Striking an arc and Welding	Pgs. 331- 340	Quiz/Pad Projects/ Unit Test
2nd Semester	Gas Metal Arc Welding (GMAW)		
1	Machine Set-up and Shielding Gas	Pgs. 341-368	Quiz/Hitch Project/Unit Test
2	Welding Motions	Pgs. 341-368	Quiz/Hitch Project/ Unit Test
3	Welding Joints	Pgs. 341-368	Quiz/Hitch Project/Unit Test
	Welding Evaluation and Destructive Testing		
1	Non-Destructive Evaluation	Teacher Generated Material	Unit Test
2	Destructive Testing	Teacher Generated Material	Unit Test
	Agriculture Careers		
1	Welding careers	Teacher Generated Material	Career Research Project

	Plasma Cutting		
1	Plasma Cutter Safety	Teacher Generated Material	Unit Test
2	Consumables and Parts	Teacher Generated Material	Unit Test
3	Equipment Set-up	Teacher Generated Material	Unit Test
4	Cutting	Teacher Generated Material	Unit Test

District Writing Standards:

N/A

Primary ESLR Addressed:**Powerful Communicators**

- *Communicate spoken and written language to others*
- *Contribute to group activity and accepts feedback*
- *Display a receptive and open attitude to new ideas and tasks*
- *Use a variety of communication systems*
- *Have knowledge of current events, local and world affairs*

Responsible Citizens

- *Display pride in one's community through activities that enrich one's school, town, state, and nation*
- *Explain how in an effective government rights come with civic responsibilities*
- *Show an appreciation of tradition and history*
- *Demonstrate sensitivity to various viewpoints, belief systems and culture*

Independent Learners

- *Show personal responsibility for self-organizations, self-discipline, and self-control*
- *Show examples of self-growth and individual commitment*
- *Display an appreciation of the contributions, participation, and efforts of others*

Dedicated Academic Achievers

- *Pass CAHSEE*
- *Show growth in CST*
- *Pass DWA (1 time/year)*
- *Demonstrate proficiency in academic standards for all courses*
- *Demonstrate useful technology skills*

Evolving Individuals

- *Engage in activities to gain personal experience and self-confidence*
- *Demonstrate the ability to set goals and establish a course of action*
- *Develop skills of inquiry*
- *Demonstrate how the use of prior knowledge can help overcome life's challenges*

Assessment:

• Daily Evaluation

Daily score evaluation criteria:

- ✓ Active participation
- ✓ Appropriate behavior
- ✓ Appropriate language
- ✓ Appropriate attire

- Written Assignments and assessments
- Supervised Agriculture Experience project
- FFA Participation

Grading scale/format/ weight of semester final:

- Grades are determined by total points earned. The grading breakdown is as follows:

A = 100 to 90% B = 89 to 80% C = 79 to 70%

D = 69 to 60% F = 59% and below

- The Fall and Spring Semester final exam score will be calculated as part of the student's 2nd and 4th quarter grade, respectively.
- Semester grade will be calculated as follows:

1st quarter 40%, 2nd quarter 60%= 1st semester grade 3rd quarter 40%, 4th quarter 60%= 2nd semester grade

Textbook:

Agriculture Mechanics Fundamentals and Applications 5th edition

Resource Materials:

- c. Teacher Generated Materials
- d. Agricultural mechanics shop

Necessary Supplies:

The following items need to be obtained in order to participate in the shop environment:

- combination lock
- long-sleeve coveralls
- slip-joint pliers
- ANSI Z-87 approved safety glasses
- 1 1/2" 3 ring binder with pencil pouch
- College ruled binder paper
- Closed toe shoes (preferably boots)
- 25 foot Tape Measure
- Pencils and pens
- Ruler
- Calculator
- All-Leather work gloves
- **Note: Each student is responsible for removing their personal property from their shop lockers on the last official school day; anything left will become property of the Linden High School Agriculture Department.**

Linden High School

Course Syllabus

Careers in Welding Technologies and Fabrication

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: Completion of Agricultural Mechanics 2 with grade “C” or higher or approval of instructor. Class is repeatable with a “C” or higher the previous year **and** instructor approval.

Graduation: Elective Credits Only

Duration: 2 semesters

Credit: 5 credits per semester with grade D or higher

Course Description:

This is a two-semester course. The class allows the student to further develop his/her agriculture mechanics skills by designing, purchasing materials for and constructing a project related to the agriculture industry. Each student will be required to develop and complete an agriculture project. A materials charge of 15% will be added to each project's bill of materials to cover the cost of consumables used in the shop. In order to be successful, students must be self-motivated

and be able to work independently. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course. While more time will be spent in the shop, portions of the class will be conducted in the classroom and will be accompanied with written assignments and homework. Students paid projects will be required to submit entry to the San Joaquin County AgFest before being sold or taken home.

Power Standards:

Standard Content Standard

<i>Students understand personal and group safety:</i>	
	Practice the rules for personal and group safety while working in an agricultural mechanics environment.
	Know the relationship between accepted shop management procedures and a safe working environment.
<i>Students understand oxy-fuel cutting and welding:</i>	
	Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
	Know how to flame-cut metal with an oxy-fuel cutting torch.
<i>Students understand electric arc welding processes:</i>	
	Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment
	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.
	Weld a variety of joints in various positions.
<i>Students understand advanced metallurgy principles and fabrication techniques:</i>	

	Operate and maintain various arc welding and cutting systems safely and appropriately
	Operate and maintain fabrication tools and equipment safely and appropriately
	Understand how to design project plans by using mechanical drawing techniques
	Understand how to finish a metal project by implementing proper sequencing

Course Format:

3. Classroom instruction, including
 - a. Demonstration
 - b. Discussion
 - c. Lecture
 - d. Handouts and written assignments
 - e. Quizzes and practical exams
 - f. Daily participation grade
 - g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allows for units to be moved to different times of the year.

Lesson	Unit Name	Textbook Pages	Type of Assessment
1st Semester	Shop Safety		
1	Personal Safety	Pgs. 37-46	Quiz/Unit Test
2	Fire Safety	Pgs. 37-46	Quiz/Unit Test
3	Equipment Safety	Pgs. 179-196 Pgs.302-312 Pgs.331-368	Quiz/Unit Test
	Project Management		

1	Time and Labor Management	Pgs. 254-268	Quiz/ROP Project / Unit Test
2	Application of Problem-solving	Teacher Generated Material	Quiz/ROP Project / Unit Test
3	Use of Reference Materials and Cost analysis	Teacher Generated Material	Quiz/ROP Project / Unit Test
	Project Construction	Teacher Generated Material	Quiz/ROP Project / Unit Test
1	Designing a Project	Pgs.229-244	Quiz/ROP Project / Unit Test
2	Bill of Materials	Pgs. 245-253	Quiz/ROP Project / Unit Test
3	Sequence of Construction	Pgs.254-268	Quiz/ROP Project / Unit Test
2nd Semester	Job Skills Development	Teacher Generated Material	
1	Development of a Resume and a Career Portfolio	Teacher Generated Material	Quiz/ Interview Project
2	Job applications and Interview Procedures	Teacher Generated Material	Quiz/Interview Project
3	Product Marketing	Teacher Generated Material	Marketing Project

District Writing Standards:

N/A

Primary ESLR Addressed:**Powerful Communicators**

- *Communicate spoken and written language to others*
- *Contribute to group activity and accepts feedback*
- *Display a receptive and open attitude to new ideas and tasks*
- *Use a variety of communication systems*
- *Have knowledge of current events, local and world affairs*

Responsible Citizens

- *Display pride in one's community through activities that enrich one's school, town, state, and nation*
- *Explain how in an effective government rights come with civic responsibilities*
- *Show an appreciation of tradition and history*
- *Demonstrate sensitivity to various viewpoints, belief systems and culture*

Independent Learners

- *Show personal responsibility for self-organizations, self-discipline, and self-control*
- *Show examples of self-growth and individual commitment*
- *Display an appreciation of the contributions, participation, and efforts of others*

Dedicated Academic Achievers

- *Pass CAHSEE*
- *Show growth in CST*
- *Pass DWA (1 time/year)*
- *Demonstrate proficiency in academic standards for all courses*
- *Demonstrate useful technology skills*

Evolving Individuals

- *Engage in activities to gain personal experience and self-confidence*
- *Demonstrate the ability to set goals and establish a course of action*
- *Develop skills of inquiry*
- *Demonstrate how the use of prior knowledge can help overcome life's challenges*

Assessment:

- Daily Evaluation

Daily score evaluation criteria:

- ✓ Active participation
- ✓ Appropriate behavior
- ✓ Appropriate language
- ✓ Appropriate attire

- Written Assignments and assessments
- Supervised Agriculture Experience project
- FFA Participation

Grading scale/format/ weight of semester final:

- Grades are determined by total points earned. The grading breakdown is as follows:

A = 100 to 90% B = 89 to 80% C = 79 to 70%

D = 69 to 60% F = 59% and Below

- The Fall and Spring Semester final exam score will be calculated as part of the student's 2nd and 4th quarter grade, respectively.

- Semester grade will be calculated as follows:

1st quarter 40%, 2nd quarter 60% = 1st semester grade 3rd quarter 40%, 4th quarter 60% = 2nd semester grade

Textbook:

Agriculture Mechanics Fundamentals and Applications 5th edition

Resource Materials:

- e. Teacher Generated Materials
- f. Agricultural mechanics shop

Necessary Supplies:

The following items need to be obtained in order to participate in the shop environment:

- combination lock
- long-sleeve coveralls
- slip-joint pliers
- ANSI Z-87 approved safety glasses
- 1 1/2" 3 ring binder with pencil pouch
- College ruled binder paper
- 50 Sheets 1/8" Grid Graphing Paper
- Closed toe shoes (preferably boots)
- 25 foot Tape Measure
- Pencils and pens
- Ruler
- Calculator
- Welding Gloves
- All-leather work gloves
- Hair Tie (if applicable)
- Shade 10 Welding Helmet (optional)

Note: Each student is responsible for removing their personal property from their shop lockers on the last official school day; anything left will become property of the Linden High School Agriculture Department.

Linden High School

Course Syllabus

Careers in Engine and Power Mechanics

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: Completion of Agricultural Mechanics 2 with grade “C” or higher or approval of instructor. Class is repeatable with a “C” or higher the previous year and instructor approval.

Graduation: Elective credit only

Duration: 2 semesters

Credit: 5 credits per semester with grade “D” or higher

Course Description: This is a two-semester course. Each student enrolled in the course will be required to disassemble, evaluate, identify, and reassemble a variety of different engines after satisfactorily learning engine theory in the classroom. About half will be spent in the shop and half in the classroom (depending on class ability and productivity) Upon completion of this class, students will have the skills and knowledge needed to be successful in both future technical education and career endeavors. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course.

Power Standards:

Standard Content Standard

<i>Students will understand small and compact engines :</i>	
	1. Students will understand engine theory for both two- and four-stroke cycle engines
	2. Students will know different types of small engines and their applications
	3. Students will know small engine parts and explain the various systems(e.g., fuel, ignition, compression, cooling)
	4. Students will know how to troubleshoot and solve problems with small engines
	5. Students will know how to disassemble, inspect, adjust, and reassemble a small engine
	6. Students will know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

Course Format:

4. Classroom instruction, including
 - a. Demonstration
 - b. Discussion
 - c. Lecture
 - d. Worksheets and written assignments
 - e. Quizzes and practical exams
 - f. Daily participation grade
 - g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allow for units to be moved to different times of the year.

Lesson	Unit Name	Textbook Pages	Type of Assessment
1 st quarter	Shop Safety		

1	Personal Safety	Pgs. 15-22	Quiz/Unit Test
2	Fire Safety	Pgs. 15-22	Quiz/Unit Test
3	Equipment Safety	Pgs. 15-22	Quiz/Unit Test
	Power Systems		
1	Types of Engines	Pgs. 95-107	Quiz/Unit Test/ Lab Practicum
	Small Gas Engines		Quiz/Unit Test/ Lab Practicum
1	Types of Small Engines	Pgs. 95-107	Quiz/Unit Test/ Lab Practicum
2	Common Engine Parts	Pgs. 109-132	Quiz/Unit Test/ Lab Practicum
3	Small Gas Engine Theory	Pgs. 95-107	Quiz/Unit Test/ Lab Practicum
2nd Quarter	Compression		Quiz/Unit Test/ Lab Practicum
1	Checking Compression	Pgs. 254-257	Quiz/Unit Test/ Lab Practicum
2	Engine Components involving Compression	Pgs. 109-132	Quiz/Unit Test/ Lab Practicum
	<i>Fall Semester Final Exam</i>		
	Measuring		Quiz/Unit Test/ Lab Practicum
1	Using and reading a Micrometer	Pgs. 23-50	Quiz/Unit Test/ Lab Practicum
2	Using and Reading a dial caliper	Pgs. 23-50	Quiz/Unit Test/ Lab Practicum
3rd Quarter	Carburetion		Quiz/Unit Test/ Lab Practicum

1	Types of Carburetors	Pgs. 173-193	Quiz/Unit Test/ Lab Practicum
2	Main Component of Carburetors	Pgs. 173-193	Quiz/Unit Test/ Lab Practicum
	Fuel Systems		Quiz/Unit Test/ Lab Practicum
1	Components of Fuel Systems	Pgs. 153-172	Quiz/Unit Test/ Lab Practicum
2	Grades of Fuel and Fuel Mixtures	Pgs. 153-172	Quiz/Unit Test/ Lab Practicum
4 th Quarter	Lubrication System		Quiz/Unit Test/ Lab Practicum
1	Components of the Lubrication System	Pgs. 215-230	Quiz/Unit Test/ Lab Practicum
2	Oil and its Classification	Pgs. 215-230	Quiz/Unit Test/ Lab Practicum
	Agriculture Careers		
1	Power Systems Careers	Teacher Generated Materials	Research Project/Resume Cover Letter
2	Working in an engines shop/work orders	Teacher Generated Materials	Lab Practicum/ Mock Work Orders
	<i>Spring Semester Final Exam</i>		

District Writing Standards:

Primary ESLR Addressed:

Powerful Communicators

- *Communicate spoken and written language to others*
- *Contribute to group activity and accepts feedback*
- *Display a receptive and open attitude to new ideas and tasks*
- *Use a variety of communication systems*
- *Have knowledge of current events, local and world affairs*

Responsible Citizens

- *Display pride in one's community through activities that enrich one's school, town, state, and nation*
- *Explain how in an effective government rights come with civic responsibilities*
- *Show an appreciation of tradition and history*
- *Demonstrate sensitivity to various viewpoints, belief systems and culture*

Independent Learners

- *Show personal responsibility for self-organizations, self-discipline, and self-control*
- *Show examples of self-growth and individual commitment*
- *Display an appreciation of the contributions, participation, and efforts of others*

Dedicated Academic Achievers

- *Pass CAHSEE*
- *Show growth in CST*
- *Pass DWA (1 time/year)*
- *Demonstrate proficiency in academic standards for all courses*
- *Demonstrate useful technology skills*

Evolving Individuals

- *Engage in activities to gain personal experience and self-confidence*
- *Demonstrate the ability to set goals and establish a course of action*
- *Develop skills of inquiry*
- *Demonstrate how the use of prior knowledge can help overcome life's challenges*

Assessment:

- Daily Evaluation and formal evaluations (test, quizzes, assignments, etc.)

Daily score evaluation criteria:

- ✓ Active participation
- ✓ Appropriate behavior
- ✓ Appropriate language
- ✓ Appropriate attire
- Written Assignments and assessments
- Supervised Agriculture Experience project
- FFA Participation

Grading scale/format/ weight of semester final:

- Grades are determined by total points earned. The grading breakdown is as follows:

A = 100 to 90% B = 89 to 80% C = 79 to 70%

D = 69 to 60% F = 59% and below

- The Fall and Spring Semester final exam score will be calculated as part of the student's 2nd and 4th quarter grade, respectively.

- Semester grade will be calculated as follows:

1st quarter 40%, 2nd quarter 60% = 1st semester grade 3rd quarter 40%, 4th quarter 60% = 2nd semester grade

Textbook: Small Gas Engines

Resource Materials:

- a. Teacher Generated Material

Necessary Supplies:

The following items need to be obtained in order to participate in the shop environment:

- Combination lock
- Long-sleeve coveralls
- ANSI Z87 approved safety glasses
- Closed toe shoes
- 1 ½" 3 ring binder with pencil pouch
- 200 sheets college ruled binder paper
- Pencils and pens
- Hair tie (if applicable)

Note: Each student is responsible for removing their personal property from their shop lockers on the last official school day; anything left will become property of the Linden High School Agriculture Department.



Linden High School
Agriculture Department



4. Gradebook Copies

4. Gradebook Copies

Lemos 59

1 - Ag Mechanics 1 - 3															
Teacher: Lemos															
Total Graded Assignments: 3															
Student Name	Gr	1	2	3	4	5	6	7	8	9	Record Book Check 1 /SAE	FFA	12	Perc	Mark
Max Corrects:		16	10	10	16	16	16	16	16	16	50	10	10		
**Grading Completed:		N	N	N	N	N	N	N	N	N	Y	Y	Y		
	12	16												24.61	F
	9	16									40	30	10	110	A+
	9	14									40		10	76.92	C
	9	16									50		10	90	A-
	9	16									35	10		69.61	D+
	9	13									45		10	80.38	B-
	9	13									45			65	D
	12	16									45		10	85	B
	9	16									40	10	10	90	A-
	9	14									40		10	76.92	C
	9	15									35			58.07	F
	11	0												0	F
	10	16									45		10	85	B
	9	NA											10	40	F
	10	16									40		10	80	B-
	9	16									40		10	80	B-
Class Average:		14.2	0	0	0	0	0	0	0	0	41.53	16.66	10	69.47	D+
Gradebook Summary															
2 - Ag Mechanics 1 - 3															
Teacher: Lemos															
Total Graded Assignments: 6															
Student Name	Gr	1	2	3	4	5	6	7	8	9	Record Book Check 1 /SAE	FFA	12	Perc	Mark
Max Corrects:		16	10	10	16	16	16	16	16	16	50	10	10		
**Grading Completed:		Y	Y	Y	Y	N	N	N	N	N	Y	Y	N		
	10	16	10	10	15									39.23	F
	11	16	10	10	16						35			75	C
	11	16	10	10	16						45	10		95	A
	11	16	10	10	16						40			80	B-
	11	16	10	10	16									40	F
	12	16	10	10	16						45			85	B
	9	16	10	10	16						40			80	B-
	9	16	10	10	16									40	F
	9	16	10	10	16									40	F
	9	16	10	10	16									40	F
	9	16	10	10	16						30			70	C-
	12	16	10	10	16						45			85	B
	11	16	10	10	16									40	F
	10	16	0	0	0									12.3	F
	10	16	10	10	16						30			70	C-
	10	16	10	10	15						20			59.23	F
	11	16	10	10	15						35			74.23	C
	9	16	10	10	16									40	F
Class Average:		16	9.44	9.44	14.94	0	0	0	0	0	36.5	10	0	59.16	F
Gradebook Summary															
3 - Rop Ag Weld Fab - 3															
Teacher: Lemos															
Total Graded Assignments: 7															
Student Name	Gr	1	2	3	4	5	6	7	8	9	Record Book Check 1 /SAE	FFA	12	Perc	Mark
Max Corrects:		16	12	16	16	16	16	16	16	16	50	5	50		
**Grading Completed:		Y	Y	Y	Y	Y	N	N	N	N	N	Y	Y		
	11	11	12	13	13	14								66.31	D
	11	12	10	13	15	14							50	85.55	B
	12	8	8	14	10	13								55.78	F
	11	16	8	10	13	12						5	50	82.1	B-
	12	8	8	15	12	13								58.94	F
	11	14	11	13	11	14							50	84.49	B
	11	13	11	16	16	16								75.78	C
	12	13	10	14	NA	NA						5	50	87.27	B
	12	12	12	16	12	15							50	88.7	B+
	11	15	12	15	16	16							50	96.07	A
	12	16	12	16	16	16							50	98.18	A
	11	16	12	16	16	16						10	50	101.81	A+
	12	12	10	9	14	13					0	6.66	50	79.23	C+
Class Average:		12.76	10.46	13.84	13.66	14.33	0	0	0	0	0	6.66	50	81.56	B-

4. Gradebook Copies

Lemos 60

Gradebook Summary																	
4 - Ag Mechanics 2 - 3																	
Teacher: Lemos																	
Total Graded Assignments: 3																	
Student Name	Gr	1	2	3	4	5	6	7	8	9	Record Book Check 1 /SAE	FFA			Perc	Mark	
Max Corrects:		16	10	10	16	16	16	16	16	16	50	10					
**Grading Completed:		Y	Y	Y	N	N	N	N	N	N	N	N					
	11	16	10	10											100	A+	
	10	14	9	8											86.11	B	
	11	16	10	10								10			100	A+	
	11	16	10	10											100	A+	
	10	14	8	9											86.11	B	
	10	16	10	10											100	A+	
	10	16	10	10											100	A+	
	10	15	9	9								10			95	A	
	12	14	8	8											83.33	B-	
	10	15	9	9											91.66	A-	
	12	16	9	10											97.22	A	
	10	14	8	8											83.33	B-	
	10	15	8	8								10			91.66	A-	
	10	15	8	10								10			95	A	
10	16	9	10								10			98.33	A		
12	14	8	8											83.33	B-		
10	16	9	8								10			95	A		
10	15	10	9											94.44	A		
12	14	7	8											80.55	B-		
Class Average:		15.1	8.89	9.05	0	0	0	0	0	0	0	10			92.69	A-	
Gradebook Summary																	
5 - ROP Ag Power Sy - 3																	
Teacher: Lemos																	
Total Graded Assignments: 5																	
Student Name	Gr	1	2	3	4	5	6	7	8	9	Record Book Check 1 /SAE	FFA			Perc	Mark	
Max Corrects:		16	12	16	16	16	16	16	16	16	50	10					
**Grading Completed:		Y	Y	Y	Y	Y	N	N	N	N	N	N					
	12	12	8	11	13	13									75	C	
	12	10	8	11	12	13									71.05	C-	
	11	16	12	16	16	16						10			100	A+	
	12	11	8	13	12	12									73.68	C-	
	12	13	10	16	15	16						10			96.05	A	
	11	16	7	10	11	11									72.36	C-	
	12	12	8	16	14	16									86.84	B	
	11	16	12	16	16	16									100	A+	
	11	15	12	16	15	15									96.05	A	
	12	12	9	13	NA	NA									77.27	C	
	12	12	12	16	15	16									93.42	A-	
	10	10	7	13	14	14									76.31	C	
	12	13	7	16	12	14									81.57	B-	
	Class Average:		12.92	9.23	14.07	13.75	14.33	0	0	0	0	0	10			84.58	B
Gradebook Summary																	
7 - Ag Mechanics 1 - 3																	
Teacher: Lemos																	
Total Graded Assignments: 5																	
Student Name	Gr	1	2	3	4	5	6	7	8	9	Record Book Check 1 /SAE	FFA	12		Perc	Mark	
Max Corrects:		16	10	10	16	16	16	16	16	16	50	10	10				
**Grading Completed:		Y	Y	Y	N	N	N	N	N	N	Y	Y	N				
	10	16	10	10							50				90	A-	
	11	16	10	10							45				85	B	
	9	16	10	10							35	10			85	B	
	9	16	10	10							45				85	B	
	9	16	10	10							45				85	B	
	9	16	10	10							40	10			90	A-	
	11	16	10	10							45				85	B	
	9	16	10	0											28.88	F	
	11	16	10	10							40	20			100	A+	
	9	16	10	10							20	10			70	C-	
	11	16	10	10							45				85	B	
	10	16	10	10							40				80	B-	
	11	16	10	10							40				80	B-	
	10	16	10	10							50	10			100	A+	
9	16	10	10							15	10			65	D		
9	16	10	10							40				80	B-		
Class Average:		16	10	9.37	0	0	0	0	0	0	39.66	11.66	0		80.86	B-	



Linden High School
Agriculture Department



5. SAE Supervision Forms



Linden High School
Agriculture Department

18527 East Front St. Linden, CA 95236
Phone#: (209) 887-3073 Fax #: (209) 887-3815
Heather Dyk - Department Chair • Dean Archer - Instructor • Chris Lemos - Instructor



SAE PROJECT VISITATION FORM

Student Name: _____

Date 01/06/15Miles traveled Time 07:45to 07:55

Description of Project:

Vegetables at school farm raised beds.

General condition of project:

getting ready to plant pluggs

Suggestions and comments for the students:

- Make sure to pull all weeds before
planting and keep up on weeds.
- Work on Recordbook

People present:

and Mr. LemosCondition of records: ☐ Excellent ☐ Good ☐ poor

Signatures: _____

Student: _____

☒ Parent/Guardian: ☐ Employer: _____Instructor: CL



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SAE PROJECT VISITATION FORM

Student Name _____

Date 01/26/15Miles traveled —Time 3:20to 3:45

Description of Project:

Market Beef

General condition of project:

Looks great.

Suggestions and comments for the students:

- Keep up the good work!
- Work on your recordbook

People present:

and Mr. LemosCondition of records: ☐ Excellent ☐ Good ☒ poor

Signatures:

Student: _____

☒ Parent/Guardian: ☐ Employer: _____Instructor: [Signature]



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SAE PROJECT VISITATION FORM

Student Name _____ Date 09/15/14

Miles traveled ✓ Time 3:45 to 4:30

Description of Project:

Crop Production
Diversified ~~Agriculture~~ Placement

General condition of project:

- Student continues to do an outstanding job.
- Over the summer became a supervisor overseeing workers

Suggestions and comments for the students:

- needs to keep his record books up and should apply for a proficiency award.

People present:

_____ and Mr. Lemos

Condition of records: ☐ Excellent ☐ Good ☒ poor

Signatures:

Student: _____

☒ Parent/Guardian: ☒ Employer: _____

Instructor: _____



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SAE PROJECT VISITATION FORM

Student Name _____ Date 10/10/14Miles traveled ✓ Time 3:15 to 3:25Description of Project: Pumpkin Plants

General condition of project:

- Plants growing well
- Too many weeds

Suggestions and comments for the students:

- Try to place Pumpkins up right
- Pull weeds.

People present:

and Mr. LemosCondition of records: ☐ Excellent ☐ Good ☐ poor

Signatures:

Student: _____

☒ Parent/Guardian: ☐ Employer: _____Instructor: [Signature]



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SAE PROJECT VISITATION FORM

Student Name _____ Date 02/02/15

Miles traveled Time 3:30 to 4:15

Description of Project: Market Beef

General condition of project:

- Steer a little light
- Steer walking well on halter

Suggestions and comments for the students:

- Increase feed by one scoop per day (1/2 morning 1/2 night)
- Work on setting steer up with show stick
- Keep his head up!

People present:

 / and Mr. Lemos

Condition of records: ☐ Excellent ☐ Good ☐ poor

Signatures:

Student: _____

☒ Parent/Guardian: ☐ Employer: _____

Instructor:



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SAE PROJECT VISITATION FORM

Student Name _____

Date

11/12/14

Miles traveled _____

Time

4:00

to

4:25

Description of Project:

Market Beef

General condition of project:

good!

~~some~~ Partially halter broken

Suggestions and comments for the students:

- Continue halter training
- Introduce show stick

People present:

/

and Mr. Lemos

Condition of records: ☐ Excellent ☐ Good ☐ poor

Signatures:

Student: _____

☒ Parent/Guardian: ☐ Employer: _____

Instructor: _____



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SAE PROJECT VISITATION FORM

Student Name _____ Date 11/03/14Miles traveled ✓ Time 3:45 to 4:15Description of Project: Market Beef

General condition of project:

Selected Animal from herd and brought
it to the barn. The Steer looks good. Needs
to be halter broken.

Suggestions and comments for the students:

- Feed as you do your other steer
- Work on halter breaking

People present:

_____ and Mr. Lemos

Condition of records: ☐ Excellent ☐ Good ☐ poor

Signatures:

Student: _____

☐ Parent/Guardian: ☐ Employer: _____Instructor: [Signature]



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SAE PROJECT VISITATION FORM

Student Name _____ Date 01/09/15

Miles traveled Time 3:30 to 4:15

Description of Project: Fabrication - Ladder Trailer

General condition of project:

- We went to grandfather's ranch
to measure the trailer we would be duplicating.

Suggestions and comments for the students:

will order the steel on Monday
and bring two of the smaller ladders
to the shop for fitting
(build for 12' ladders rather than 14' shorter tongue)

People present:

Mr. Mc, Mrs. Mc, and Mr. Lemos

Condition of records: ☐ Excellent ☐ Good ☐ poor

Signatures:

Student: _____

☒ Parent/Guardian: Grandfather ☐ Employer: _____

Instructor: [Signature]



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SAE PROJECT VISITATION FORM

Student Name _____ Date 01/30/15

Miles traveled — Time 3:10 to 4:15

Description of Project: Fabrication - Scraper

General condition of project:

- Drove out to the islands to measure the
scraper will be building

Suggestions and comments for the students:

- Quickly order steel so you can finish
before the end of the year

People present:

Mr. Lemos and

Condition of records: ☐ Excellent ☐ Good ☐ poor

Signatures:

Student: _____

☐ Parent/Guardian: ☒ Employer: _____

Instructor: [Signature]



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SAE PROJECT VISITATION FORM

Student Name _____ Date 10/20/14Miles traveled Time 12:00 to 12:20Description of Project: Fabrication - Trap wagonGeneral condition of project:
Frame Formed, good welds!Suggestions and comments for the students:
Student to bring toolboxes to shop for fitting on
trailer. Tom to order Axle - 6,000 Pound w/72"
spring centers.People present:
Mr. LemosCondition of records: ☐ Excellent ☐ Good ☒ poor

Signatures:

Student: _____

☒ Parent/Guardian: ☐ Employer: _____Instructor:



Linden High School
Agriculture Department



6. Class Requirements for SAE

Linden High School

Course Syllabus

Introduction to Agriculture Mechanics

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: None

Graduation: Elective Credits Only

Duration: 2 semesters

Credit: 5 credits per semester with grade D or higher

Course Description:

This is a two-semester course, which focuses on the introduction to the Ag mechanics shop. The course will consist of classroom instruction and the application in a shop setting. While developing mechanical skills, students will learn and apply the needed mathematical concepts. The class will also focus on developing those skills necessary to secure and maintain a job in the students' areas of interest. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. **Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course.** Upon receipt of a minimum

project donation (amount varies based on project), students will be able to take their projects from class home after showing at the San Joaquin County AgFest.

Power Standards:

Standard Content Standard

<i>Students understand personal and group safety:</i>	
	Practice the rules for personal and group safety while working in an agricultural mechanics environment.
	Know the relationship between accepted shop management procedures and a safe working environment.
	Know how to safely secure loads on a variety of vehicles.
<i>Students understand the basic electricity principles and wiring practices commonly used in agriculture:</i>	
	Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
	Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
	Interpret basic agricultural electrical plans.
<i>Students understand plumbing system practices commonly used in agriculture:</i>	
	Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
	Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).
	Know how various plumbing and irrigation systems are used in agriculture.
	Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.
<i>Students understand agricultural cold metal processes:</i>	
	Know how to identify common metals, sizes, and shapes.

	Know layout skills.
	Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
<i>Students understand concrete and masonry practices commonly used in agriculture:</i>	
	Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
	Know proper bed preparation, concrete forms layout, and construction.
	Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.
<i>Students understand oxy-fuel cutting and welding:</i>	
	Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
	Know how to flame-cut metal with an oxy-fuel cutting torch.
<i>Students understand electric arc welding processes:</i>	
	Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment

Course Format:

5. Classroom instruction, including
 - a. Demonstration
 - b. Discussion
 - c. Lecture
 - d. Worksheets and written assignments
 - e. Quizzes and practical exams
 - f. Daily participation grade
 - g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allow for units to be moved to different times of the year.

Lesson	Unit Name	Textbook pages	Types of Assessment
1st Semester	Shop Safety		
1	Personal Safety	Pgs. 38-45 in Textbook	Quiz/Unit Test
2	Fire Safety	Pgs. 47-50 in Textbook	Quiz /Unit Test
3	Equipment Safety	Pgs. 47-63 in Textbook	Quiz /Unit Test
	Measurement		
1	Systems of Measurement	Pgs. 89-93 in Textbook	Quiz/Unit Test
2	Linear Measurements	Pgs. 89-105 in Textbook	Quiz/ Unit Test
	Plumbing		
	Irrigation Technology	Pg. 524-537 in Textbook	Unit Test
1	PVC Pipe	Pgs. 505-523 in Text Book	Sprinkler Project /Unit test
2	Steel Pipe	Pgs. 505-523 in Textbook	Sprinkler Project /Unit Test
3	Copper Tubing and Pipe	Pgs. 505-523 in Textbook	Line Project/Unit Test
4	PEX Tubing	Pgs. 505-523 in Textbook	Line Project/ Unit Test
	Electrical		
1	Electrical Theory	Pgs. 443 – 456 in Textbook	Unit Test
2	Conductors and Conduit	Pgs. 443-456 in Textbook	Unit Test

3	Branch Circuits	Pgs. 457-466 in Textbook	Branch Circuit/ Unit Test
4	Electrical Repair	Pgs. 457-466 in Textbook	Ext. Outlet Project/ Unit Test
	California Agriculture		
1	Top Counties	Teacher Generated Resources	Quiz/Unit Test
2	Top Commodities	Teacher Generated Resources	Quiz/Unit Test
3	Local Agriculture	Teacher Generated Resources	Quiz/ Unit Test
4	Agricultural Careers	Pgs. 3-12 in Textbook	Quiz/Unit Test
2nd Semester	Rope-work		
1	Selection and use of Rope	591 & 595	Quiz/Unit Test
2	Rope Identification and Care	591 & 595	Quiz/Unit Test
3	Knots and Hitches	591 & 595	Quiz/ Unit Test
	Cold Metal		
1	Identifying types of Metal	Pgs. 145 – 157	Quiz/Unit Test
2	Marking, and Transferring on to metal work	Pgs. 145-157	Dust Pan & Note Pad Project/ Unit Test
3	Cutting and Bending Metal	Pgs. 145-157	Dust Pan & Note Pad Project
	Concrete & Masonry		
1	Components of Concrete	Pgs. 555-571	Quiz/Unit Test
2	Calculating and Mixing Concrete Mediums	Pgs. 555-571	Concrete Project/Unit Test
3	Poring, Finishing and Testing	Pgs. 555-571	Concrete Project/Unit

	Concrete		Test
	Oxy-Fuel Cutting		
1	Oxy-Fuel Equipment and Safety	Pgs. 293 -301	Quiz/Unit Test
2	Oxy-Fuel Set-up and Starting the Torch	Pgs. 293-301	Quiz/Unit Test
3	Cutting, Piercing, and Bevel cutting Steel with Oxy-Fuel	Pgs. 293-301	Oxy-Fuel Project
	Shielded Metal Arc Welding		
1	Arc Welding Safety and Equipment	Pgs. 332-339	Quiz/Unit Test
2	Striking and Arc	Pgs. 332-339	Quiz/ Unit Test
3	Running a Bead	Pgs. 332-339	Arc Project/Unit Test

District Writing Standards:

N/A

Primary ESLR Addressed:**Powerful Communicators**

- *Communicate spoken and written language to others*
- *Contribute to group activity and accepts feedback*
- *Display a receptive and open attitude to new ideas and tasks*
- *Use a variety of communication systems*
- *Have knowledge of current events, local and world affairs*

Responsible Citizens

- *Display pride in one's community through activities that enrich one's school, town, state, and nation*
- *Explain how in an effective government rights come with civic responsibilities*
- *Show an appreciation of tradition and history*
- *Demonstrate sensitivity to various viewpoints, belief systems and culture*

Independent Learners

- *Show personal responsibility for self-organizations, self-discipline, and self-control*
- *Show examples of self-growth and individual commitment*
- *Display an appreciation of the contributions, participation, and efforts of others*

Dedicated Academic Achievers

- *Pass CAHSEE*
- *Show growth in CST*
- *Pass DWA (1 time/year)*
- *Demonstrate proficiency in academic standards for all courses*
- *Demonstrate useful technology skills*

Evolving Individuals

- *Engage in activities to gain personal experience and self-confidence*
- *Demonstrate the ability to set goals and establish a course of action*
- *Develop skills of inquiry*
- *Demonstrate how the use of prior knowledge can help overcome life's challenges*

Assessment:

• Daily Evaluation

Daily score evaluation criteria:

- ✓ Active participation
- ✓ Appropriate behavior
- ✓ Appropriate language
- ✓ Appropriate attire

• Written Assignments and assessments

• Supervised Agriculture Experience project

• FFA Participation

Grading scale/format/ weight of semester final:

• Grades are determined by total points earned. The grading breakdown is as follows:

A = 100 to 90% B = 89 to 80% C = 79 to 70%

D = 69 to 60% F = 59% and below

• The Fall and Spring Semester final exam score will be calculated as part of the student's 2nd and 4th quarter grade, respectively.

• Semester grade will be calculated as follows:

1st quarter 40%, 2nd quarter 60%= 1st semester grade 3rd quarter 40%, 4th quarter 60%= 2nd semester grade

Textbook:

Agriculture Mechanics Fundamentals and Applications 5th edition

Resource Materials:

- g. Teacher Generated Materials
- h. Agricultural mechanics shop

Necessary Supplies:

The following items need to be obtained in order to participate in the shop environment:

- combination lock
- long-sleeve coveralls
- slip-joint pliers
- ANSI Z-87 approved safety glasses
- 1 1/2" 3 ring binder with pencil pouch
- College ruled binder paper
- Closed toe shoes (preferably boots)
- 25 foot Tape Measure
- Pencils and pens
- Ruler
- Calculator
- All-Leather work gloves
- **Note: Each student is responsible for removing their personal property from their shop lockers on the last official school day; anything left will become property of the Linden High School Agriculture Department.**

Linden High School

Course Syllabus

Agricultural Welding

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: Completion of Ag Mechanics 1 with grade “C” or higher or instructor approval

Graduation: Elective Credits Only

Duration: 2 semesters

Credit: 5 credits per semester with grade D or higher

Course Description:

This is a two-semester course, which provides students the opportunity to build their skills related to agricultural mechanics. Welding and safety are the major goals of the course. Students must be self-motivated and be able to work independently. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. **Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course.** Upon the receipt of a minimum project donation (amount will

vary based on project) , students will be able to take their projects from class home after showing at the San Joaquin County Fair.

Power Standards:

Standard Content Standard

<i>Students understand personal and group safety:</i>	
	Practice the rules for personal and group safety while working in an agricultural mechanics environment.
	Know the relationship between accepted shop management procedures and a safe working environment.
<i>Students understand oxy-fuel cutting and welding:</i>	
	Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
	Know how to flame-cut metal with an oxy-fuel cutting torch.
<i>Students understand electric arc welding processes:</i>	
	Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment
	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.
	Weld a variety of joints in various positions.

Course Format:

6. Classroom instruction, including
 - a. Demonstration
 - b. Discussion
 - c. Lecture
 - d. Worksheets and written assignments
 - e. Quizzes and practical exams

f. Daily participation grade

g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allow for units to be moved to different times of the year.

Lesson	Unit Name	Textbook Pages	Type of Assessment
1st Semester	Shop Safety		
1	Personal Safety	Pgs. 302-341	Quiz/Unit Test
2	Fire Safety	Pgs. 302-341	Quiz/Unit Test
3	Equipment Safety	Pgs. 302-341	Quiz/Unit Test
	Oxy-Fuel Cutting		
1	Turning on the Tanks	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
2	Lighting a Torch	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
3	Proper Use of a Cutting Torch	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
4	Cutting, Piercing, Beveling Steel with a Torch	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
	Shielded Metal Arc Welding (SMAW)		
1	Arc Welding Safety	Pgs. 331- 340	Quiz/Pad Projects/ Unit Test
2	Equipment Set-up	Pgs. 331- 340	Quiz/Pad Projects/Unit Test

3	Material Selection	Pgs. 331- 340	Quiz/Pad Projects/ Unit Test
4	Striking an arc and Welding	Pgs. 331- 340	Quiz/Pad Projects/ Unit Test
2 nd Semester	Gas Metal Arc Welding (GMAW)		
1	Machine Set-up and Shielding Gas	Pgs. 341-368	Quiz/Hitch Project/Unit Test
2	Welding Motions	Pgs. 341-368	Quiz/Hitch Project/ Unit Test
3	Welding Joints	Pgs. 341-368	Quiz/Hitch Project/Unit Test
	Welding Evaluation and Destructive Testing		
1	Non-Destructive Evaluation	Teacher Generated Material	Unit Test
2	Destructive Testing	Teacher Generated Material	Unit Test
	Agriculture Careers		
1	Welding careers	Teacher Generated Material	Career Research Project
	Plasma Cutting		
1	Plasma Cutter Safety	Teacher Generated Material	Unit Test
2	Consumables and Parts	Teacher Generated Material	Unit Test

3	Equipment Set-up	Teacher Generated Material	Unit Test
4	Cutting	Teacher Generated Material	Unit Test

District Writing Standards:

N/A

Primary ESLR Addressed:**Powerful Communicators**

- *Communicate spoken and written language to others*
- *Contribute to group activity and accepts feedback*
- *Display a receptive and open attitude to new ideas and tasks*
- *Use a variety of communication systems*
- *Have knowledge of current events, local and world affairs*

Responsible Citizens

- *Display pride in one's community through activities that enrich one's school, town, state, and nation*
- *Explain how in an effective government rights come with civic responsibilities*
- *Show an appreciation of tradition and history*
- *Demonstrate sensitivity to various viewpoints, belief systems and culture*

Independent Learners

- *Show personal responsibility for self-organizations, self-discipline, and self-control*
- *Show examples of self-growth and individual commitment*
- *Display an appreciation of the contributions, participation, and efforts of others*

Dedicated Academic Achievers

- *Pass CAHSEE*
- *Show growth in CST*
- *Pass DWA (1 time/year)*

- *Demonstrate proficiency in academic standards for all courses*
- *Demonstrate useful technology skills*

Evolving Individuals

- *Engage in activities to gain personal experience and self-confidence*
- *Demonstrate the ability to set goals and establish a course of action*
- *Develop skills of inquiry*
- *Demonstrate how the use of prior knowledge can help overcome life's challenges*

Assessment:

• Daily Evaluation

Daily score evaluation criteria:

- ✓ Active participation
- ✓ Appropriate behavior
- ✓ Appropriate language
- ✓ Appropriate attire

• Written Assignments and assessments

• Supervised Agriculture Experience project

• FFA Participation

Grading scale/format/ weight of semester final:

- Grades are determined by total points earned. The grading breakdown is as follows:

A = 100 to 90% B = 89 to 80% C = 79 to 70%

D = 69 to 60% F = 59% and below

- The Fall and Spring Semester final exam score will be calculated as part of the student's 2nd and 4th quarter grade, respectively.

- Semester grade will be calculated as follows:

1st quarter 40%, 2nd quarter 60% = 1st semester grade 3rd quarter 40%, 4th quarter 60% = 2nd semester grade

Textbook:

Agriculture Mechanics Fundamentals and Applications 5th edition

Resource Materials:

- i. Teacher Generated Materials
- j. Agricultural mechanics shop

Necessary Supplies:

The following items need to be obtained in order to participate in the shop environment:

- combination lock
- long-sleeve coveralls
- slip-joint pliers
- ANSI Z-87 approved safety glasses
- 1 1/2" 3 ring binder with pencil pouch
- College ruled binder paper
- Closed toe shoes (preferably boots)
- 25 foot Tape Measure
- Pencils and pens
- Ruler
- Calculator
- All-Leather work gloves
- **Note: Each student is responsible for removing their personal property from their shop lockers on the last official school day; anything left will become property of the Linden High School Agriculture Department.**

Linden High School

Course Syllabus

Careers in Engine and Power Mechanics

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: Completion of Agricultural Mechanics 2 with grade “C” or higher or approval of instructor. Class is repeatable with a “C” or higher the previous year and instructor approval.

Graduation: Elective credit only

Duration: 2 semesters

Credit: 5 credits per semester with grade “D” or higher

Course Description: This is a two-semester course. Each student enrolled in the course will be required to disassemble, evaluate, identify, and reassemble a variety of different engines after satisfactorily learning engine theory in the classroom. About half will be spent in the shop and half in the classroom (depending on class ability and productivity) Upon completion of this class, students will have the skills and knowledge needed to be successful in both future technical education and career endeavors. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. **Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course.**

Power Standards:

Standard Content Standard

<i>Students will understand small and compact engines :</i>	
	7. Students will understand engine theory for both two- and four-stroke cycle engines
	8. Students will know different types of small engines and their applications
	9. Students will know small engine parts and explain the various systems(e.g., fuel, ignition, compression, cooling)
	10. Students will know how to troubleshoot and solve problems with small engines
	11. Students will know how to disassemble, inspect, adjust, and reassemble a small engine
	12. Students will know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

Course Format:

7. Classroom instruction, including
 - a. Demonstration
 - b. Discussion
 - c. Lecture
 - d. Worksheets and written assignments
 - e. Quizzes and practical exams
 - f. Daily participation grade
 - g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allow for units to be moved to different times of the year.

Lesson	Unit Name	Textbook Pages	Type of Assessment
1st quarter	Shop Safety		
1	Personal Safety	Pgs. 15-22	Quiz/Unit Test
2	Fire Safety	Pgs. 15-22	Quiz/Unit Test
3	Equipment Safety	Pgs. 15-22	Quiz/Unit Test
	Power Systems		
1	Types of Engines	Pgs. 95-107	Quiz/Unit Test/ Lab Practicum
	Small Gas Engines		Quiz/Unit Test/ Lab Practicum
1	Types of Small Engines	Pgs. 95-107	Quiz/Unit Test/ Lab Practicum
2	Common Engine Parts	Pgs. 109-132	Quiz/Unit Test/ Lab Practicum
3	Small Gas Engine Theory	Pgs. 95-107	Quiz/Unit Test/ Lab Practicum
2nd Quarter	Compression		Quiz/Unit Test/ Lab Practicum
1	Checking Compression	Pgs. 254-257	Quiz/Unit Test/ Lab Practicum
2	Engine Components involving Compression	Pgs. 109-132	Quiz/Unit Test/ Lab Practicum
	<i>Fall Semester Final Exam</i>		

	Measuring		Quiz/Unit Test/ Lab Practicum
1	Using and reading a Micrometer	Pgs. 23-50	Quiz/Unit Test/ Lab Practicum
2	Using and Reading a dial caliper	Pgs. 23-50	Quiz/Unit Test/ Lab Practicum
3rd Quarter	Carburetion		Quiz/Unit Test/ Lab Practicum
1	Types of Carburetors	Pgs. 173-193	Quiz/Unit Test/ Lab Practicum
2	Main Component of Carburetors	Pgs. 173-193	Quiz/Unit Test/ Lab Practicum
	Fuel Systems		Quiz/Unit Test/ Lab Practicum
1	Components of Fuel Systems	Pgs. 153-172	Quiz/Unit Test/ Lab Practicum
2	Grades of Fuel and Fuel Mixtures	Pgs. 153-172	Quiz/Unit Test/ Lab Practicum
4th Quarter	Lubrication System		Quiz/Unit Test/ Lab Practicum
1	Components of the Lubrication System	Pgs. 215-230	Quiz/Unit Test/ Lab Practicum
2	Oil and its Classification	Pgs. 215-230	Quiz/Unit Test/ Lab Practicum
	Agriculture Careers		
1	Power Systems Careers	Teacher Generated Materials	Research Project/Resume Cover Letter
2	Working in an engines shop/work orders	Teacher Generated Materials	Lab Practicum/ Mock Work Orders

	<i>Spring Semester Final Exam</i>		
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District Writing Standards:**Primary ESLR Addressed:****Powerful Communicators**

- *Communicate spoken and written language to others*
- *Contribute to group activity and accepts feedback*
- *Display a receptive and open attitude to new ideas and tasks*
- *Use a variety of communication systems*
- *Have knowledge of current events, local and world affairs*

Responsible Citizens

- *Display pride in one's community through activities that enrich one's school, town, state, and nation*
- *Explain how in an effective government rights come with civic responsibilities*
- *Show an appreciation of tradition and history*
- *Demonstrate sensitivity to various viewpoints, belief systems and culture*

Independent Learners

- *Show personal responsibility for self-organizations, self-discipline, and self-control*
- *Show examples of self-growth and individual commitment*
- *Display an appreciation of the contributions, participation, and efforts of others*

Dedicated Academic Achievers

- *Pass CAHSEE*
- *Show growth in CST*
- *Pass DWA (1 time/year)*
- *Demonstrate proficiency in academic standards for all courses*
- *Demonstrate useful technology skills*

Evolving Individuals

- *Engage in activities to gain personal experience and self-confidence*
- *Demonstrate the ability to set goals and establish a course of action*
- *Develop skills of inquiry*
- *Demonstrate how the use of prior knowledge can help overcome life's challenges*

Assessment:

- Daily Evaluation and formal evaluations (test, quizzes, assignments, etc.)

Daily score evaluation criteria:

- ✓ Active participation
- ✓ Appropriate behavior
- ✓ Appropriate language
- ✓ Appropriate attire
- Written Assignments and assessments
- Supervised Agriculture Experience project
- FFA Participation

Grading scale/format/ weight of semester final:

- Grades are determined by total points earned. The grading breakdown is as follows:

A = 100 to 90% B = 89 to 80% C = 79 to 70%

D = 69 to 60% F = 59% and below

- The Fall and Spring Semester final exam score will be calculated as part of the student's 2nd and 4th quarter grade, respectively.

- Semester grade will be calculated as follows:

1st quarter 40%, 2nd quarter 60% = 1st semester grade 3rd quarter 40%, 4th quarter 60% = 2nd semester grade

Textbook: Small Gas Engines

Resource Materials:

- b. Teacher Generated Material

Necessary Supplies:

The following items need to be obtained in order to participate in the shop environment:

- Combination lock
- Long-sleeve coveralls
- ANSI Z87 approved safety glasses
- Closed toe shoes
- 1 ½" 3 ring binder with pencil pouch
- 200 sheets college ruled binder paper
- Pencils and pens
- Hair tie (if applicable)

Note: Each student is responsible for removing their personal property from their shop lockers on the last official school day; anything left will become property of the Linden High School Agriculture Department.

Linden High School

Course Syllabus

Careers in Welding Technologies and Fabrication

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: Completion of Agricultural Mechanics 2 with grade “C” or higher or approval of instructor. Class is repeatable with a “C” or higher the previous year **and** instructor approval.

Graduation: Elective Credits Only

Duration: 2 semesters

Credit: 5 credits per semester with grade D or higher

Course Description:

This is a two-semester course. The class allows the student to further develop his/her agriculture mechanics skills by designing, purchasing materials for and constructing a project related to the agriculture industry. Each student will be required to develop and complete an agriculture project. A materials charge of 15% will be added to each project's bill of materials to cover the cost of consumables used in the shop. In order to be successful, students must be self-motivated and be able to work independently. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular

FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. **Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course.** While more time will be spent in the shop, portions of the class will be conducted in the classroom and will be accompanied with written assignments and homework. Students paid projects will be required to submit entry to the San Joaquin County AgFest before being sold or taken home.

Power Standards:

Standard Content Standard

<i>Students understand personal and group safety:</i>	
	Practice the rules for personal and group safety while working in an agricultural mechanics environment.
	Know the relationship between accepted shop management procedures and a safe working environment.
<i>Students understand oxy-fuel cutting and welding:</i>	
	Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
	Know how to flame-cut metal with an oxy-fuel cutting torch.
<i>Students understand electric arc welding processes:</i>	
	Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment
	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.
	Weld a variety of joints in various positions.
<i>Students understand advanced metallurgy principles and fabrication techniques:</i>	
	Operate and maintain various arc welding and cutting systems safely and appropriately
	Operate and maintain fabrication tools and equipment safely and appropriately

	Understand how to design project plans by using mechanical drawing techniques
	Understand how to finish a metal project by implementing proper sequencing

Course Format:

8. Classroom instruction, including
 - a. Demonstration
 - b. Discussion
 - c. Lecture
 - d. Handouts and written assignments
 - e. Quizzes and practical exams
 - f. Daily participation grade
 - g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allows for units to be moved to different times of the year.

Lesson	Unit Name	Textbook Pages	Type of Assessment
1st Semester	Shop Safety		
1	Personal Safety	Pgs. 37-46	Quiz/Unit Test
2	Fire Safety	Pgs. 37-46	Quiz/Unit Test
3	Equipment Safety	Pgs. 179-196 Pgs.302-312 Pgs.331-368	Quiz/Unit Test
	Project Management		
1	Time and Labor Management	Pgs. 254-268	Quiz/ROP Project / Unit Test
2	Application of Problem-	Teacher Generated	Quiz/ROP Project / Unit Test

	solving	Material	
3	Use of Reference Materials and Cost analysis	Teacher Generated Material	Quiz/ROP Project / Unit Test
	Project Construction	Teacher Generated Material	Quiz/ROP Project / Unit Test
1	Designing a Project	Pgs.229-244	Quiz/ROP Project / Unit Test
2	Bill of Materials	Pgs. 245-253	Quiz/ROP Project / Unit Test
3	Sequence of Construction	Pgs.254-268	Quiz/ROP Project / Unit Test
2nd Semester	Job Skills Development	Teacher Generated Material	
1	Development of a Resume and a Career Portfolio	Teacher Generated Material	Quiz/ Interview Project
2	Job applications and Interview Procedures	Teacher Generated Material	Quiz/Interview Project
3	Product Marketing	Teacher Generated Material	Marketing Project

District Writing Standards:

N/A

Primary ESLR Addressed:

Powerful Communicators

- *Communicate spoken and written language to others*
- *Contribute to group activity and accepts feedback*
- *Display a receptive and open attitude to new ideas and tasks*
- *Use a variety of communication systems*
- *Have knowledge of current events, local and world affairs*

Responsible Citizens

- *Display pride in one's community through activities that enrich one's school, town, state, and nation*
- *Explain how in an effective government rights come with civic responsibilities*
- *Show an appreciation of tradition and history*
- *Demonstrate sensitivity to various viewpoints, belief systems and culture*

Independent Learners

- *Show personal responsibility for self-organizations, self-discipline, and self-control*
- *Show examples of self-growth and individual commitment*
- *Display an appreciation of the contributions, participation, and efforts of others*

Dedicated Academic Achievers

- *Pass CAHSEE*
- *Show growth in CST*
- *Pass DWA (1 time/year)*
- *Demonstrate proficiency in academic standards for all courses*
- *Demonstrate useful technology skills*

Evolving Individuals

- *Engage in activities to gain personal experience and self-confidence*
- *Demonstrate the ability to set goals and establish a course of action*
- *Develop skills of inquiry*
- *Demonstrate how the use of prior knowledge can help overcome life's challenges*

Assessment:**• Daily Evaluation**

Daily score evaluation criteria:

- ✓ Active participation
- ✓ Appropriate behavior

- ✓ Appropriate language
- ✓ Appropriate attire
- Written Assignments and assessments
- Supervised Agriculture Experience project
- FFA Participation

Grading scale/format/ weight of semester final:

- Grades are determined by total points earned. The grading breakdown is as follows:

A = 100 to 90% B = 89 to 80% C = 79 to 70%

D = 69 to 60% F = 59% and Below

- The Fall and Spring Semester final exam score will be calculated as part of the student's 2nd and 4th quarter grade, respectively.

- Semester grade will be calculated as follows:

1st quarter 40%, 2nd quarter 60% = 1st semester grade 3rd quarter 40%, 4th quarter 60% = 2nd semester grade

Textbook:

Agriculture Mechanics Fundamentals and Applications 5th edition

Resource Materials:

- k. Teacher Generated Materials
- l. Agricultural mechanics shop

Necessary Supplies:

The following items need to be obtained in order to participate in the shop environment:

- combination lock
- long-sleeve coveralls
- slip-joint pliers
- ANSI Z-87 approved safety glasses

- 1 1/2" 3 ring binder with pencil pouch
- College ruled binder paper
- 50 Sheets 1/8" Grid Graphing Paper
- Closed toe shoes (preferably boots)
- 25 foot Tape Measure
- Pencils and pens
- Ruler
- Calculator
- Welding Gloves
- All-leather work gloves
- Hair Tie (if applicable)
- Shade 10 Welding Helmet (optional)

Note: Each student is responsible for removing their personal property from their shop lockers on the last official school day; anything left will become property of the Linden High School Agriculture Department.



Linden High School
Agriculture Department



7. Class Requirements FFA

Linden High School

Course Syllabus

Introduction to Agriculture Mechanics

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: None

Graduation: Elective Credits Only

Duration: 2 semesters

Credit: 5 credits per semester with grade D or higher

Course Description:

This is a two-semester course, which focuses on the introduction to the Ag mechanics shop. The course will consist of classroom instruction and the application in a shop setting. While developing mechanical skills, students will learn and apply the needed mathematical concepts. The class will also focus on developing those skills necessary to secure and maintain a job in the students' areas of interest. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course. Upon receipt of a minimum

project donation (amount varies based on project), students will be able to take their projects from class home after showing at the San Joaquin County AgFest.

Power Standards:

Standard Content Standard

<i>Students understand personal and group safety:</i>	
	Practice the rules for personal and group safety while working in an agricultural mechanics environment.
	Know the relationship between accepted shop management procedures and a safe working environment.
	Know how to safely secure loads on a variety of vehicles.
<i>Students understand the basic electricity principles and wiring practices commonly used in agriculture:</i>	
	Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
	Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
	Interpret basic agricultural electrical plans.
<i>Students understand plumbing system practices commonly used in agriculture:</i>	
	Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
	Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).
	Know how various plumbing and irrigation systems are used in agriculture.
	Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.
<i>Students understand agricultural cold metal processes:</i>	
	Know how to identify common metals, sizes, and shapes.

	Know layout skills.
	Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
<i>Students understand concrete and masonry practices commonly used in agriculture:</i>	
	Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
	Know proper bed preparation, concrete forms layout, and construction.
	Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.
<i>Students understand oxy-fuel cutting and welding:</i>	
	Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
	Know how to flame-cut metal with an oxy-fuel cutting torch.
<i>Students understand electric arc welding processes:</i>	
	Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment

Course Format:

9. Classroom instruction, including
 - a. Demonstration
 - b. Discussion
 - c. Lecture
 - d. Worksheets and written assignments
 - e. Quizzes and practical exams
 - f. Daily participation grade
 - g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allow for units to be moved to different times of the year.

Lesson	Unit Name	Textbook pages	Types of Assessment
1st Semester	Shop Safety		
1	Personal Safety	Pgs. 38-45 in Textbook	Quiz/Unit Test
2	Fire Safety	Pgs. 47-50 in Textbook	Quiz /Unit Test
3	Equipment Safety	Pgs. 47-63 in Textbook	Quiz /Unit Test
	Measurement		
1	Systems of Measurement	Pgs. 89-93 in Textbook	Quiz/Unit Test
2	Linear Measurements	Pgs. 89-105 in Textbook	Quiz/ Unit Test
	Plumbing		
	Irrigation Technology	Pg. 524-537 in Textbook	Unit Test
1	PVC Pipe	Pgs. 505-523 in Text Book	Sprinkler Project /Unit test
2	Steel Pipe	Pgs. 505-523 in Textbook	Sprinkler Project /Unit Test
3	Copper Tubing and Pipe	Pgs. 505-523 in Textbook	Line Project/Unit Test
4	PEX Tubing	Pgs. 505-523 in Textbook	Line Project/ Unit Test
	Electrical		
1	Electrical Theory	Pgs. 443 – 456 in Textbook	Unit Test
2	Conductors and Conduit	Pgs. 443-456 in Textbook	Unit Test

3	Branch Circuits	Pgs. 457-466 in Textbook	Branch Circuit/ Unit Test
4	Electrical Repair	Pgs. 457-466 in Textbook	Ext. Outlet Project/ Unit Test
	California Agriculture		
1	Top Counties	Teacher Generated Resources	Quiz/Unit Test
2	Top Commodities	Teacher Generated Resources	Quiz/Unit Test
3	Local Agriculture	Teacher Generated Resources	Quiz/ Unit Test
4	Agricultural Careers	Pgs. 3-12 in Textbook	Quiz/Unit Test
2nd Semester	Rope-work		
1	Selection and use of Rope	591 & 595	Quiz/Unit Test
2	Rope Identification and Care	591 & 595	Quiz/Unit Test
3	Knots and Hitches	591 & 595	Quiz/ Unit Test
	Cold Metal		
1	Identifying types of Metal	Pgs. 145 – 157	Quiz/Unit Test
2	Marking, and Transferring on to metal work	Pgs. 145-157	Dust Pan & Note Pad Project/ Unit Test
3	Cutting and Bending Metal	Pgs. 145-157	Dust Pan & Note Pad Project
	Concrete & Masonry		
1	Components of Concrete	Pgs. 555-571	Quiz/Unit Test
2	Calculating and Mixing Concrete Mediums	Pgs. 555-571	Concrete Project/Unit Test
3	Poring, Finishing and Testing	Pgs. 555-571	Concrete Project/Unit

	Concrete		Test
	Oxy-Fuel Cutting		
1	Oxy-Fuel Equipment and Safety	Pgs. 293 -301	Quiz/Unit Test
2	Oxy-Fuel Set-up and Starting the Torch	Pgs. 293-301	Quiz/Unit Test
3	Cutting, Piercing, and Bevel cutting Steel with Oxy-Fuel	Pgs. 293-301	Oxy-Fuel Project
	Shielded Metal Arc Welding		
1	Arc Welding Safety and Equipment	Pgs. 332-339	Quiz/Unit Test
2	Striking and Arc	Pgs. 332-339	Quiz/ Unit Test
3	Running a Bead	Pgs. 332-339	Arc Project/Unit Test

District Writing Standards:

N/A

Primary ESLR Addressed:**Powerful Communicators**

- *Communicate spoken and written language to others*
- *Contribute to group activity and accepts feedback*
- *Display a receptive and open attitude to new ideas and tasks*
- *Use a variety of communication systems*
- *Have knowledge of current events, local and world affairs*

Responsible Citizens

- *Display pride in one's community through activities that enrich one's school, town, state, and nation*
- *Explain how in an effective government rights come with civic responsibilities*
- *Show an appreciation of tradition and history*
- *Demonstrate sensitivity to various viewpoints, belief systems and culture*

Independent Learners

- *Show personal responsibility for self-organizations, self-discipline, and self-control*
- *Show examples of self-growth and individual commitment*
- *Display an appreciation of the contributions, participation, and efforts of others*

Dedicated Academic Achievers

- *Pass CAHSEE*
- *Show growth in CST*
- *Pass DWA (1 time/year)*
- *Demonstrate proficiency in academic standards for all courses*
- *Demonstrate useful technology skills*

Evolving Individuals

- *Engage in activities to gain personal experience and self-confidence*
- *Demonstrate the ability to set goals and establish a course of action*
- *Develop skills of inquiry*
- *Demonstrate how the use of prior knowledge can help overcome life's challenges*

Assessment:

• Daily Evaluation

Daily score evaluation criteria:

- ✓ Active participation
 - ✓ Appropriate behavior
 - ✓ Appropriate language
 - ✓ Appropriate attire
- Written Assignments and assessments
 - Supervised Agriculture Experience project
 - FFA Participation

Grading scale/format/ weight of semester final:

- Grades are determined by total points earned. The grading breakdown is as follows:

A = 100 to 90% B = 89 to 80% C = 79 to 70%

D = 69 to 60% F = 59% and below

- The Fall and Spring Semester final exam score will be calculated as part of the student's 2nd and 4th quarter grade, respectively.
- Semester grade will be calculated as follows:

1st quarter 40%, 2nd quarter 60%= 1st semester grade 3rd quarter 40%, 4th quarter 60%= 2nd semester grade

Textbook:

Agriculture Mechanics Fundamentals and Applications 5th edition

Resource Materials:

- m. Teacher Generated Materials
- n. Agricultural mechanics shop

Necessary Supplies:

The following items need to be obtained in order to participate in the shop environment:

- combination lock
- long-sleeve coveralls
- slip-joint pliers
- ANSI Z-87 approved safety glasses
- 1 1/2" 3 ring binder with pencil pouch
- College ruled binder paper
- Closed toe shoes (preferably boots)
- 25 foot Tape Measure
- Pencils and pens
- Ruler
- Calculator
- All-Leather work gloves
- **Note: Each student is responsible for removing their personal property from their shop lockers on the last official school day; anything left will become property of the Linden High School Agriculture Department.**

Linden High School

Course Syllabus

Agricultural Welding

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: Completion of Ag Mechanics 1 with grade “C” or higher or instructor approval

Graduation: Elective Credits Only

Duration: 2 semesters

Credit: 5 credits per semester with grade D or higher

Course Description:

This is a two-semester course, which provides students the opportunity to build their skills related to agricultural mechanics. Welding and safety are the major goals of the course. Students must be self-motivated and be able to work independently. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular FFA

organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course. Upon the receipt of a minimum project donation (amount will vary based on project) , students will be able to take their projects from class home after showing at the San Joaquin County Fair.

Power Standards:

Standard	Content Standard
<i>Students understand personal and group safety:</i>	
	Practice the rules for personal and group safety while working in an agricultural mechanics environment.
	Know the relationship between accepted shop management procedures and a safe working environment.
<i>Students understand oxy-fuel cutting and welding:</i>	
	Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
	Know how to flame-cut metal with an oxy-fuel cutting torch.
<i>Students understand electric arc welding processes:</i>	
	Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment
	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.
	Weld a variety of joints in various positions.

Course Format:

10. Classroom instruction, including
 - a. Demonstration

- b. Discussion
- c. Lecture
- d. Worksheets and written assignments
- e. Quizzes and practical exams
- f. Daily participation grade
- g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allow for units to be moved to different times of the year.

Lesson	Unit Name	Textbook Pages	Type of Assessment
1st Semester	Shop Safety		
1	Personal Safety	Pgs. 302-341	Quiz/Unit Test
2	Fire Safety	Pgs. 302-341	Quiz/Unit Test
3	Equipment Safety	Pgs. 302-341	Quiz/Unit Test
	Oxy-Fuel Cutting		
1	Turning on the Tanks	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
2	Lighting a Torch	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
3	Proper Use of a Cutting Torch	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
4	Cutting, Piercing, Beveling Steel with a Torch	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
	Shielded Metal Arc Welding (SMAW)		
1	Arc Welding Safety	Pgs. 331- 340	Quiz/Pad Projects/ Unit Test

2	Equipment Set-up	Pgs. 331- 340	Quiz/Pad Projects/Unit Test
3	Material Selection	Pgs. 331- 340	Quiz/Pad Projects/ Unit Test
4	Striking an arc and Welding	Pgs. 331- 340	Quiz/Pad Projects/ Unit Test
2nd Semester	Gas Metal Arc Welding (GMAW)		
1	Machine Set-up and Shielding Gas	Pgs. 341-368	Quiz/Hitch Project/Unit Test
2	Welding Motions	Pgs. 341-368	Quiz/Hitch Project/ Unit Test
3	Welding Joints	Pgs. 341-368	Quiz/Hitch Project/Unit Test
	Welding Evaluation and Destructive Testing		
1	Non-Destructive Evaluation	Teacher Generated Material	Unit Test
2	Destructive Testing	Teacher Generated Material	Unit Test
	Agriculture Careers		
1	Welding careers	Teacher Generated Material	Career Research Project
	Plasma Cutting		
1	Plasma Cutter Safety	Teacher Generated Material	Unit Test
2	Consumables and Parts	Teacher	Unit Test

		Generated Material	
3	Equipment Set-up	Teacher Generated Material	Unit Test
4	Cutting	Teacher Generated Material	Unit Test

District Writing Standards:

N/A

Primary ESLR Addressed:**Powerful Communicators**

- *Communicate spoken and written language to others*
- *Contribute to group activity and accepts feedback*
- *Display a receptive and open attitude to new ideas and tasks*
- *Use a variety of communication systems*
- *Have knowledge of current events, local and world affairs*

Responsible Citizens

- *Display pride in one's community through activities that enrich one's school, town, state, and nation*
- *Explain how in an effective government rights come with civic responsibilities*
- *Show an appreciation of tradition and history*
- *Demonstrate sensitivity to various viewpoints, belief systems and culture*

Independent Learners

- *Show personal responsibility for self-organizations, self-discipline, and self-control*
- *Show examples of self-growth and individual commitment*
- *Display an appreciation of the contributions, participation, and efforts of others*

Dedicated Academic Achievers

- *Pass CAHSEE*

- *Show growth in CST*
- *Pass DWA (1 time/year)*
- *Demonstrate proficiency in academic standards for all courses*
- *Demonstrate useful technology skills*

Evolving Individuals

- *Engage in activities to gain personal experience and self-confidence*
- *Demonstrate the ability to set goals and establish a course of action*
- *Develop skills of inquiry*
- *Demonstrate how the use of prior knowledge can help overcome life's challenges*

Assessment:

- Daily Evaluation

Daily score evaluation criteria:

- ✓ Active participation
- ✓ Appropriate behavior
- ✓ Appropriate language
- ✓ Appropriate attire

- Written Assignments and assessments
- Supervised Agriculture Experience project
- FFA Participation

Grading scale/format/ weight of semester final:

- Grades are determined by total points earned. The grading breakdown is as follows:

A = 100 to 90% B = 89 to 80% C = 79 to 70%

D = 69 to 60% F = 59% and below

- The Fall and Spring Semester final exam score will be calculated as part of the student's 2nd and 4th quarter grade, respectively.

- Semester grade will be calculated as follows:

1st quarter 40%, 2nd quarter 60% = 1st semester grade 3rd quarter 40%, 4th quarter 60% = 2nd semester grade

Textbook:

Agriculture Mechanics Fundamentals and Applications 5th edition

Resource Materials:

o. Teacher Generated Materials

p. Agricultural mechanics shop

Necessary Supplies:

The following items need to be obtained in order to participate in the shop environment:

- combination lock
- long-sleeve coveralls
- slip-joint pliers
- ANSI Z-87 approved safety glasses
- 1 1/2" 3 ring binder with pencil pouch
- College ruled binder paper
- Closed toe shoes (preferably boots)
- 25 foot Tape Measure
- Pencils and pens
- Ruler
- Calculator
- All-Leather work gloves
- **Note: Each student is responsible for removing their personal property from their shop lockers on the last official school day; anything left will become property of the Linden High School Agriculture Department.**

Linden High School

Course Syllabus

Careers in Engine and Power Mechanics

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: Completion of Agricultural Mechanics 2 with grade “C” or higher or approval of instructor. Class is repeatable with a “C” or higher the previous year and instructor approval.

Graduation: Elective credit only

Duration: 2 semesters

Credit: 5 credits per semester with grade “D” or higher

Course Description: This is a two-semester course. Each student enrolled in the course will be required to disassemble, evaluate, identify, and reassemble a variety of different engines after satisfactorily learning engine theory in the classroom. About half will be spent in the shop and half in the classroom (depending on class ability and productivity) Upon completion of this class, students will have the skills and knowledge needed to be successful in both future technical education and career endeavors. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course.

Power Standards:

Standard Content Standard

<i>Students will understand small and compact engines :</i>	
	13. Students will understand engine theory for both two- and four-stroke cycle engines
	14. Students will know different types of small engines and their applications
	15. Students will know small engine parts and explain the various systems(e.g., fuel, ignition, compression, cooling)
	16. Students will know how to troubleshoot and solve problems with small engines
	17. Students will know how to disassemble, inspect, adjust, and reassemble a small engine
	18. Students will know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

Course Format:

11. Classroom instruction, including
 - a. Demonstration
 - b. Discussion
 - c. Lecture
 - d. Worksheets and written assignments
 - e. Quizzes and practical exams
 - f. Daily participation grade
 - g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allow for units to be moved to different times of the year.

Lesson	Unit Name	Textbook Pages	Type of Assessment
1st quarter	Shop Safety		
1	Personal Safety	Pgs. 15-22	Quiz/Unit Test

2	Fire Safety	Pgs. 15-22	Quiz/Unit Test
3	Equipment Safety	Pgs. 15-22	Quiz/Unit Test
	Power Systems		
1	Types of Engines	Pgs. 95-107	Quiz/Unit Test/ Lab Practicum
	Small Gas Engines		Quiz/Unit Test/ Lab Practicum
1	Types of Small Engines	Pgs. 95-107	Quiz/Unit Test/ Lab Practicum
2	Common Engine Parts	Pgs. 109-132	Quiz/Unit Test/ Lab Practicum
3	Small Gas Engine Theory	Pgs. 95-107	Quiz/Unit Test/ Lab Practicum
2nd Quarter	Compression		Quiz/Unit Test/ Lab Practicum
1	Checking Compression	Pgs. 254-257	Quiz/Unit Test/ Lab Practicum
2	Engine Components involving Compression	Pgs. 109-132	Quiz/Unit Test/ Lab Practicum
	<i>Fall Semester Final Exam</i>		
	Measuring		Quiz/Unit Test/ Lab Practicum
1	Using and reading a Micrometer	Pgs. 23-50	Quiz/Unit Test/ Lab Practicum
2	Using and Reading a dial caliper	Pgs. 23-50	Quiz/Unit Test/ Lab Practicum
3rd Quarter	Carburetion		Quiz/Unit Test/ Lab Practicum
1	Types of Carburetors	Pgs. 173-193	Quiz/Unit Test/ Lab

			Practicum
2	Main Component of Carburetors	Pgs. 173-193	Quiz/Unit Test/ Lab Practicum
	Fuel Systems		Quiz/Unit Test/ Lab Practicum
1	Components of Fuel Systems	Pgs. 153-172	Quiz/Unit Test/ Lab Practicum
2	Grades of Fuel and Fuel Mixtures	Pgs. 153-172	Quiz/Unit Test/ Lab Practicum
4th Quarter	Lubrication System		Quiz/Unit Test/ Lab Practicum
1	Components of the Lubrication System	Pgs. 215-230	Quiz/Unit Test/ Lab Practicum
2	Oil and its Classification	Pgs. 215-230	Quiz/Unit Test/ Lab Practicum
	Agriculture Careers		
1	Power Systems Careers	Teacher Generated Materials	Research Project/Resume Cover Letter
2	Working in an engines shop/work orders	Teacher Generated Materials	Lab Practicum/ Mock Work Orders
	<i>Spring Semester Final Exam</i>		

District Writing Standards:**Primary ESLR Addressed:****Powerful Communicators**

- *Communicate spoken and written language to others*
- *Contribute to group activity and accepts feedback*
- *Display a receptive and open attitude to new ideas and tasks*
- *Use a variety of communication systems*
- *Have knowledge of current events, local and world affairs*

Responsible Citizens

- *Display pride in one's community through activities that enrich one's school, town, state, and nation*
- *Explain how in an effective government rights come with civic responsibilities*
- *Show an appreciation of tradition and history*
- *Demonstrate sensitivity to various viewpoints, belief systems and culture*

Independent Learners

- *Show personal responsibility for self-organizations, self-discipline, and self-control*
- *Show examples of self-growth and individual commitment*
- *Display an appreciation of the contributions, participation, and efforts of others*

Dedicated Academic Achievers

- *Pass CAHSEE*
- *Show growth in CST*
- *Pass DWA (1 time/year)*
- *Demonstrate proficiency in academic standards for all courses*
- *Demonstrate useful technology skills*

Evolving Individuals

- *Engage in activities to gain personal experience and self-confidence*
- *Demonstrate the ability to set goals and establish a course of action*
- *Develop skills of inquiry*
- *Demonstrate how the use of prior knowledge can help overcome life's challenges*

Assessment:

- Daily Evaluation and formal evaluations (test, quizzes, assignments, etc.)

Daily score evaluation criteria:

- ✓ Active participation
- ✓ Appropriate behavior

- ✓ Appropriate language
- ✓ Appropriate attire
- Written Assignments and assessments
- Supervised Agriculture Experience project
- FFA Participation

Grading scale/format/ weight of semester final:

- Grades are determined by total points earned. The grading breakdown is as follows:

A = 100 to 90% B = 89 to 80% C = 79 to 70%

D = 69 to 60% F = 59% and below

- The Fall and Spring Semester final exam score will be calculated as part of the student's 2nd and 4th quarter grade, respectively.

- Semester grade will be calculated as follows:

1st quarter 40%, 2nd quarter 60% = 1st semester grade 3rd quarter 40%, 4th quarter 60% = 2nd semester grade

Textbook: Small Gas Engines

Resource Materials:

- c. Teacher Generated Material

Necessary Supplies:

The following items need to be obtained in order to participate in the shop environment:

- Combination lock
- Long-sleeve coveralls
- ANSI Z87 approved safety glasses
- Closed toe shoes
- 1 ½" 3 ring binder with pencil pouch
- 200 sheets college ruled binder paper
- Pencils and pens
- Hair tie (if applicable)

Note: Each student is responsible for removing their personal property from their shop lockers on the last official school day;

**anything left will become property of the Linden High School
Agriculture Department.**

Linden High School

Course Syllabus

Careers in Welding Technologies and Fabrication

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: Completion of Agricultural Mechanics 2 with grade “C” or higher or approval of instructor. Class is repeatable with a “C” or higher the previous year **and** instructor approval.

Graduation: Elective Credits Only

Duration: 2 semesters

Credit: 5 credits per semester with grade D or higher

Course Description:

This is a two-semester course. The class allows the student to further develop his/her agriculture mechanics skills by designing, purchasing materials for and constructing a project related to the agriculture industry. Each student will be required to develop and complete an agriculture project. A materials charge of 15% will be added to each project's bill of materials to cover the cost of consumables used in the shop. In order to be successful, students must be self-motivated and be able to work independently. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular

FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course. While more time will be spent in the shop, portions of the class will be conducted in the classroom and will be accompanied with written assignments and homework. Students paid projects will be required to submit entry to the San Joaquin County AgFest before being sold or taken home.

Power Standards:

Standard Content Standard

<i>Students understand personal and group safety:</i>	
	Practice the rules for personal and group safety while working in an agricultural mechanics environment.
	Know the relationship between accepted shop management procedures and a safe working environment.
<i>Students understand oxy-fuel cutting and welding:</i>	
	Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
	Know how to flame-cut metal with an oxy-fuel cutting torch.
<i>Students understand electric arc welding processes:</i>	
	Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment
	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.
	Weld a variety of joints in various positions.
<i>Students understand advanced metallurgy principles and fabrication techniques:</i>	
	Operate and maintain various arc welding and cutting systems safely and appropriately
	Operate and maintain fabrication tools and equipment safely and appropriately

	Understand how to design project plans by using mechanical drawing techniques
	Understand how to finish a metal project by implementing proper sequencing

Course Format:

12. Classroom instruction, including
- Demonstration
 - Discussion
 - Lecture
 - Handouts and written assignments
 - Quizzes and practical exams
 - Daily participation grade
 - Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allows for units to be moved to different times of the year.

Lesson	Unit Name	Textbook Pages	Type of Assessment
1st Semester	Shop Safety		
1	Personal Safety	Pgs. 37-46	Quiz/Unit Test
2	Fire Safety	Pgs. 37-46	Quiz/Unit Test
3	Equipment Safety	Pgs. 179-196 Pgs.302-312 Pgs.331-368	Quiz/Unit Test
	Project Management		
1	Time and Labor Management	Pgs. 254-268	Quiz/ROP Project / Unit Test
2	Application of Problem-	Teacher Generated	Quiz/ROP Project / Unit Test

	solving	Material	
3	Use of Reference Materials and Cost analysis	Teacher Generated Material	Quiz/ROP Project / Unit Test
	Project Construction	Teacher Generated Material	Quiz/ROP Project / Unit Test
1	Designing a Project	Pgs.229-244	Quiz/ROP Project / Unit Test
2	Bill of Materials	Pgs. 245-253	Quiz/ROP Project / Unit Test
3	Sequence of Construction	Pgs.254-268	Quiz/ROP Project / Unit Test
2nd Semester	Job Skills Development	Teacher Generated Material	
1	Development of a Resume and a Career Portfolio	Teacher Generated Material	Quiz/ Interview Project
2	Job applications and Interview Procedures	Teacher Generated Material	Quiz/Interview Project
3	Product Marketing	Teacher Generated Material	Marketing Project

District Writing Standards:

N/A

Primary ESLR Addressed:

Powerful Communicators

- *Communicate spoken and written language to others*
- *Contribute to group activity and accepts feedback*
- *Display a receptive and open attitude to new ideas and tasks*
- *Use a variety of communication systems*
- *Have knowledge of current events, local and world affairs*

Responsible Citizens

- *Display pride in one's community through activities that enrich one's school, town, state, and nation*
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- *Show personal responsibility for self-organizations, self-discipline, and self-control*
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- *Display an appreciation of the contributions, participation, and efforts of others*

Dedicated Academic Achievers

- *Pass CAHSEE*
- *Show growth in CST*
- *Pass DWA (1 time/year)*
- *Demonstrate proficiency in academic standards for all courses*
- *Demonstrate useful technology skills*

Evolving Individuals

- *Engage in activities to gain personal experience and self-confidence*
- *Demonstrate the ability to set goals and establish a course of action*
- *Develop skills of inquiry*
- *Demonstrate how the use of prior knowledge can help overcome life's challenges*

Assessment:**• Daily Evaluation**

Daily score evaluation criteria:

- ✓ Active participation
- ✓ Appropriate behavior

- ✓ Appropriate language
- ✓ Appropriate attire
- Written Assignments and assessments
- Supervised Agriculture Experience project
- FFA Participation

Grading scale/format/ weight of semester final:

- Grades are determined by total points earned. The grading breakdown is as follows:

A = 100 to 90% B = 89 to 80% C = 79 to 70%

D = 69 to 60% F = 59% and Below

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- Semester grade will be calculated as follows:

1st quarter 40%, 2nd quarter 60% = 1st semester grade 3rd quarter 40%, 4th quarter 60% = 2nd semester grade

Textbook:

Agriculture Mechanics Fundamentals and Applications 5th edition

Resource Materials:

- q. Teacher Generated Materials
- r. Agricultural mechanics shop

Necessary Supplies:

The following items need to be obtained in order to participate in the shop environment:

- combination lock
- long-sleeve coveralls
- slip-joint pliers
- ANSI Z-87 approved safety glasses

- 1 1/2" 3 ring binder with pencil pouch
- College ruled binder paper
- 50 Sheets 1/8" Grid Graphing Paper
- Closed toe shoes (preferably boots)
- 25 foot Tape Measure
- Pencils and pens
- Ruler
- Calculator
- Welding Gloves
- All-leather work gloves
- Hair Tie (if applicable)
- Shade 10 Welding Helmet (optional)

Note: Each student is responsible for removing their personal property from their shop lockers on the last official school day; anything left will become property of the Linden High School Agriculture Department.



Linden High School
Agriculture Department



8. FFA Program of Activities



Linden FFA Program of Activities

2014 - 2015

President's Message

The future lies in our hands. As students of Linden High School, we have an opportunity to make a positive difference in our school and community by being involved in our Agriculture program and FFA chapter. One of my favorite quotes gives us a picture of how the world would be if there was no agriculture, "Naked and Hungry." Many people take the bare necessities for granted but here in Linden we show each member how important it is for students to understand not only where these necessities come from, but the hard work that people put in to providing these basic necessities of life: clothing and food.

Many people cannot even imagine a world without clothes and food because we all want our futures to include these main staples of life. Realize that all of the choices you make today will affect these basic necessities of life now and in the future. As members of our Agriculture program and FFA, we are able to create opportunities for ourselves that can help us maintain these staples of life for future generations.

FFA is a national organization that allows students to not only improve speaking skills, but raise and show animals, compete on judging teams, have the chance to become a Chapter, Sectional, Regional, State or National officer, and participate in contests such as livestock judging and prepared public speaking. It also allows you to create agriculture mechanics projects and open up endless opportunities for every student to gain and achieve more. By participating in these various activities, you are able to get hands on experience that is irreplaceable and invaluable, no matter what you end up doing in life.

By attending Linden High School, you have a special advantage over all the other FFA chapters in our area. You are part of a chapter where over half the entire school's population is a member of its chapter. Through this closeness of our school, many doors are opened to the students. The agriculture industry needs our help so that it may continue to grow and strive in the future and to provide us with the food and clothes that we need. Through our chapter, students enhance their knowledge by informing one another of agriculture related issues and keeping their mind on the future. We must remember that we are the future generation and we as individuals have the power to make the changes that we want to see in the world.

Sincerely,

Dana Brady, President
Linden High School FFA

Leadership Teams

Chapter Officers

President	Dana Brady
Vice - President	Anna Miller
Secretary	Grace Zolezzi
Treasurer	Helene Dondero
Reporter	Kenneth Watkins IV
Sentinel	Royce McPhee-Bayha
Historian	Alexa Coltrin

Sectional Officers

President	Jessica Roley	Lodi
Vice - President	Matt Biogaivanni	Tracy
Secretary	Hunter Andrade	Tracy
Treasurer	Kristina Woosely	Sutter Creek
Reporter	Nicolas Bernett	Lodi
Sentinel	Megan Harlan	Ripon

Regional Officers

President	Brooke Hinders	Galt-Liberty Ranch
Vice - President	Megan Rivera	Oakdale
Secretary	Sadie Whempner	Elk Grove
Treasurer	Breanna Holbert	Tokay
Reporter	Devon Cervantes	Merced
Sentinel	Elzy Richmond	Modesto-Johansen

State Officers

President	Dipak Kumar	Tulare
Vice - President	Haley Warner	Altaville-Bret Harte
Secretary	Sierra Bryant	Templeton
Treasurer	Roman Waskiewicz	Elk Grove-Pleasant Grove
Reporter	Ellen VanNoy	Grass Valley-Nevada Union
Sentinel	Luis Sanchez	Gonzalez

Duties of the Chapter Officers

Office	Symbol	Duties/Responsibilities
President	Rising Sun	<ul style="list-style-type: none"> a. Presides over and conducts Chapter meetings b. Calls special meetings c. Represents chapter d. Appoints committees e. Coordinates chapter functions
Vice-President	Plow	<ul style="list-style-type: none"> a. Assist the President b. In charge of committees c. Presides at meetings in absence of President
Secretary	Ear of corn	<ul style="list-style-type: none"> a. Prepares and read minutes of meetings b. Sends out and post notices c. Keeps permanent records of the chapter d. Read official correspondence and communications at meetings
Treasurer	Bust of Washington	<ul style="list-style-type: none"> a. Receives and acts as custodian of chapter funds b. Collects dues c. Helps prepare chapter budget
Reporter	American flag	<ul style="list-style-type: none"> a. Prepares news items

		b. Classifies chapter news
Sentinel	Clasped hands	a. Sets up meeting room b. Attends door and welcomes visitors c. Helps President maintain order
Historian	Scroll	a. Assist the Reporter in writing news articles b. Maintain Scrapbook.

Past Chapter Officers

*Delta-Cal Section Officer **Central Region Officer

2006-2007

President	Kelsey Rigani**
Vice - President	Katelyn Titus
Secretary	Elise Sisson
Treasurer	Erica Guido
Reporter	Lindsay Lockhart
Sentinel	Jacob Samuel
Historian	Emily Brazeau

2011-2012

President	Daniel Titus
Vice – President	Tiffani Anderson
Secretary	Nicole Murphy
Treasurer	Madeline Corradi*
Reporter	Jana Colombini
Sentinel	Michael Titus
Historian	Cassandra Cabrera Brianna Gandolfo*

2007-2008

President	Katelyn Titus**
Vice - President	Erica Guido
Secretary	Hannah Harrison*
Treasurer	Lindsay Lockhart
Reporter	Cristina Cook
Sentinel	Edward Caminata
Historian	Ashley Snow

2012-2013

President	Jana Colombini
Vice-President	Daniel Titus
Secretary	Nicole Murphy
Treasurer	Madeline Corradi
Reporter	Cassandra Cabrera
Sentinel	Braden Loveday*
Historian	Tim Cook

2008-2009

President	Hannah Harrison
Vice - President	Edward Caminata
Secretary	Katie Herring
Treasurer	Jason Colombini
Reporter	Claire Sisson
Sentinel	Eliseo Paniagua
Historian	Janelle Lawellin

2013-2014

President	Braden Loveday
Vice – President	Anna Miller
Secretary	Emilia Garliepp
Treasurer	Dana Brady
Reporter	Katie Cook
Sentinel	Andrew Castillou
Historian	Brandon Jensen

2009-2010

President	Jason Colombini
Vice - President	Hayleigh Harrison

Secretary	Jillian Winston
Treasurer	Alyssa Perreault
Reporter	Colleen Sunbury*
Sentinel	Natalie Winters
Historian	Madaline Zolezzi*

2010-2011

President	Colleen Sunbury**
Vice - President	Hayleigh Harrison*
Secretary	Madaline Zolezzi
Treasurer	Anna Whitesides
Reporter	Gianna Stagnaro
Sentinel	Natalie Winters
Historian	Alyssa Perreault

What FFA Members Should Know!!!



The **Owl** is symbolic of wisdom and knowledge.

The **Plow** is the symbol of labor and tillage of the soil.

The **Rising Sun** is emblematic of progress and the new day that will dawn when all farmers are trained and have learned to cooperate.

The **cross section of an Ear of Corn** represents common agricultural interests since corn is native to America and grown in every state.

The **Eagle** is indicative of the national scope of the organization.

FFA Mission

The National FFA Organization is dedicated to making a positive difference in the lives of young people 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 experience programs.
- Encourages wise management of economic, environmental and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.

The FFA Creed

by

E. M. Tiffany

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

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

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

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

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

The creed was adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and 63rd Convention.

THE PROPER USE OF THE FFA JACKET

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 should have only: a large official FFA emblem on the back, the name of the state association and the name of the local chapter, region, district or area. The front of the jacket should have only: a small official FFA emblem, the name of the individual, one office or honor and the year of the 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 officers and members 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 FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer, and award medals should be worn beneath the name of the right side of the jacket, with the exception that a single State FFA Degree charm and 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 a.) the highest degree earned, b.) the highest office held, and c.) the highest award earned by the member.

DRESS CODE

The official dress for female members is to be black skirt (knee length), white-collared blouse, with official FFA blue scarf, black dress shoes (closed heel and toe), nylon hosiery, and an official FFA jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities.

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

The FFA Code of Ethics

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

1. Dressing neatly and appropriately for the occasion.
2. Showing respect for the rights of others and being courteous at all times.
3. Being honest and not taking unfair advantage of others.
4. Respecting the property of others.
5. Refraining from loud, boisterous talk, swearing and other unbecoming conduct.
6. Demonstrating sportsmanship in the show ring, judging contests and meetings.
7. Being modest in winning and generous in defeat.
8. Attending meetings promptly and respecting the opinion of others in discussion.
9. Taking pride in our organization, activities, supervised experience program, exhibits, and the occupation of agriculture.
10. Sharing with others experiences and knowledge gained by attending national and state meetings.
11. Striving to establish and enhance my skills through agricultural education in order to enter a successful career.
12. Appreciating and promoting diversity in our organization.

FFA Motto

Learning to Do,

Doing to Learn,

Earning to Live,

Living to Serve.

FFA Member Response

"To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess."

FFA Colors

As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors of national blue and corn gold give unity to the organization. All FFA functions and paraphernalia should proudly display the colors.

Responsibilities of FFA Members

For our chapter to operate effectively, each member must take an active part. FFA is truly an organization of, by and for its members. Members decide and direct the activities of their own chapter. They hold positions of leadership and conduct all activities. The success or failure of chapter activities and programs rests with the membership.

FFA Degrees & Requirements

There are four types of degrees of active membership based upon achievement. They are:

- Greenhand FFA Degree - Bronze medal
- Chapter FFA Degree - Silver medal
- State FFA Degree - Gold medal
- American FFA Degree - Gold medal key

Greenhand FFA Degree

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

Chapter FFA Degree

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed at least one year of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agricultural experience program with plans for continued growth, and be enrolled in an agricultural education course. Have a record of satisfactory participation in local chapter activities.
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 member's own efforts or worked at least 100 hours in excess of scheduled class time, or a combination thereof.
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 award programs.
8. Be familiar with the provisions of the chapter constitution, the purposes of the program of activities of the local, state and national organization.
9. Have a satisfactory scholastic record of 2.0 or higher in high school academics as well as agriculture courses.
10. Participate in activities for community improvement as evident by participating in at least two distinctly different activities, to the extent of spending at least 10 hours of personal time.
11. Submit a written application for the Chapter FFA Degree.

State FFA Degree

1. Have received the Chapter FFA Degree at least one year immediately preceding the State FFA Degree application.
2. Have been an active FFA member for at least two years at the time of receiving the State FFA Degree. Have completed two years of instruction in an agriculture education course which included an SAE Program.
3. Must be regularly enrolled in an agriculture education class at the secondary level, and agriculture course at the post-secondary level, or be a graduate of a secondary agriculture education program who is engaged in an agriculture occupation.
4. Worked for a minimum of 500 hours, in excess of scheduled class time, on his/her supervised agriculture experience program.
5. Earned by their own efforts from an agricultural enterprise or other agriculturally related work at least \$1,000 or have an investment of at least \$2,000 in depreciable property or earned at least \$750 and have enough unpaid hours in excess of the 500 hours minimum required, so when the excess of unpaid hours added to the dollar amount earned the sum equals at least 1,000.
6. Deposited in the bank or otherwise productively invested \$1,000
7. Demonstrate leadership ability by:
 - a. Performing ten procedures of parliamentary law or passed a written test.
 - b. Giving a six minute speech or lead a forty minuet group discussion on a topic relating to agriculture or the FFA.
 - c. Serving as an officer, committee chairperson, or participating member of a chapter committee.
8. Have a satisfactory scholastic record of 2.0 as certified by the local agriculture education instructor and the principal or superintendent.
9. Have participated in the planning and completion of the chapter Program of Activities. Is familiar with the provisions of the State and National Constitutions of the FFA.
10. Have participated in at least five distinctly different FFA Activities at the chapter level. Participated in at least five FFA activities above the chapter level. Participated in at least two distinctly different non-FFA school activities conducted outside of normal class time. Participated in activities for community improvement as evident by participating in at least two distinctly different activities, to the extent of spending 25 hours of personal time.
11. Submitted a written record of members achievements in the FFA Record Book with State Degree Application. Must score a 70% on Record Book scoring.

American FFA Degree

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 the activities on the chapter and state levels.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary instruction in an agricultural education program or to have completed the program of agriculture education offered in the school last attended.
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 supervised agricultural experience program through which a member has exhibited comprehensive planning, managerial and financial expertise.
5. Have earned \$10,000 or productively invested at least \$7,500 or have earned and productively invested at least \$2,000 and worked 2,250 hours in excess of scheduled class time. Any combination of hours x \$3.56 plus dollars must be equal to, or greater than the number 10,000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree.
6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of "C" or better as certified by the principal or superintendent.
7. Have participated in at least 50 hours in at least three different community service activities (25 more than State Degree). These hours are in addition to and cannot be duplicated as paid or unpaid SAE Hours.
8. Submitted a written record of members achievements in the FFA Record Book with American Degree Application.

State FFA Degree Recipients

1937

Marvin A. Gill

1939

Loring Hoag

1940

Warren L. Davis

1942

Gerald Delucchi
William Thomas

1943

Edward Marugliano

1944

Tony Podesta
Archie Scheffel

1945

Gene Chase
George E. Vavuris

1946

Victor De Stefani Jr.

1947

Fred Sanguinetti

1948

Harold Aoyama
Robert Chase
Johnnie Dasso
Silvio Marsiano
Robert Walsh
Roger Webb

1949

John Demartini

1950

Marvin Zolezzi

1952

Vernon Gogna
Lawrence J. Moznnett
Kenneth Snyder

1953

Jerry Coburn

1954

Martin Vignolo

1955

Ronnie Garibaldi
Greenlaw Grupe
Billy Guadagnolo
Mel Sanguinetti

1956

Howard Ricketts

1957

John P. Barbagelata
Larry Celle

1958

Italo Podesta

1960

Jack Bozzano

1961

John Poggio

1978

James F. Caminata, Jr.

1982

Diana Genaux

1984

Michelle Chaffee

1985

Brett A. Lagorio

1989

Chris Grupe

1990

Ryan T. Mendosa

1991

Brian M. Fry

1992

Raymond Avansino, Jr.

Paul Busalacchi

Aaron Cutter

Gene Stonebarger

1993

Sarah Auten

Jonathon Clough

Christopher Dondero

1994

Dawn Cutter

Joshua Mendosa

Erick Stonebarger

1995

Richard DalPorto

Kris Elliott

Betsy Gilliland

Koren Martens

Travis Nixon

Paul Vaccarezza

1996

Robert Arrigone

Eric Botsford

Gina Caffese

Nick Deftereos

Garret Hansen

1997

John Avansino

Marc Busalacchi

Andrea Elliott

Alison Hoff

Ryan Hansen

Alicia Johnson

Scott Mattes

Heather McKemey

1998

Ryan Murdock

1999

Wayne Joseph Allen, Jr.

Alex Botsford

Lori Holtburg

Josh San Julian

Andy Solari

John Stevano

2001

Brianna Bobson
Rachel Esser
Jonathan T. Guido

2003

James Caminata
Nicholas Giannecchini

2005

Daniel Caminata
Lauralee Erbe
Louise Erbe

2006

Jacob Samuel

2007

Cody Hensley
Kelsey Rugani
Katelyn Titus
Davis Vana III

2008

Erica Guido
Lindsay Lockhart
Zachary Samuel

2009

Jason Colombini
Megan Woods

2010

Colleen Sunbury

2011

Madeline Zolezzi

2012

Brianna Gandolfo

2013

Jana Colombini
Travis Guadagnolo
Braden Loveday

2014

Anna Miller

American FFA Degree Recipients

1945

Edward Marugliano

2010

Erica Guido
Katelyn Titus

2012

Jason Colombini

2014

Jana Colombini

State Proficiency Winners

1994

Jonathan Clough – Nursery Operations

2004

James Caminata III – Fruit Production Placement
Nicholas Giannecchini – Diversified Horticulture

2006

Dan Caminata – Pomology Production Placement

2007

Jacob Samuel – Vegetable Production Entrepreneurship

2009

Zachary Samuel – Mechanics Repair and Maintenance Entrepreneurship

National Proficiency Winners

1995

Jonathon Clough – Nursery Operations

2004

James Caminata III – Fruit Production Placement

2009

Zachary Samuel – Mechanics Repair and Maintenance Entrepreneurship

Scholarship Recipients

State Scholarships

1993

Raymond Avansino – Jerry L. Biggs Memorial Scholarship

2010

Jason Colombini – Jamie Lynn Petty Scholarship

2013

Jana Colombini – Actagro Scholarship

National Scholarships

1993

Raymond Avansino – Santa Fe Pacific Foundation
Paul Busalacchi – American Seed Trade Association, Inc.
Gene Stonebarger – The Irrigation Association

1994

Christopher Dondero – FISCO Farm and Home Stores

1996

Richard Dal Porto – J.R. Simplot Company
Kristopher Elliott – FISCO Farm and Home Stores
Koren Martens – FISCO Farm and Home Stores

1997

Richard Dal Porto - Charles P. Lake Rain For Rent Scholarship

1998

John Avansino – DTN/ Farm Data Scholarship
Marc Busalacchi – FISCO Farm and Home Stores
Andrea Elliot – FISCO Farm and Home Stores
Richard Dal Porto – Delta and Pine Land Company Scholarship

2005

James Caminata III – Valent USA

Linden FFA Budget

Linden FFA Budget**Estimated Expenses**

Misc. Activities	\$100.00
FFA Meetings	\$300.00
FFA Rafting Trip	\$750.00
Leadership Conferences	\$5,400.00
FFA Awards	\$1,500.00
Chapter Banquets	\$1,250.00
Cherry Festival	\$50.00
Lion's Club Spaghetti Feed	\$800.00
Total	\$10,150.00

**Estimated
Receipts**

Lion's Club Dinners	\$1,000.00
Mid-Valley Ag Lunch	\$1,000.00
Leadership Conferences	\$4,350.00
Chapter Banquets	\$1,000.00
Lion's Club Spaghetti Feed	\$2,200.00

Misc. Donations	\$2,500.00
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Cherry Festival	\$1,500.00
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Total	\$13,550.00
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Estimated
Financial

Outcome 2014- 2015	\$3,400.00
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Linden FFA

Calendar of Events

Linden FFA 2014-2015 Activities

August

28 th (Thurs.)	Delta-Cal CATA Meeting	4:00 pm
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September

8 th (Mon.)	Linden FFA Meeting	6:30 pm
24 th (Wed.)	Opening/Closing Ceremonies Competition	7:30 am
30 th (Tues.)	Greenhand Conference	7:00 am

October

4 th (Sat.) – 5 th (Sun.)	Chapter Officer Leadership Conference	12p.m.
13 th (Mon.)	Linden FFA Recreation Night	6:30 pm
21 st (Tues.)	Delta-Cal Administrator Night	4:00 pm
28 th (Tues.) – 1 st (Sat.)	National FFA Leadership Conference	6:00 am

November

3 rd (Mon.)	Greenhand & Chapter Degree Ceremonies	6:00 pm
10 th (Mon.)	FFA Take-Out Spaghetti Feed	4:00 pm
21 st (Fri.)	Central Region CATA In-Service	8:00 am
22 nd (Sat.)	FFA Speech/Job Interview Materials Due	4:00 pm
22 nd (Sat.)	Central Region CATA Meeting	8:00 am

December

8 th (Mon.)	Linden FFA Recreation Night	6:30 pm
10 th (Wed.)	FFA Public Speaking, BIG, & Co-Op Contests	1:00 pm

January

9 th (Fri.) - 10 th (Sat.)	FFA - MFE & ALA Conferences	12 p.m.
22 nd (Thurs.)	State FFA Degree Record Book Scoring	2:00 pm
26 th (Mon.)	Linden FFA Meeting/Recreation Night	6:30 pm

February

3 rd (Tues.)	Regional Proficiency Applications Due	4:00 pm
11 th (Wed.)	Regional Public Speaking Preliminaries	4:00 pm
16 th (Mon.) – 20 th (Fri.)	National FFA Week	
18 th (Wed.)	Linden FFA Recreation Night	6:30 pm
28 th (Sat.)	Central Region FFA/CATA Meetings	7:30 am

March

17 th (Tues.)	State FFA Degree Ceremony	5:00 pm
30 th (Mon.)	Linden FFA Recreation Night	6:30 pm

April

16 th (Thur.)	State FFA Public Speaking Semi-Finals	11 am
18 th (Sat.)	FFA Judging Contests @ Fresno State	7:30 am
18 th (Sat.) – 21 st (Tues.)	State FFA Leadership Conference	1:00 pm
27 th (Mon.)	Linden FFA Awards Banquet	6:00 pm

May

1 st (Fri.) – 2 nd (Sat.)	State FFA Judging Finals	8:00 am
6 th (Wed.)	Delta-Cal Section FFA Meeting	3:00 pm
16 th (Sat.)	Linden Cherry Festival	8:00 am

June

2 nd (Tues.)	Linden FFA Rafting Trip	8:00 am
14 th (Sun.) – 20 th (Sat.)	San Joaquin Fair	
21 st (Sun.) – 25 th (Thurs.)	CATA Summer Conference	

Linden FFA Chapter Constitution

Revised - April 1997

Article I - Name and Purpose

Section A. The name of this organization shall be the “Linden FFA Chapter.”

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

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

Article II – Organization

Section A. The Linden Chapter 46 of the FFA is a chartered local unit of the California FFA Association which is chartered by the National FFA Association.

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

Article III – Membership

Section A. Membership in this chapter shall be of three kinds:

1. Active
2. Associate
3. Honorary, as defined by the National FFA Constitution

Section B. The regular work of this chapter shall be carried on by the active membership.

Section C. Honorary membership in this chapter shall be limited to 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 in good standing when:

1. He/She attends three of the local chapter meetings.
2. He/She shows an interest in and takes part in the affairs of the chapter.
3. He/She fulfills the duties of at least one standing committee, special committee, or is a member of a judging team.

Section E. Names of applicants for membership shall be filed with the membership committee.

Article IV - Membership Degrees and Privileges

Section A. There shall be four degrees of active membership in this chapter.

These degrees are:

1. The Greenhand Degree

2. The Chapter FFA Degree
3. The State FFA Degree
4. The American FFA Degree

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

Section B. Greenhand Degree. Minimum qualifications for election:

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

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

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

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 National Association of FFA.

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

1. Qualifications for the National 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 advancement.

Article V - Officers

Section A. The officers of the chapter shall be as follows: President, Vice-President, Secretary, Treasurer, Reporter, and Sentinel. The advisor or advisors shall be the teacher or teachers of agriculture education in the school where the chapter is located. Officers shall perform the usual duties of their respective officers.

Section B. The officers of the chapter together with the chairman in charge of the major committees shall constitute the Chapter Executive Committee. This Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or bylaws adopted from time to time.

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

Section D. Chapter officers must hold the Chapter FFA Degree.

Section E. The duties of chapter officers are stated in the State FFA Constitution.

Section F. The executive committee of the current year may choose to have an elected position of Historian for the following school year.

Section G. Officer elections shall follow the following format:

1. Officer elections will be announced at least two weeks prior to the actual voting for officers.
2. The application shall consist of general information regarding the candidate and the two offices for which the candidate chooses to be considered for.
3. All candidates must complete an application which must be turned in by the designated time on the application.

4. All candidates must participate in the interview process which will consist of questions asked by senior members of the officer team and the advisor(s).
5. All FFA members are welcome to vote. Members will choose the top six (or seven) candidates to fill the offices.
6. When voting is completed and the candidates have been narrowed to fill the number of officer positions available, the senior officers and advisor(s) will place the candidates into the appropriate officer position.

Article VI - Meetings

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

Section B. Any sophomore or Junior with a minimum of the Chapter FFA Degree shall be eligible to be a delegate representing the chapter at the State FFA Conference.

Section C. The members present at a regular chapter meeting shall constitute a quorum and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

Article VII - Amendments

Section A. Proposed amendments to the constitution must be presented to the members at a regular chapter meeting and voted on at the next regular chapter meeting. Any constitutional amendment requires a 2/3 vote of the active members present and must not conflict with the bylaws of the State or National Associations.



Linden High School
Agriculture Department



9. Recruitment Program

At Linden High School, our recruitment for our Agriculture Program is multi-faceted. Some of our efforts vary from year to year. Starting with outreach to the youngest students, the Linden Agriculture Department puts on a “Farm Day” for elementary kids. While this is not exclusively a recruitment activity, it familiarizes the students with the agriculture department at a young age and starts them thinking about taking our classes so they can be part of our program and the opportunities we have to offer.

The Agriculture Mechanics program sometimes visits the eighth grade classes at the Linden middle schools. When we visit the middle schools, we usually bring a portable welder and some engines to do demonstrations. Agriculture Mechanics students talk to the eighth grade students about the classes available and try to get them excited so they sign up for Agriculture Mechanics classes.

Department-wide, we participate in the eighth grade parent night/open house. This is where the parents of eighth grade students come to the high school to learn about the various programs and opportunities that are available at the high school. Most elective programs and athletic programs participate in this event. This event gives us the opportunity to meet the parents of the incoming freshmen.

In addition to recruitment activities, Linden High School Agriculture Department has a recruitment and information brochure. The brochure explains what our program has to offer as well as opportunities associated with FFA membership. The brochure is available in the counseling office, the district office, and the main high school office.



COME JOIN THE FUN!

Linden FFA works hard to ensure a creative, productive, and fun learning environment. Students are encouraged to be original and strive for the top. Whether it is showing an animal at fair, building a trailer for an ag mechanics exhibit, competing in a public speaking contest, growing plants in our green house, participating in chapter level activities, or one of many other opportunities available, Linden FFA has something to offer for everyone.



LINDEN FFA



FOR MORE INFORMATION

CONTACT:

Heather Dyk
hdyk@sjcoe.net
209-887-3073



LINDEN FFA

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

OUTSTANDING IN OUR FIELD



twitter.com/linden_ffa46

[Instagram Linden_ffa46](https://www.instagram.com/linden_ffa46)

WHAT IS FFA?

FFA is a dynamic and growing youth organization consisting of over half-a-million student members, based in agricultural education. The national FFA is successfully changing lives and preparing students for leadership, personal growth and career success. These lessons, skills, friendships and experiences shape our members and the benefits remain for their entire lives. Members participate in a wide range of agricultural education activities, leading to the possibility of more than 300 professional career opportunities. The continued success of our student members remains the primary mission of the FFA.



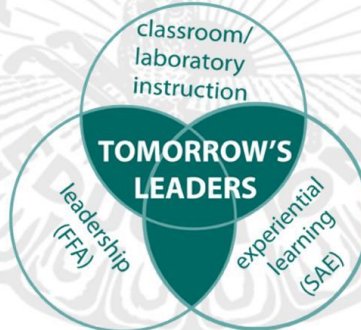
Any student enrolled in an Agriculture class at Linden High School is an FFA member

BENEFITS OF JOINING FFA

- Leadership Development
- Community Service
- Scholarships (Local, State, National)
- Opportunity to meet New People
- Recognition (Local, State, National)
- Financial Rewards
- Obtain Life Long Skills
- Travel
- Preparation for College and a Career
- It's Fun!

PROGRAM COMPONENTS

Agricultural education is made up of three co-equal components or "circles". The first is classroom and laboratory instruction. Second is the FFA which is the leadership portion of the pro-



gram. The third component is Supervised Agriculture Experience (SAE). All students in the program develop and maintain a SAE project as part of their agriculture class. The "three circle" model of Agricultural Education provides the student with a well rounded experience.

AVAILABLE CLASSES

- Agricultural Integrated Science
- Agricultural Biology
- Agricultural Science 1
- Agricultural Leadership
- Agriculture Mechanics 1
- Agriculture Mechanics 2
- ROP Agriculture Power Systems
- ROP Agriculture Fabrication
- ROP Agriculture Landscape/Plant Production
- ROP Agriculture Business Computers



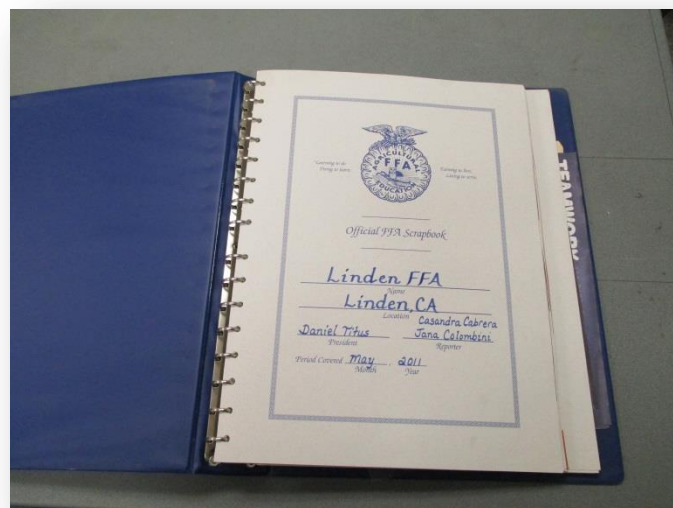
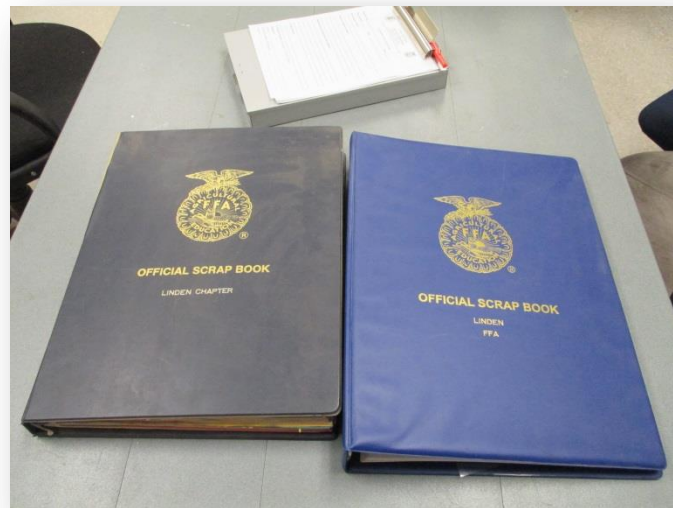


Linden High School
Agriculture Department



10. FFA Chapter Scrapbook

Linden High School FFA has a current FFA Chapter Scrapbook. It is supposed to be maintained by the reporter with the help of the historian, if we have one. Some years it does not get much attention and other years we have officers that are very enthusiastic and work hard to make a quality scrapbook. Below is a picture of our current scrapbook as well as the previous scrapbook.





Linden High School
Agriculture Department



11. Summer Activities Calendar

~ June 2014 ~						
◀ May 2014					Jul 2014 ▶	
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 State Staff Meeting – Galt	4 State Staff Meeting – Galt	5 State Staff Meeting – Galt	6	7
8	9 Merced Fair -- -- -- -- --	10 ----- Weigh Pigs	11 ----- El Dorado County Fair	12 ----- ----- --	13 ----- ----- --	14 ----- ----- --
15 Father's Day -- -- -- -- -- > Galt Tractor pull-3pm -- -- -- -- -- -- >	16 San Joaquin County Ag Fest	17 San Joaquin County Ag Fest	18 San Joaquin County Ag Fest	19 San Joaquin County Ag Fest	20 San Joaquin County Ag Fest	21 San Joaquin County Ag Fest
22 CATA Summer Conference – San Luis Obispo	23 CATA Summer Conference – San Luis Obispo	24 CATA Summer Conference – San Luis Obispo	25 CATA Summer Conference – San Luis Obispo	26 CATA Summer Conference – San Luis Obispo	27	28
29	30	Notes:				

~ July 2014 ~						
◀ Jun 2014						Aug 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 Spray School Farm	3 Gustine Tractor Pull	4 Independence Day	5
6	7 ROLC – SCI-CON	8 ROLC – SCI-CON	9 ROLC – SCI-CON Mother Lode Fair -- -- State Fair Jr. Livestock Check-in/pre-weighs	10 ROLC – SCI-CON -- -- -- -- -- -- State Fair Jr. Livestock	11 -- -- -- -- -- -- Stanislaus Fair --- --- -----	12 Oysters & Oinkers BH ----- ----- -----
13 -- -- -- -- -- -- State Fair Jr. Livestock	14	15	16 Spray School Farm	17 Department work	18 Department work	19
				Yolo County Fair Mtg – 10am Fairgrounds	State Fair Jr. Dairy	
20 -- -- -- -- -- --> -----	21 Department work	22 Department work	23 ----- >	24	25	26 Hilmar Tractor Pull
27	28	29 FFA Officer Retreat	30	31	Notes:	

~ August 2014 ~						
◀ Jul 2014						Sep 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 Department Cleanup Day With Students	6 Spray School farm	7	8	9
10	11 Teacher Work Day	12 Teacher Work Day	13 Yolo County Fair School Starts	14	15	16
17 - >	18	19	20	21	22	23 Section Officer Leadership Summit - Delta HS 9am-3pm
24	25	26	27	28 Delta Cal – Manteca School Farm, 4 pm	29 Mariposa County Fair	30
31	Notes:					



Linden High School
Agriculture Department



12. Graduate Follow-up Survey Instrument

Linden High School

Agriculture Department

Graduate Follow – Up

Name: _____

Address: _____

Phone: _____ e-mail: _____

1. What are you doing at the present time? Please check all that apply.

_____ **Attending School**

_____ Full-time

Part-time

_____ Ag Major

_____ Non- Ag Major

_____ **Working**

_____ Full-time

_____ Part-time

_____ Ag Job

_____ Non- Ag Job

_____ **In the Military**_____ **Not Working**

_____ Looking for work

_____ **Homemaker**

_____ Not looking for Work

_____ **Other** _____

******If you are currently not attending school please answer questions 2 and 3 and then continue on to******
question 6. If you are currently attending school please answer all questions that apply.

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

3. What is your job description?

4. What type of school are you currently attending?

5. What is your major course of study?

6. In what agriculture classes were you enrolled in while attending Linden High? Check all that apply.

7.

_____ Ag. Integrated Science

_____ Ag. Math and Mechanics

_____ Ag. Biology

_____ Ag. Mechanics

_____ Ag. Leadership

_____ Ag. Small Engines

_____ Plant/Animal Science

_____ ROP Project Construction

_____ ROP Landscape

_____ ROP Computers

8. How would you rate the training received in the agriculture program?

_____ Excellent _____ Good _____ Fair _____ Poor

9. How do you rate the career guidance and counseling you received in the agriculture program?

_____ Excellent _____ Good _____ Fair _____ Poor

10. Which of the following statements best applies to you in your present occupation/studies?

_____ 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.

FFA

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

_____ Officer and committee chairman experiences

_____ Judging contests

_____ Advanced degree and proficiency awards

_____ Participation in chapter activities and working with others

_____ Livestock raising, shows, fairs, ect.

_____ Other – Please describe: _____

2. What were the most valuable aspects of the SAEP (Supervised Projects)?

_____ Learning skills related to future agriculture employment

_____ Development of responsibility

_____ Learning record keeping

_____ Other – Please describe: _____

3. Please rate the facilities and equipment in the agriculture program: Check all that apply.

Facilities: _____ Overcrowded _____ Adequate space provided

_____ Modern _____ Out-of-date

Equipment: _____ Modern _____ Out-of-date

_____ Well-maintained _____ Poorly Maintained

_____ Adequate amount of equipment for all students in the class.

_____ Other – Please describe: _____

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, ect; FFA; SAEP (Supervised Projects); teaching methods used; facilities/equipment. Your thoughts and suggestions will be taken into consideration for the continued improvement of our Agriculture program at Linden High School.



Linden High School
Agriculture Department



13. Graduate Follow-up Survey Results

Graduate Follow-up Results

Program Completer Follow-up results for Linden High School Agriculture Class of 2014

The following indicates information gathered from program completers of the Linden High School Agriculture program.

15 Returned surveys of 30 - 50%

% of students
agree with
statement

Which statement best applies to the students present occupation/studies?

26% I am using most of the skills I learned in the agriculture program.
60% I am using some of the skills I learned in the agriculture program.
13% I am not using any of the skills I learned in the agriculture program.

How did the students rate training and career guidance/counseling they received in the Linden High School agriculture program?

Training

67% Excellent
32% Good
0% Fair
0% Poor

Career guidance/counseling

47% Excellent
40% Good
13% Fair
0% Poor

Which activities in the FFA program did the students think were valuable?

60% Officer and committee chairman experiences
53% Judging contests
67% Advanced degree and proficiency awards
87% Participation in chapter activities and working with others
80% Livestock raising, shows, fairs, ect.
20% Other – Public Speaking, Leadership Conferences, & Time spent with Ag. Teachers

What were the most valuable aspects of the SAEP (Supervised Projects) ranked by past students?

67% Learning skills related to future agriculture employment
73% Development of responsibility
53% Learning record keeping
0% Other – _____

How did past students rate the facilities and equipment used at Linden High for the Agriculture program?

Facilities:

6% Overcrowded
67% Adequate space provided
73% Modern
0% Out-of-date

Equipment:

27% Modern
87% Well-maintained
20% Poorly maintained
40% Adequate amount of equipment for all students in class



Linden High School
Agriculture Department



14. Comprehensive Program Plan



Linden High School Agriculture Department

Comprehensive Program Plan

Developed by: Heather Borgia

Table of Contents

Comprehensive Program Plan

- Introduction
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- Active Placement Sites
- Recruitment
- Staff In-Service
- Staff Minuets
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- Courses with Alternative Credit

Introduction

Linden High School Agriculture Department
18527 E. Front St.
Linden, CA 95236
(209) 887-3073

We offer the three parts of a complete agricultural educational program at Linden High School: Classroom Instruction, Leadership Development through the FFA and Supervised Agriculture Experience Programs. Our staff is dedicated and committed to assuring that our agriculture students receive the best agriculture education possible.

Our Classroom Instruction involves teaching the basic concepts of the units taught within each of our courses offered. Students are required to use their reading, writing, and thinking skills through assignments, tests/quizzes, and group activities, which are graded regularly.

Our Leadership Development is taught through the FFA. We teach FFA in all agriculture classes, which enables students to build on their own leadership skills whether they are new to the program or continuing on. We focus on leadership, responsibility, and cooperation in order to allow all students to develop those qualities of leadership an FFA member should possess. Students are able to put these traits to use through the various activities they participate in during their involvement in our program.

Our Supervised Agriculture Experience program allows students to gain hands-on training by supplementing the education that takes place in the classroom. Students are taught through their projects the procedures and techniques used with their project in areas such as, but not limited to animal production, plant production, mechanic repair and maintenance, welding/fabrication, and agriculture business. Students are able to put these methods to use in “real life” situations both in and out of the classroom setting.

Courses Offered at Linden High School Agriculture Department

Agriculture Integrated Science	Dean Archer
Agriculture Biology.....	Heather Dyk
Agriculture Science 1	Heather Dyk
Agriculture Leadership	Dean Archer
Agriculture Mechanics 1	Chris Lemos
Agriculture Mechanics 2	Chris Lemos
Agriculture Power Systems.....	Chris Lemos
ROP Agriculture Project Construction.....	Chris Lemos
ROP Computer Applications	Dean Archer
ROP Landscape and Plant Production.....	Heather Dyk

Supervised Agriculture Experience Projects

Beef Cattle Production.....	Chris Lemos
Sheep Production	Heather Dyk
Swine Production.....	Dean Archer
Goat Production	Heather Dyk
Poultry Production	Chris Lemos
Rabbit Production	Chris Lemos
Agriculture Mechanics	Chris Lemos
Ornamental Horticulture	Heather Dyk

Leadership Activities

Greenhand Conference
 Made for Excellence Conference
 Advanced Leadership Academy
 Sacramento Leadership Experience
 Washington Leadership Conference
 Chapter Officer Leadership Conference
 Sectional Officer Leadership Conference
 Regional Officer Leadership Conference
 State FFA Leadership Conference
 National FFA Convention

Job Market Description

Job Market Description

California is the leading Agriculture state in the United States. With this in mind, the Linden High School Agriculture Department makes it their top priority to prepare students for entering the Agriculture Industry prepared, educated, and skilled upon graduation.

Located in the San Joaquin County, Linden High School students are exposed to one of the states top producing counties for agriculture. Apart of the central valley, Linden is able to participate in the production of agriculture products that nourish the world which include, but aren't limited to, various fruits and nuts, vegetables, grain crops, and production livestock. Although agriculture sales have been increasing with the world population, agriculture job growth has not been keeping up. This has created a competitive job market for all California residents in the agriculture industry. Therefore, advanced employability in the field of agriculture remains a constant focus for the Linden Unified School District and especially the Linden High School Agriculture Department.

Linden is situated in an agricultural community where there is a legacy of graduates who stay in the community, work on their family farms, and then send their own children to Linden High School. In fact, this is a generational high school, deep rooted in the agricultural workforce. A major focus of the Agriculture Department course offerings, naturally, lies in the area of agriculture due to the high demand of these courses. Over the past 5 years the FFA program has experienced tremendous growth from approximately 150 students to 266 current students this past year.

According to statistics provided by our guidance counselors at Linden High School, the number of students, on average, who move on to higher education is approximately 67%, with 24% going on to a four-year university. An additional 5% will on average enlist into the military, which leaves approximately 28% who go directly into the work force upon graduation. With a large amount moving on to higher education, the Agriculture Department focuses not only on hands-on learning, but also excellence in education itself inside and outside of the classroom.

Using our graduate follow-up records, 41% of our program completers in agriculture move on to higher education. With this number growing, the Agriculture Department aims to prepare our students with the knowledge, skills, and drive to continue to excel in the area of Agriculture. However, we strive to provide hands-on learning for all students to develop these skills, because many students may not

need to be prepared for higher education, but simply deserve the same knowledge and skills to be competitive in the local workforce.

Skills are taught through a hands-on approach in all of the agriculture departments offered courses. Agriculture job skills must be taught because that is where the jobs are in our area. Students need to be prepared and properly trained to either move on to higher education or into a career upon graduation from our program. It is the job of the Agriculture program to provide these students with the vocational skills necessary for successful employment.

Statistics show that Agriculture workers held about 834,000 jobs in 2004 in the State of California. Of these, farm workers were the most numerous, holding about 690,000 of these reported jobs. Graders and sorters held about 45,000 jobs, agriculture inspectors 14,000 jobs, agriculture equipment operators 60,000 jobs, and animal breeders 12,000 jobs. More than 66 percent of all agriculture workers worked for crop and livestock producers, while more than 5 percent worked for agriculture service providers, which consists mostly of farm labor contractors.

These statistics help the Agriculture Department at Linden High School better prepare students for what jobs are currently in the agriculture industry. We also highly encourage students to graduate and move on to higher education, whether that be at our local community college, or a four-year university. We strive for all our students to achieve excellence and to continue to help the agriculture industry excel within our community, within the state of California, as well as within our Nation.

Targeted Occupations

TARGETED OCCUPATIONS

Linden High School strives to prepare all students for the world outside of the campus walls. Although we love to see our students move on to higher education, we know that we need to prepare every student for entry level jobs directly out of high school. In the Agriculture Department we strive to make sure all our students will have the skills and knowledge to survive in this agriculture community upon graduation. We also introduce a wide range of agricultural careers to allow students to see various possibilities in the agriculture industry.

Agriculture Production

Crop Production
Irrigator
Propagator
Farmhand/Ran
ch Hand

Foreman

Ranch Laborer

Feed Producer/Grower

Lot Hand

Field Crop Grower

Fruit Grower

Vegetable Grower

Viticulturist

Pest Management Specialist

Weed Management Specialist

General Maintenance

Agriculture Inspector

Graders and Sorters

Arborist/ Vine and Tree Pruner

Animal Production

Livestock Handler

Milker

Inseminator/ Breeder

Livestock Auctioneer

Large/Small Animal Veterinarian

Pet Care

Ranch Laborer

Brand Inspector

Farmhand/ Ranch Hand

Pest Control Specialist

Nutritionist

Health Inspector

Animal Safety and Rights

Geneticist

Agriculture Mechanics

Mechanics

Small Engine Technician

Equipment Operator

Parts Sales Person

	Farm Mechanic
	Shop Foreman
Repairman	
	General Maintenance/Mechanics
Welder	Welder/Helper
	Fabricator
	Specialized Repair and Maintenance
Equipment Operator	Tractor Driver
	Harvest Equipment Operator
	Fork Lift Driver
	Mechanic Helper
Other Construction	Concrete Apprentice
	Mason's Apprentice
	Plumbing Installation and repair
	Landscape Irrigation Installer
	Electrician's Apprentice

Agribusiness/Computers

Agribusiness

Administration/Management Agriculture Sales and Services

Business Operator

Farm Accounting and Banking

Agriculture Secretary

Agriculture Bookkeeper

Inventory Maintenance

Computer Management

Agriculture Marketing and Sales

Computer Web Page Design

Ornamental Horticulture

Greenhouse Management Greenhouse Management and Staff

Maintenance and Repair

Plant Propagator

Pest Management Specialist

Inventory Controller

Plant Producer

Tissue Culture

Plant Breeder

Plant Research

Greenhouse Retailer

Greenhouse Business Specialist

Botanist

Nursery & Turf Operator

Wholesale Nursery

Retail Nursery/Garden Center

Garden Store Sales

Mail Order Nursery

Internet Nursery

Nursery Salesman

Plant Propagator

Pest Management Specialist

Weed Management Specialist

Gardener

Golf Course Maintenance

Athletic Field Maintenance

City Parks and Recreation

Nursery Business Specialist

Landscape

Landscape Contractor

Landscape Installation

Landscape Maintenance

Landscape Design and Architecture

Landscape Supervisor/Superintendent

Groundskeeper

Landscape Business Specialist

Garden Store Sales – Landscape

Arborist

Floriculture

Floral Design

Floral Sales

Floral Delivery

Floriculture Business Specialist

Program Goals and Objectives

Linden High School Agriculture Department

Goals and Objectives

The goals and objectives of the Linden High School Agriculture Department are ones that every instructor within the department truly believes in. Our hopes to provide the best education possible to our students are achieved by committing our selves as excellent advisors who are life long learners, teachers, and friends. We encourage each and every one of our students to achieve each of these goals, and more, as we advisors do the same. Each of the following goals will be accomplished throughout every course and FFA activity in which Linden High School provides.

1. Students are educated in order to achieve each proficiency standard within each agriculture course offered at Linden High School.
2. Students develop an appreciation and understanding of the importance of agriculture to all citizens socially and economically.
3. Students are prepared to become life long agriculture ambassadors to educate and inform the general public.
4. Students are introduced to possible job perspectives in the agricultural industry which will allow them to make an informed career choice.
5. Students are trained with knowledge and skills which will allow them to be employed in the agriculture industry upon graduation from Linden High School.
6. Students are prepared for continuing into higher education in the area of Agriculture and various related fields.
7. Students develop a sense of pride in their home and community through public relations and community service.
8. Students are prepared to become leaders within their personal lives and potentially as future agriculture advocates.
9. Students are exposed to the latest developing technologies in the Agriculture Industry to better prepare them for the future of Agriculture.
10. Students are encouraged to better themselves through active involvement in various FFA activities at the chapter, sectional, regional, state, and national level.

Program Description

PROGRAM DESCRIPTION

Linden High School is located in an agricultural community where roots run deep in the agricultural industry. Because of this, the Linden High School Agriculture Department has many courses available to our students, which continue to be in high demand every year. Recently Linden High School completed the construction of a state-of-the-art Agriculture Building that houses all of the Agriculture courses offered. These courses include: Ag. Integrated Science, Ag. Biology, Ag. Science 1, Ag. Leadership, Ag. Mechanics 1, Ag. Mechanics 2, Ag. Power Systems, ROP Project Construction, ROP Computers and ROP Landscape and Plant Production. All classes are taught by highly qualified Agriculture Teachers who are able to teach courses within their area of expertise, as well as offer the best support outside of the classroom.

Supervised Agriculture Experience Projects (SAEP's) are taken very seriously at Linden High School. Students have the ability to obtain projects in any given area of agriculture and be offered the chance to succeed within that project. Linden High School has seen various FFA projects over the years ranging from beef, sheep, swine, goats, poultry, horticulture, landscape, crop science, fruit science, Ag. Mechanics, Small engines and other projects that relate to agriculture placement. Many students have found success with their projects at the local San Joaquin County Fair, as well as at the State and National FFA levels. Linden FFA Advisors continue to help their students excel every year and be able to discover the true rewards of their efforts, whether that is a plaque with their name, or more importantly the life long lesson of having any project. However, SAE Projects aren't the only area Linden FFA Members are encouraged to participate in.

Leadership development has become a large area of focus for the agriculture department on campus. We know that not every student has the ability to have a large and successful project; however they have the same opportunities to develop those qualities of leadership that all FFA members should possess. Linden High School is no stranger to the many FFA activities occurring year round. We have had students not only excel in leadership in our local chapter but also within our section, region, state and national level. From being elected officers, delegates, or being a member of the state nominating committee, Linden High School is honored to say we have had many students over the years that have proudly represented the Linden FFA Chapter, Linden High School, and the community of Linden itself.

Agriculture Integrated Science

This two-semester course uses agriculture as the subject to incorporate geosciences, chemistry, and biological topics into an integrated approach to learning science and making real world connections. Topics include dynamic earth processes, biogeochemical cycles, California geology, atomic and molecular structure, chemical bonds, acids, bases, chemical thermodynamics, heat and thermodynamics, waves, electric and magnetic phenomena, ecology, species adaptation, and the major biological cycles. Students will gather and analyze data, draw conclusions; practice both controlled and open inquiry investigations, prepare written laboratory reports, and conduct out of class research. Students will have the opportunity to gain field experience through the development of a supervised agricultural experience project. As a vehicle for developing leadership skills, students will be exposed to the FFA and its many opportunities. Each student should participate in a minimum of 1 FFA sponsored activity per quarter.

Agriculture Biology

This is a two-semester laboratory science course, designed for the college-bound student with a career interest in agriculture. Using agriculture as the vehicle, the course will emphasize the principles, central concepts, and interrelationships among the following topics: molecular and cellular aspects of life, energetics of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants and animals, animals, humans, and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. The course is centered around an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas including written and oral reporting skills. Each student should participate in a minimum of 1 FFA sponsored activity per quarter.

Agriculture Science 1

Agriculture Science 1 is a one-year course, designed for the college bound student with career interests in Agriculture. Using Agriculture as a learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics: Semester 1; California Agriculture, Plant structures and taxonomy, soil structure and function, plant physiology, reproduction, the biological, cultural, and chemical control of pests and safe use of pesticides and common fertilizers, crop science, home gardening, fruit, nut, and vegetable production, and pasture management. Careers in the ornamental horticulture and the agronomy field will be explored. Semester 2; Animal anatomy,

physiology and nutrition, animal breeds and characteristics, animal health, genetics, breeding and reproduction, dairy and livestock management, horse management and poultry management, food science and safety. Careers in the animal production and veterinary medicine will be explored.

Agriculture Leadership

The purpose of this course is to develop leadership skills as they relate to agriculture and the FFA. Students will be involved in personal growth through activities such as public speaking, team building, and the organization of activities. In addition, students will assist with the completion of FFA Award Applications and two newsletters to enhance student's writing and computer skills. The curriculum will revolve around six central themes: Self-Image, Cooperation, Goal Setting, Attitude, Work Ethic, and Patriotism. Each student should participate in a minimum of 1 FFA sponsored activity per quarter.

Agriculture Mechanics 1

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

Agriculture Mechanics 2

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

Agriculture Power Systems

This is a two-semester course. Each student enrolled in the course will be required to disassemble, evaluate, identify, and reassemble a variety of different engines. Due to the increased need for small engine technicians, most instruction will deal with such applications. The class will spend approximately 70% of the time in the shop and 30% of the time in a classroom setting. Upon completion of the class each student will have the skills necessary to enter the job market of engine repairs. The focus of the class is to mirror those job entry skills needed to enter the job market. Students will be encouraged to participate in FFA activities.

ROP Landscape and Plant Production

This course offers an exploration in horticulture science and landscaping principles. Major areas of instruction include: Plant propagation/reproduction, soil science, plant identification, plant physiology and growth, plant pathology, floriculture, landscape principles, maintenance and design, general maintenance (pruning and harvesting) of school farm crops. Lab activities will supplement classroom learning.

ROP Project Construction

This is a two-semester course. The class allows the student to further develop his/her agriculture mechanics skills by designing, purchasing materials, and constructing a project related to the agriculture industry. Each student will be required to develop and complete an agriculture project. Students will be encouraged to participate in FFA Activities.

ROP Computers

This course will assist the student in the development of computer skills. It will stress computer applications primarily in word processing, data base, spreadsheet, and graphics. In addition, students will gain skills in computer presentations, and web page design. The skills gained in this course will mirror those needed for both college bound students as well as those desiring to possess entry level computer skills for the work force. Students will complete assignments that may be transferred to various career areas. Each student should participate in a minimum of 1 FFA sponsored activity per quarter.

Course Content Outline

Linden High School

Course Syllabus

Agriculture Biology & Pre-Ap Agriculture Biology

Mrs. Dyk

2010- 2011

Course Title: Agriculture Biology & Pre-Ap Agriculture Biology

10 credits ~ Grade	
d	UC Requirement
Lab Science	CSU Requirement

Prerequisite: Completion of Agriculture Integrated Science with a grade of “C” or better OR approval of instructor (Pre-Ap enrollment)

occurs within Agriculture Biology class)

Graduation: Fulfills one year of the Life Science requirement

Duration: 2 semesters

Credit: 5 units per semester with a grade of “D” or better

Course Description: This is a two-semester laboratory science course, designed for the college-bound student with career interests in agriculture. Using agriculture as the vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: The molecular and cellular aspects of life, energetics of life, plant and animal genetics, animal behavior, ecological relationships among plants, animals, humans, and the environment, nutrition, health and diseases and the similarities between animals and humans. The course is centered around an extensive laboratory component in order to connect the big ideas of science with agricultural applications. Students are encouraged to participate in FFA leadership activities.

Pre-Ap Requirements: This is a two-semester course. Students taking Pre-AP Ag Biology will have the following standards in addition to the standards for Agriculture Biology:

- All work will be the same as the college prep Biology but will also include essays on tests requiring analytical thinking skills with evidence of more in depth understanding of issues in Biology.
- Error analysis will be included on all written lab reports. It will show that the student understands the limiting factors in the investigation. The labs will be graded on a differential standard.
- Research project per quarter which demonstrates experimental design, hypothesis development, laboratory execution and analysis, and presentation. Work with experts will be encouraged. Failure to complete an approved project will result in a maximum grade assigned of a “C” for the quarter.
- Students will complete one current event per quarter on the topic assigned.
- Students must maintain a “B” average in order to continue enrollment in Pre-AP.

Power Standards:

Standard	Content Standard
Cell Biology	
	19. The Fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.
Genetics	
	20. Mutations and sexual reproduction lead to genetic variation in a population.
	21. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
	22. 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.
	23. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.
Ecology	
	24. Stability in an ecosystem is a balance between competing effects.
Evolution	
	25. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.
	26. Evolution is the result of genetic changes that occur in constantly changing environments.
Physiology	
	27. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.
	28. Organisms have a variety of mechanisms to combat disease.

Course Outline: **The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis.*

<i>Lesson</i>	<i>Unit Name</i>	<i>Textbook Chapters</i>	<i>Types of Assessment</i>
1st Quarter			
	<i>The Science of Biology</i>	Chapter 1	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>The Chemistry of Life</i>	Chapter 2	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>The Biosphere</i>	Chapter 3	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>Ecosystems and Communities</i>	Chapter 4	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
2nd Quarter			
	<i>Populations & Humans in the Biosphere</i>	Chapters 5&6	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>Cell Structure & Function</i>	Chapter 7	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>Photosynthesis</i>	Chapter 8	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes

			and Readings
	<i>Cellular Respiration & Fermentation</i>	Chapter 9	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>1st Semester Final</i>	A Comprehensive Study guide for 1 st semester will be provided to help students prepare for final	1 st Semester Final
3rd Quarter			
	<i>Cell Growth & Division</i>	Chapter 10	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>Introduction to Genetics</i>	Chapter 11	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>DNA</i>	Chapter 12	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>RNA and Protein Synthesis</i>	Chapter 13	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>Human Heredity</i>	Chapter 14	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>Genetic Engineering</i>	Chapter 15	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings

4 th Quarter			
	<i>Darwin's Theory of Evolution</i>	Chapter 16	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>Evolution of Populations</i>	Chapter 17	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>Viruses & Prokaryotes</i>	Chapter 20	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>Microorganisms, Plants & Animals</i>	Chapter 21 - 29	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>Anatomy & Physiology</i>	Chapter 30 - 35	Written Lab Reports, Homework, Quizzes, Exams, Research Projects, Class Notes and Readings
	<i>Agriculture Science</i>	Entire Textbook can be used as Reference	Research Presentation of 5-8 Minutes in Length
	<i>2nd Semester Final</i>	A Comprehensive Study guide for 2 nd semester will be provided to help students prepare for final	2 nd Semester Final

Linden High School

Course of Study

Agriculture Integrated Science

Mr. Archer

2010- 2011

10 credits ~ Grade 9	
	UC Requirement
	CSU Requirement

Prerequisite: Interest in agriculture and/or the FFA

Graduation: Fulfills one year of the Physical Science requirement

Duration: 2 semesters

Credit: 5 units per semester with a grade of “D” or better

Course Description:

This two-semester course uses agriculture as the subject to incorporate geoscience, chemistry, and biological topics into an integrated approach to learning science and making real world connections. Topics include dynamic earth processes, biogeochemical cycles, California geology, atomic and molecular structure, chemical bonds, acids, bases, chemical thermodynamics, heat and thermodynamics, waves, electric and magnetic phenomena, ecology, species adaptation, and the major biological cycles. Students will gather and analyze data, draw conclusions, practice both controlled and open inquiry investigations, prepare written laboratory reports, and conduct out of class research. Students will have the opportunity to gain field experience through the development of a supervised agricultural experience project. As a vehicle for developing leadership skills, students will be exposed to the FFA and its many opportunities. Each student should participate in a minimum of 1 FFA sponsored activity per quarter.

Power Standards:

Standard	Content Standard
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Investigation and Experimentation	
	29. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations.
Earth Science	
	1. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface.
	30. Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in

	the atmosphere, and within and among organisms as part of biogeochemical cycles.
	31. The geology of California underlies the state's wealth of natural resources as well as its natural hazards.
Chemistry	
	1. The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.
	2. Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.
	3. Acids, bases, and salts are three classes of compounds that form ions in water solutions.
	4. Energy is exchanged or transformed in all chemical reactions and physical changes of matter.
Physics	
	1. Waves have characteristic properties that do not depend on the type of wave.
	2. Electric and magnetic phenomena are related and have many practical applications.
Biology	
	1. Stability in an ecosystem is a balance between competing effects.
	2. Evolution is the result of genetic changes that occur in constantly changing environments.

Course Format:

1. Classroom Instruction, including:
 - Discussion
 - Demonstration
 - Lecture
 - Written & Practical Examinations
 - Reading Assignments
 - Guest Speakers
2. Laboratory and/or Field Instruction, including:
 - Committee/Group Assignments
 - Research/Quarter Projects
3. FFA Leadership Experiences, including:
 - Verbal and Written Communication Exercises
 - Leadership Development Activities
4. Supervised Workplace Learning
 - Individually Developed Supervised Agricultural Experience Program

Course Outline:

	<i>Units of Instruction</i>	<i>Textbook Pages</i>	<i>Types of Assessment</i>
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Quarter #1	Investigation & Experimentation Environmental Science; Technology; Foundations of Science & The Scientific Method; Scientific Measurement	Information Packet Pgs. 2 - 23	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Laboratory Activities; Cooperative Group Work & Presentations; Quizzes; Unit Test
	FFA Opening & Closing Ceremonies; History; FFA Creed & Emblem; FFA Chapter Formation & Organizational Levels; Chapter Officer Duties; FFA Jacket/Attire & Code of Ethics; Career Development Events	Teacher developed materials from the State of California and National FFA resources	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Cooperative Group Work & Presentations; Quizzes; Unit Test
Quarter #2	Earth Science Plate Tectonics; Earthquakes; Volcanoes; Topography; Rocks; Biogeochemical Cycles	Information Packet Pgs. 124 – 159	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Laboratory Activities; Cooperative Group Work & Presentations; Quizzes; Unit Test
	SAE & Record Keeping SAE Introduction & Opportunities; Record Book Cover, Calendar, Business Agreements, Budget, & Journal	Teacher developed resources from State of California resources	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Laboratory Activities; Cooperative Group Work & Presentations; Quizzes; Unit Test
	Last week of 2nd Quarter	Students will receive specific details on topics to be covered on the Final Exam	Final Exam (15% - 20% of grade)
Quarter #3	Chemistry (Part I) Atomic Structure; The Periodic Table; Families of Elements	Information Packet Pgs. 102 – 139	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Laboratory Activities; Cooperative Group Work & Presentations; Quizzes; Unit Test
	Chemistry (Part II) Compounds & Molecules; Ionic & Covalent Bonding; Chemical Reactions; Acids, Bases, & pH	Information Packet Pgs. 144 – 158; 184 – 189; 256 – 279	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Laboratory Activities; Cooperative Group Work & Presentations; Quizzes; Unit Test
Quarter	Physics	Information	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class &

#4	Types of Waves; Characteristics of Waves; Wave Interactions; Electric Charge & Force; Magnets & Magnetic Fields; Magnetism from Electric Currents; Plasma	Packet Pgs. 452 – 483; 530 – 587; 100 - 101	Homework Assignments; Laboratory Activities; Cooperative Group Work & Presentations; Quizzes; Unit Test
	Biology Biomes, Ecosystems & Food Chains/Webs; Genetics & Biodiversity	Information Packet Pgs. 498 – 555	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Laboratory Activities; Cooperative Group Work & Presentations; Quizzes; Unit Test
	Parliamentary Procedure Introduction; Organizing & Conducting Meetings; Writing & Handling Main Motions; Writing & Handling Amendments; Using a Chart of Precedence & Rules of Motions	<i>Parliamentary Procedure Made Easy</i> Workbook pgs. 9 - 54	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Cooperative Group Work & Presentations; Quizzes; Spring Semester Final Exam
	Last week of 4th Quarter	Students will receive specific details on topics to be covered on the Final Exam	Final Exam (15% - 20% of grade)
Please note that the instructor reserves the right to modify the pace of the course outline and information covered based upon the needs of the class.			

Linden High School

Course of Study

Agriculture Leadership**Mr. Archer****2010- 2011**

10 credits ~ Grades 11 or 12	
	UC Requirement
	CSU Requirement

Prerequisite: Previous agriculture course with a grade of “C” or better**Graduation:** Elective credit**Duration:** 2 semesters**Credit:** 5 units per semester with a grade of “D” or better**Course Description:**

The purpose of this course is to develop personal leadership skills as they relate to the individual, agriculture, and the FFA. Students will be involved in personal growth through activities such as public speaking, team building, and the organization of various FFA Activities. In addition, students may assist with the completion of FFA Award Applications and two newsletters to enhance student’s writing and computer skills. The curriculum will revolve around five central themes: Foundations, Attitude, Self-Image, Relationships, and Goal Setting. Each student should participate in a minimum of 1 FFA sponsored activity per quarter.

Power Standards:**Standard****Content Standard**

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

	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.
	3. Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
	4. Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
	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.
	6. Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.
Communications	
	1. Appreciate the important role that communication skills play in developing leadership abilities.

Course Format:

1. Classroom Instruction, including:
 - Discussion
 - Demonstration
 - Lecture
 - Written & Practical Examinations
 - Reading Assignments
 - Guest Speakers
2. Laboratory and/or Field Instruction, including:
 - Committee/Group Assignments
 - Research/Quarter Projects
3. FFA Leadership Experiences, including:
 - Verbal and Written Communication Exercises
 - Leadership Development Activities
4. Supervised Workplace Learning
 - Individually Developed Supervised Agricultural Experience Program

Course Outline:

	<i>Units of Instruction</i>	<i>Textbook Pages</i>	<i>Types of Assessment</i>
Quarter #1	Foundations Activities and discussion revolving around the characteristics of Honesty, Character, Integrity, Trust, Love, & Loyalty	Pgs. 6 – 48	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Cooperative Group Work & Presentations
Quarter #2	Attitude Importance of having the right mental attitude, exactly what attitude is, and how you can develop an even better attitude along with gaining the proper outlook on life	Pgs. 49 – 84	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Cooperative Group Work & Presentations
	Self-Image Importance of a healthy self-respect and a sincere appreciation for YOU	Pgs. 85 – 128	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Cooperative Group Work & Presentations
	Last week of 2nd Quarter	Students will receive specific details on the Final Exam Project/Presentation	Final Exam (20% - 25% of grade)
Quarter #3	Relationships Importance and understanding of “others” in your life, working cooperatively with others, and showing them respect	Pgs. 129 – 162	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Cooperative Group Work & Presentations
Quarter #4	Goal Setting Importance of having goals; Setting Goals; Reaching your goals	Pgs. 163 - 202	Daily Participation; Planner & Notebook Maintenance; Class Notes & Readings; Class & Homework Assignments; Cooperative Group Work & Presentations
	Third week of 1st Quarter	Students will receive specific details on the Final Exam Project/Presentation	Final Exam Hand-Out & Presentations (20% - 25% of grade)
Quarters #1, 2,	FFA Activity Organization & Committee Operations	Instructor led planning and organizing lessons for local FFA Chapter Activities	Participation; Cooperative Group Work; Class & Homework Assignments; Project Completion

3, 4	Linden FFA Meetings & Recreation Activities; Greenhand & Chapter Degree Social; FFA Week; Chapter Awards Banquet; Chapter Newsletter		
	Team Building Instructor & Student-Led Activities	Various resource texts; Instructor developed activities; Internet	Participation; Sharing; Cooperative Group Work/Projects; Activity Selection & Implementation; Notebook Maintenance
	Public Speaking Weekly; Quarterly; Fall & Spring Semester Final Exams	Student selected texts and resources; Individually developed presentations	Daily Participation; Class Sharing & Readings; Individually Selected Readings; Informational Hand-Out (Spring Final Exam)
<i>Please note that the instructor reserves the right to modify the pace of the course outline and information covered based upon the needs of the class.</i>			

Linden High School

Course Syllabus

Agriculture Science 1

Mrs. Dyk

2010- 2011

10 credits ~ Grade	
d or g	UC Requirement
Lab or elective	CSU Requirement

Prerequisite: Recommended completion of agriculture Integrated Science or Agriculture Biology.

Graduation: Elective credits only

Duration: 2 semesters

Credit: 5 units per semester with a grade of "D" or better

Course Description: This is a two-semester course is designed for the college bound student with career interests in Agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics: Semester 1: California agriculture, plant structures and taxonomy, soil texture and function, plant physiology, reproduction, the biological, cultural, and chemical control of pests and safe use of pesticides and common fertilizers, crop science, home gardening, fruit, nut and vegetable production, and pasture management. Careers in the ornamental horticulture and agronomy field will be explored. Semester 2; Animal anatomy, physiology and nutrition, animal breeds and characteristics, animal health, genetics, breeding and reproduction, dairy and livestock management, horse management and poultry management, food science and safety. Careers in the animal production and veterinary medicine will be explored.

Power Standards:

Standard

Content Standard

California Agriculture	
	32. Top agriculture commodities and agriculture industry impact in the state of California.
	33. Water management and introduction to various irrigation methods and use of water.
Plant Anatomy and Physiology	
	34. Plant Structure: Major functions of plant organs such as leaves, stems, and roots
	35. Plant Physiology: Roles of light, oxygen, water, media, and food storage
	36. Plant Reproduction: Propagation methods – sexual and asexual
Soil Structure	
	37. Soil Classification, amendments, erosion control, and plant growing media.
Crop Science	
	38. Cultural Practices of growing fruits, nuts, and vegetables including pasture management.
Diseases & Pest Management	
	39. Major Pest groups, integrated pest management, and various control methods.
	40. Identification of disease and proper treatment and control.
Animal Anatomy and Physiology	
	41. Major functions of animal organs and systems.
	42. Internal functions and vital processes of animals and their organs.
	43. Nutrition: Nutrient use by animals, classes and source of nutrients, symptoms and deficiencies and the role of feed additives.
	44. Health: Identify signs of good and poor health, symptoms of disease and parasites, prevention of animal health problems, and various treatment methods.
	45. Reproduction: Genetics, systems of breeding, reproductive body systems, technologies in breeding and genetics and testing programs.
Animal Management	
	46. Breed Identification of major types and classes of livestock and their uses.
	47. History and economic importance of each industry, major uses of livestock, approved practices in care and management of each livestock species.

Course Outline: **The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allows for units to be moved to different times of the year.

<i>Lesson</i>	<i>Unit Name</i>	<i>Textbook Chapters</i>	<i>Types of Assessment</i>
1st Quarter			
	<i>California Agriculture</i>	N/A	Safety, Commodity Report, California Agriculture Awareness Video, Weekly Quizzes
	<i>Scientific Method and Agricultural Research</i>	Chapters 1, 2 & 3	Water Quality Lab, Agriculture Research Project, Weekly Quizzes
	<i>Horticulture Industry</i>	N/A	Career Exploration, Career Research, Weekly Quizzes
2nd Quarter			
	<i>Plant Anatomy</i>	Chapter 5	Propagation, Reproduction, Photosynthesis, Roots, leaves, vascular systems, flowers, seeds, weekly quizzes
	<i>Bedding Plants</i>	Chapter 6 & 7	Bedding Plant Project, Mixing Transplant Soil, weekly quizzes
	<i>Soil Structure</i>	Chapter 3	Soil Testing, Soil Classification, amendments, erosion control, and plant growing media, weekly Quizzes
	<i>Plant Health</i>	Chapter 4	Pest Identification, Plant Health survey and investigation, Create a Pest, Disease investigation, weekly Quizzes
	<i>1st Semester Final</i>	A Comprehensive Study guide for 1 st semester will be provided to help students prepare for final	1 st Semester Final

3rd Quarter			
	<i>Animal Science Industry</i>	N/A	Career Exploration, Career Research, weekly quizzes
	<i>Animal Anatomy & Physiology</i>	Chapter 8	Major Body Systems Diagramming, Feed Tag Analysis, Punnet Square, Spread of disease and diagnosis, Signs and symptoms of disease, weekly quizzes
4th Quarter			
	<i>Animal Species</i>	Chapter 8	Animal Terminology, Breed Identification, Industry Exploration, weekly quizzes
	<i>Agriscience & Biotechnology</i>	Chapter 10	Agriscience Presentation, weekly quizzes
	<i>2nd Semester Final</i>	A Comprehensive Study guide for 2 nd semester will be provided to help students prepare for final	2 nd Semester Final

Linden High School

Course of Study

ROP Ag Business Computers**Mr. Archer****2010- 2011**

10 credits ~ Grades 11 or 12	
	UC Requirement
	CSU Requirement

Prerequisite: Computer Applications with a “C” or better **OR** approval of instructor/counselor

Graduation: Elective credit

Duration: 2 semesters

Credit: 5 units per semester with a grade of “D” or better

Course Description:

This course will assist the student in development of computer skills. It will stress computer applications primarily in Microsoft Word, Microsoft Excel, Microsoft Access, and Microsoft Powerpoint. In addition, students will gain skills in web page and site design. The skills gained in this course will mirror those needed for both college bound students as well as those desiring to possess entry level computer skills for the Information Technology work force. Students will complete assignments that may be transferred to various career areas. Each student should participate in a minimum of 1 FFA sponsored activity per quarter.

Power Standards:

Standard	Content Standard
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Information Support and Services	
	7. Know common industry-standard software and its applications.

	8. Evaluate the effectiveness of software to solve specific problems.
	9. Know a variety of sources for reference materials (e.g., online help, vendors' Web sites, online discussion groups, tutorials, manuals).
	10. Diagnose and solve software application problems.
	11. Students understand and implement database management systems.
Media Support and Services	
	1. Students understand and apply knowledge of effective Web page design and management.

Course Format:

1. Classroom Instruction, including:
 - Discussion
 - Demonstration
 - Lecture
 - Written & Practical Examinations
 - Reading Assignments
 - Guest Speakers
2. Laboratory and/or Field Instruction, including:
 - Committee/Group Assignments
 - Research/Quarter Projects
3. FFA Leadership Experiences, including:
 - Verbal and Written Communication Exercises
 - Leadership Development Activities
4. Supervised Workplace Learning
 - Individually Developed Supervised Agricultural Experience Program

Course Outline:

	<i>Units of Instruction</i>	<i>Textbook Pages</i>	<i>Types of Assessment</i>
Quarter #1	Microsoft Word Getting Started with Word 2007; Basic Editing Skills; Formatting Basics; Word & the World Wide Web; Working with Tables; Creating Documents with Merge; Creating & Editing Long Documents; Enhancing Documents & Automating Tasks	Pgs. 2 – 356; practical examinations	Daily Participation; Planner Maintenance; Class Assignments; Practical Exams (after a series of exercises)
Quarter #2	Microsoft Excel Getting Started with Excel 2007; Working with Formulas & Formatting; Working with Functions, Formulas, & Charts; Advanced Printing, Formatting, & Editing; Advanced Chart Techniques; Advanced Functions, PivotCharts,	Pgs. 358 – 584; practical examinations	Daily Participation; Planner Maintenance; Class Assignments; Practical Exams (after a series of exercises)

	& PivotTables; Internet & Integration with Excel		
	Last week of 2nd Quarter	Students will receive specific details on topics to be covered on the Final Exam	Word/Excel Written/Practical Examination (10% - 15% of grade)
Quarter #3	Microsoft Access Getting Started with Access 2007; Working with Tables & Datasheets; Simplifying Data Entry with Lookups & Forms; Find Information in a Database; Display Information with Reports	Pgs. 586 – 720; practical examinations	Daily Participation; Planner Maintenance; Class Assignments; Practical Exams (after a series of exercises)
	Microsoft PowerPoint PowerPoint Basics; Work with Text & Graphic Elements; Prepare & Present a Slide Show	Pgs. 722 – 840; practical examinations	Daily Participation; Planner Maintenance; Class Assignments; Practical Exams (after a series of exercises)
Quarter #4	Adobe Dreamweaver Introduction to html & CSS Coding, Coding Text Formatting, Horizontal Rules, and Links; Coding Images, Tables, Cascading Style Sheets, Dreamweaver Design View & Interface, and Text & Page Formatting; Page Layout, Links, Graphics, Behaviors, & Image Maps; Cascading Style Sheets, AP Divs, and Site Management; More CSS Styling, Adding Flash to a Page, More Behaviors, and Spry Menus; Going Live with Your Website, Creating Forms, Site Management, and Jump Menus; Table with Rounded Corners, Frames, and Inserting a QuickTime Movie	Pgs. 9 – 116; 125 – 133; 139 – 141; 145 – 161	Daily Participation; Planner Maintenance; Class Assignments; Final Project (Spring Final Exam)
	Second week of 4th Quarter	Students will receive specific details on the Final Exam Project	Final Exam Project (20% - 25% of grade)
Quarters #1, 2, 3, 4	MicroType Keyboarding Skill Enhancement	Software application utilized for individual practice	Keyboarding Speed Tests (15% of grade) – twice per quarter
	Explorer/Firefox On-line Help; Research; Web Page & Site Development	Software application utilized for individual research	Appropriate use as outlined by the SJCOE Internet Agreement

Linden High School

Course Syllabus

ROP Agriculture Landscape and Plant Production

Mrs. Dyk

2010- 2011

Course Title: ROP Agriculture Landscape and Plant Production

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: Minimum Requirements for enrollment in ROP

Graduation: Elective credits only

Duration: 2 semesters

Credit: 5 units per semester with a grade of "D" or better

Course Description: This two-semester course is designed for students interested in developing the skills necessary for entry-level jobs in the landscape construction and horticulture trades and services. This course consists of classroom and laboratory instruction. Areas of instruction include: plant physiology, production and growth, land and site evaluation, landscape design, tools and their use, concrete construction, landscape structures, water features, planting and maintenance. The goal is to give the students a basic knowledge in landscape design, construction, installation and maintenance as well as plant and greenhouse production. The emphasis of this course will be placed on landscape principles as well as plant/greenhouse production, occupational training, and possibility entry-level placement in the landscape/horticulture business.

Power Standards:

Standard

Content Standard

Water Management	
	48. Water management and introduction to various irrigation methods and use of water.
Plant Anatomy and Physiology	
	49. Plant Structure: Major functions of plant organs such as leaves, stems, and roots
	50. Plant Physiology: Roles of light, oxygen, water, media, and food storage
	51. Plant Reproduction: Propagation methods – sexual and asexual
Soil Structure	
	52. Soil Classification, amendments, erosion control, and plant growing media.
Crop Science	
	53. Cultural Practices of growing fruits, nuts, and vegetables including pasture management.
Diseases & Pest Management	
	54. Major Pest groups, integrated pest management, and various control methods.
	55. Identification of disease and proper treatment and control.
Greenhouse Management	
	56. Proper care and maintenance of running a greenhouse and all plant types associated with this structure
Plant Management	
	57. Care of annuals, perennials, houseplants, trees, cacti, and succulents.
	58. Students will raise a FFA plant project, which they will care for and sell.
Landscape Equipment	
	59. Students will learn how to properly use and operate landscape power equipment.
	60. Students will be certified after proper demonstration of power equipment.
Landscape Design	
	14. Students will learn how to properly design, install, and maintain landscape.

Course Outline: **The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allows for units to be moved to different times of the year.

<i>Lesson</i>	<i>Unit Name</i>	<i>Textbook Chapters</i>	<i>Types of Assessment</i>
1st Quarter			
	<i>Horticulture Industry</i>	N/A – Intro to Landscape Various Pages for plant ID - WSG	Safety, Deadhead Roses, Career Exploration, Career Research, Weekly Quizzes
	<i>Viticulture</i>	N/A – Intro to Landscape Various Pages for plant ID - WSG	Harvesting, Weekly Quizzes
	<i>Plant Anatomy</i>	N/A – Intro to Landscape Various Pages for plant ID - WSG	Propagation, Reproduction, Photosynthesis, Roots, leaves, vascular systems, flowers, seeds, weekly quizzes
	<i>Bedding Plants</i>	N/A – Intro to Landscape Various Pages for plant ID - WSG	Bedding Plant Project, Mixing Transplant Soil, weekly quizzes
2nd Quarter			
	<i>Soil Structure</i>	N/A – Intro to Landscape Various Pages for plant ID - WSG	Soil Testing, Soil Classification, amendments, erosion control, and plant growing media, weekly Quizzes
	<i>Landscape Architecture</i>	Chapters 1, 2,3,4,6,7 – Intro to Land Various Pages for plant ID - WSG	Use of architecture scale, sketching and mapping, maintenance on campus, weekly Quizzes

	<i>1st Semester Final</i>	A Comprehensive Study guide for 1 st semester will be provided to help students prepare for final	1 st Semester Final
3rd Quarter			
	<i>Pruning</i>	Chapter 16 – Intro to Landscape Various Pages for plant ID - WSG	Pruning of Roses, Grapes, Cherry Trees, Walnut Tress, Various woody plants, weekly quizzes
	<i>Irrigation</i>	N/A – Intro to Landscape Various Pages for plant ID - WSG	Set up of irrigation system, Investigation of various irrigation systems, weekly quizzes
4th Quarter			
	<i>Plant Health</i>	Chapter 18 – Intro to Landscape Various Pages for plant ID - WSG	Pest Identification, Plant Health survey and investigation, Create a Pest, Disease investigation, weekly Quizzes
	<i>Landscape Power Equipment</i>	Chapter 15-17 – Intro to Landscape Various Pages for plant ID - WSG	Demonstration of proper use of power equipment, Certification on Power Equipment, weekly quizzes
	<i>2nd Semester Final</i>	A Comprehensive Study guide for 2 nd semester will be provided to help students prepare for final	2 nd Semester Final

Linden High School

Course Syllabus

Introduction to Agriculture Mechanics

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: None**Graduation:** Elective Credits Only**Duration:** 2 semesters**Credit:** 5 credits per semester with grade D or higher**Course Description:**

This is a two-semester course, which focuses on the introduction to the Ag mechanics shop. The course will consist of classroom instruction and the application in a shop setting. While developing mechanical skills, students will learn and apply the needed mathematical concepts. The class will also focus on developing those skills necessary to secure and maintain a job in the students' areas of interest. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course. Upon receipt of a minimum project donation (amount varies based on project), students will be able to take their projects from class home after showing at the San Joaquin County AgFest.

Power Standards:

Standard

Content Standard

<i>Students understand personal and group safety:</i>	
	Practice the rules for personal and group safety while working in an agricultural mechanics environment.
	Know the relationship between accepted shop management procedures and a safe working environment.
	Know how to safely secure loads on a variety of vehicles.
<i>Students understand the basic electricity principles and wiring practices commonly used in agriculture:</i>	
	Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
	Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
	Interpret basic agricultural electrical plans.
<i>Students understand plumbing system practices commonly used in agriculture:</i>	
	Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
	Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).
	Know how various plumbing and irrigation systems are used in agriculture.
	Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.
<i>Students understand agricultural cold metal processes:</i>	
	Know how to identify common metals, sizes, and shapes.
	Know layout skills.
	Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
<i>Students understand concrete and masonry practices commonly used in agriculture:</i>	
	Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.

	Know proper bed preparation, concrete forms layout, and construction.
	Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.
<i>Students understand oxy-fuel cutting and welding:</i>	
	Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
	Know how to flame-cut metal with an oxy-fuel cutting torch.
<i>Students understand electric arc welding processes:</i>	
	Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment

Course Format:

13. Classroom instruction, including
- Demonstration
 - Discussion
 - Lecture
 - Worksheets and written assignments
 - Quizzes and practical exams
 - Daily participation grade
 - Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allow for units to be moved to different times of the year.

Lesson	Unit Name	Textbook pages	Types of Assessment
1st Semester	Shop Safety		
1	Personal Safety	Pgs. 38-45 in Textbook	Quiz/Unit Test
2	Fire Safety	Pgs. 47-50 in Textbook	Quiz /Unit Test
3	Equipment Safety	Pgs. 47-63 in Textbook	Quiz /Unit Test
	Measurement		
1	Systems of Measurement	Pgs. 89-93 in Textbook	Quiz/Unit Test
2	Linear Measurements	Pgs. 89-105 in Textbook	Quiz/ Unit Test
	Plumbing		
	Irrigation Technology	Pg. 524-537 in Textbook	Unit Test
1	PVC Pipe	Pgs. 505-523 in Text Book	Sprinkler Project /Unit test
2	Steel Pipe	Pgs. 505-523 in Textbook	Sprinkler Project /Unit Test
3	Copper Tubing and Pipe	Pgs. 505-523 in Textbook	Line Project/Unit Test
4	PEX Tubing	Pgs. 505-523 in Textbook	Line Project/ Unit Test
	Electrical		
1	Electrical Theory	Pgs. 443 – 456 in Textbook	Unit Test
2	Conductors and Conduit	Pgs. 443-456 in Textbook	Unit Test
3	Branch Circuits	Pgs. 457-466 in Textbook	Branch Circuit/ Unit Test
4	Electrical Repair	Pgs. 457-466 in Textbook	Ext. Outlet Project/ Unit Test
	California Agriculture		

1	Top Counties	Teacher Generated Resources	Quiz/Unit Test
2	Top Commodities	Teacher Generated Resources	Quiz/Unit Test
3	Local Agriculture	Teacher Generated Resources	Quiz/ Unit Test
4	Agricultural Careers	Pgs. 3-12 in Textbook	Quiz/Unit Test
2nd Semester	Rope-work		
1	Selection and use of Rope	591 & 595	Quiz/Unit Test
2	Rope Identification and Care	591 & 595	Quiz/Unit Test
3	Knots and Hitches	591 & 595	Quiz/ Unit Test
	Cold Metal		
1	Identifying types of Metal	Pgs. 145 – 157	Quiz/Unit Test
2	Marking, and Transferring on to metal work	Pgs. 145-157	Dust Pan & Note Pad Project/ Unit Test
3	Cutting and Bending Metal	Pgs. 145-157	Dust Pan & Note Pad Project
	Concrete & Masonry		
1	Components of Concrete	Pgs. 555-571	Quiz/Unit Test
2	Calculating and Mixing Concrete Mediums	Pgs. 555-571	Concrete Project/Unit Test
3	Poring, Finishing and Testing Concrete	Pgs. 555-571	Concrete Project/Unit Test
	Oxy-Fuel Cutting		
1	Oxy-Fuel Equipment and Safety	Pgs. 293 -301	Quiz/Unit Test
2	Oxy-Fuel Set-up and Starting the Torch	Pgs. 293-301	Quiz/Unit Test
3	Cutting, Piercing, and Bevel cutting	Pgs. 293-301	Oxy-Fuel Project

	Steel with Oxy-Fuel		
	Shielded Metal Arc Welding		
1	Arc Welding Safety and Equipment	Pgs. 332-339	Quiz/Unit Test
2	Striking and Arc	Pgs. 332-339	Quiz/ Unit Test
3	Running a Bead	Pgs. 332-339	Arc Project/Unit Test

Linden High School

Course Syllabus

Agricultural Welding

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: Completion of Ag Mechanics 1 with grade “C” or higher or instructor approval

Graduation: Elective Credits Only

Duration: 2 semesters

Credit: 5 credits per semester with grade D or higher

Course Description:

This is a two-semester course, which provides students the opportunity to build their skills related to agricultural mechanics. Welding and safety are the major goals of the course. Students must be self-motivated and be able to work independently. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. **Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course.** Upon the receipt of a minimum project donation (amount will

vary based on project) , students will be able to take their projects from class home after showing at the San Joaquin County Fair.

Power Standards:

Standard Content Standard

<i>Students understand personal and group safety:</i>	
	Practice the rules for personal and group safety while working in an agricultural mechanics environment.
	Know the relationship between accepted shop management procedures and a safe working environment.
<i>Students understand oxy-fuel cutting and welding:</i>	
	Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
	Know how to flame-cut metal with an oxy-fuel cutting torch.
<i>Students understand electric arc welding processes:</i>	
	Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment
	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.
	Weld a variety of joints in various positions.

Course Format:

1. Classroom instruction, including
 - a. Demonstration
 - b. Discussion
 - c. Lecture
 - d. Worksheets and written assignments
 - e. Quizzes and practical exams
 - f. Daily participation grade
 - g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allow for units to be moved to different times of the year.

Lesson	Unit Name	Textbook Pages	Type of Assessment
1st Semester	Shop Safety		
1	Personal Safety	Pgs. 302-341	Quiz/Unit Test
2	Fire Safety	Pgs. 302-341	Quiz/Unit Test
3	Equipment Safety	Pgs. 302-341	Quiz/Unit Test
	Oxy-Fuel Cutting		
1	Turning on the Tanks	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
2	Lighting a Torch	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
3	Proper Use of a Cutting Torch	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
4	Cutting, Piercing, Beveling Steel with a Torch	Pgs. 302 -312	Quiz/Plate Projects / Unit Test
	Shielded Metal Arc Welding (SMAW)		
1	Arc Welding Safety	Pgs. 331- 340	Quiz/Pad Projects/ Unit Test
2	Equipment Set-up	Pgs. 331- 340	Quiz/Pad Projects/Unit Test
3	Material Selection	Pgs. 331- 340	Quiz/Pad Projects/ Unit Test

4	Striking an arc and Welding	Pgs. 331- 340	Quiz/Pad Projects/ Unit Test
2 nd Semester	Gas Metal Arc Welding (GMAW)		
1	Machine Set-up and Shielding Gas	Pgs. 341-368	Quiz/Hitch Project/Unit Test
2	Welding Motions	Pgs. 341-368	Quiz/Hitch Project/ Unit Test
3	Welding Joints	Pgs. 341-368	Quiz/Hitch Project/Unit Test
	Welding Evaluation and Destructive Testing		
1	Non-Destructive Evaluation	Teacher Generated Material	Unit Test
2	Destructive Testing	Teacher Generated Material	Unit Test
	Agriculture Careers		
1	Welding careers	Teacher Generated Material	Career Research Project
	Plasma Cutting		
1	Plasma Cutter Safety	Teacher Generated Material	Unit Test
2	Consumables and Parts	Teacher Generated Material	Unit Test
3	Equipment Set-up	Teacher Generated Material	Unit Test

4	Cutting	Teacher Generated Material	Unit Test
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Linden High School

Course Syllabus

Careers in Engine and Power Mechanics

Mr. Lemos

2014- 2015

Course Title

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: Completion of Agricultural Mechanics 2 with grade “C” or higher or approval of instructor. Class is repeatable with a “C” or higher the previous year and instructor approval.

Graduation: Elective credit only

Duration: 2 semesters

Credit: 5 credits per semester with grade “D” or higher

Course Description: This is a two-semester course. Each student enrolled in the course will be required to disassemble, evaluate, identify, and reassemble a variety of different engines after satisfactorily learning engine theory in the classroom. About half will be spent in the shop and half in the classroom (depending on class ability and productivity) Upon completion of this class, students will have the skills and knowledge needed to be successful in both future technical education and career endeavors. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course.

Power Standards:

Standard Content Standard

<i>Students will understand small and compact engines :</i>	
	61. Students will understand engine theory for both two- and four-stroke cycle engines
	62. Students will know different types of small engines and their applications
	63. Students will know small engine parts and explain the various systems(e.g., fuel, ignition, compression, cooling)
	64. Students will know how to troubleshoot and solve problems with small engines
	65. Students will know how to disassemble, inspect, adjust, and reassemble a small engine
	66. Students will know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

Course Format:

14. Classroom instruction, including
 - a. Demonstration
 - b. Discussion
 - c. Lecture
 - d. Worksheets and written assignments
 - e. Quizzes and practical exams
 - f. Daily participation grade
 - g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allow for units to be moved to different times of the year.

Lesson	Unit Name	Textbook Pages	Type of Assessment
1st quarter	Shop Safety		
1	Personal Safety	Pgs. 15-22	Quiz/Unit Test
2	Fire Safety	Pgs. 15-22	Quiz/Unit Test
3	Equipment Safety	Pgs. 15-22	Quiz/Unit Test
	Power Systems		
1	Types of Engines	Pgs. 95-107	Quiz/Unit Test/ Lab Practicum
	Small Gas Engines		Quiz/Unit Test/ Lab Practicum
1	Types of Small Engines	Pgs. 95-107	Quiz/Unit Test/ Lab Practicum
2	Common Engine Parts	Pgs. 109-132	Quiz/Unit Test/ Lab Practicum
3	Small Gas Engine Theory	Pgs. 95-107	Quiz/Unit Test/ Lab Practicum
2nd Quarter	Compression		Quiz/Unit Test/ Lab Practicum
1	Checking Compression	Pgs. 254-257	Quiz/Unit Test/ Lab Practicum
2	Engine Components involving Compression	Pgs. 109-132	Quiz/Unit Test/ Lab Practicum
	<i>Fall Semester Final Exam</i>		
	Measuring		Quiz/Unit Test/ Lab Practicum

1	Using and reading a Micrometer	Pgs. 23-50	Quiz/Unit Test/ Lab Practicum
2	Using and Reading a dial caliper	Pgs. 23-50	Quiz/Unit Test/ Lab Practicum
3rd Quarter	Carburetion		Quiz/Unit Test/ Lab Practicum
1	Types of Carburetors	Pgs. 173-193	Quiz/Unit Test/ Lab Practicum
2	Main Component of Carburetors	Pgs. 173-193	Quiz/Unit Test/ Lab Practicum
	Fuel Systems		Quiz/Unit Test/ Lab Practicum
1	Components of Fuel Systems	Pgs. 153-172	Quiz/Unit Test/ Lab Practicum
2	Grades of Fuel and Fuel Mixtures	Pgs. 153-172	Quiz/Unit Test/ Lab Practicum
4th Quarter	Lubrication System		Quiz/Unit Test/ Lab Practicum
1	Components of the Lubrication System	Pgs. 215-230	Quiz/Unit Test/ Lab Practicum
2	Oil and its Classification	Pgs. 215-230	Quiz/Unit Test/ Lab Practicum
	Agriculture Careers		
1	Power Systems Careers	Teacher Generated Materials	Research Project/Resume Cover Letter
2	Working in an engines shop/work orders	Teacher Generated Materials	Lab Practicum/ Mock Work Orders
	<i>Spring Semester Final Exam</i>		

Linden High School

Course Syllabus

Careers in Welding Technologies and Fabrication**Mr. Lemos****2014- 2015****Course Title**

10 credits ~ Grade	
	UC Requirement
	CSU Requirement

Prerequisite: Completion of Agricultural Mechanics 2 with grade “C” or higher or approval of instructor. Class is repeatable with a “C” or higher the previous year **and** instructor approval.

Graduation: Elective Credits Only

Duration: 2 semesters

Credit: 5 credits per semester with grade D or higher

Course Description:

This is a two-semester course. The class allows the student to further develop his/her agriculture mechanics skills by designing, purchasing materials for and constructing a project related to the agriculture industry. Each student will be required to develop and complete an agriculture project. A materials charge of 15% will be added to each project's bill of materials to cover the cost of consumables used in the shop. In order to be successful, students must be self-motivated and be able to work independently. As a vehicle for developing personal growth, premier leadership, and career success, students automatically become members of the intra-curricular

FFA organization. Each student must participate in 1 FFA sponsored activity per quarter or complete an FFA related (alternate) assignment. **Students will also be required to maintain a valid SAE Project and FFA Record Book throughout the course.** While more time will be spent in the shop, portions of the class will be conducted in the classroom and will be accompanied with written assignments and homework. Students paid projects will be required to submit entry to the San Joaquin County AgFest before being sold or taken home.

Power Standards:

Standard	Content Standard
<i>Students understand personal and group safety:</i>	
	Practice the rules for personal and group safety while working in an agricultural mechanics environment.
	Know the relationship between accepted shop management procedures and a safe working environment.
<i>Students understand oxy-fuel cutting and welding:</i>	
	Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
	Know how to flame-cut metal with an oxy-fuel cutting torch.
<i>Students understand electric arc welding processes:</i>	
	Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment
	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.
	Weld a variety of joints in various positions.
<i>Students understand advanced metallurgy principles and fabrication techniques:</i>	
	Operate and maintain various arc welding and cutting systems safely and appropriately
	Operate and maintain fabrication tools and equipment safely and appropriately

	Understand how to design project plans by using mechanical drawing techniques
	Understand how to finish a metal project by implementing proper sequencing

Course Format:

1. Classroom instruction, including
 - a. Demonstration
 - b. Discussion
 - c. Lecture
 - d. Handouts and written assignments
 - e. Quizzes and practical exams
 - f. Daily participation grade
 - g. Shop instruction

Course Outline:

**The Instructor has the right to change pacing of activities and assignments as needed on a yearly basis. The nature of this course will*

sometimes allows for units to be moved to different times of the year.

Lesson	Unit Name	Textbook Pages	Type of Assessment
1st Semester	Shop Safety		
1	Personal Safety	Pgs. 37-46	Quiz/Unit Test
2	Fire Safety	Pgs. 37-46	Quiz/Unit Test
3	Equipment Safety	Pgs. 179-196 Pgs.302-312 Pgs.331-368	Quiz/Unit Test
	Project Management		
1	Time and Labor Management	Pgs. 254-268	Quiz/ROP Project / Unit Test
2	Application of Problem-solving	Teacher Generated Material	Quiz/ROP Project / Unit Test

3	Use of Reference Materials and Cost analysis	Teacher Generated Material	Quiz/ROP Project / Unit Test
	Project Construction	Teacher Generated Material	Quiz/ROP Project / Unit Test
1	Designing a Project	Pgs.229-244	Quiz/ROP Project / Unit Test
2	Bill of Materials	Pgs. 245-253	Quiz/ROP Project / Unit Test
3	Sequence of Construction	Pgs.254-268	Quiz/ROP Project / Unit Test
2nd Semester	Job Skills Development	Teacher Generated Material	
1	Development of a Resume and a Career Portfolio	Teacher Generated Material	Quiz/ Interview Project
2	Job applications and Interview Procedures	Teacher Generated Material	Quiz/Interview Project
3	Product Marketing	Teacher Generated Material	Marketing Project

Program Proficiency Standards

See Supporting Material #18 on page 313

Facilities and Major Equipment

Linden High School Agriculture Department

Facilities Description

Over the past eight years the Linden High School Agriculture Department has been excited to add on new facilities to the growing and developing program here. With the addition of the CTE building in 2007, which houses all Agriculture courses and instructors came many more exciting developments. Within this four classroom building we also have two large shops with approximately 4,000 square feet each. One shop is dedicated to woodworking while the other is dedicated to metal fabrication. Attached to our metal shop we also have 430 square feet small engines shop with a 150 square foot tool room. These new shops have allowed the program to re-evaluate the newest technologies and increase more safety standards to hold students accountable for. One such piece of equipment is our plasma cam cutting table and 3-D printer. This has allowed our Ag Mechanics program to really add to the technology side of the program.

We have also had the benefit of adding on a New Greenhouse which is located directly behind our metal shop. This greenhouse is not only larger than our older greenhouse, but also has a larger plant yard area for us to expand our horticulture program as well as student projects here at the high school. The new greenhouse is in full operation with all irrigation and misting systems installed and currently we are installing a new power shade structure inside the greenhouse itself.

Our new classrooms have also allowed us to implement new technologies and are adapted to continue to increase improvements in our classrooms in the near future. Our Largest classroom is located in room 53, which houses our Agriculture Biology and other advance agri-science classes. It is equipped with 6 large laboratory stations that can hold up to five students each as well as a large teacher demonstration laboratory station.

We also have a large Agriculture farm located on campus which allows us to grow five different varieties of wine grapes, two varieties of cherries, and a variety of walnuts. These are the top commodities found in Linden in which we hope to train our students on knowledge and skills when working with these crops. In fact many of our students either stay in the community or return here after college to run and operate family farms which produce these commodities.

Linden High School has been very excited to the new additions and improvements the Agriculture Department has seen in the past few years. With the communities continued support we are happy to say that we continue to strive to meet the needs of our agriculture students.

5 Year Plan

See Supporting Material #26 on page

Staff Assignments

See Supporting Material #30 on page

FFA Program of Activities

See Supporting Material #8 on page

Department Policies

LINDEN HIGH SCHOOL – AGRICULTURE DEPARTMENT POLICY

I. EXPECTATIONS

- Students are to be seated in their assigned seat when the tardy bell rings. Failure to do so will result in a tardy. First two tardies will result in a warning. On the third tardy and every tardy thereafter detention will be assigned.
- Students must secure a pass from the instructor before leaving class.
- Students must place his/her name on all papers which are to be turned in. Non-named papers may not receive credit.
- The student agrees to follow all safety rules and regulations as given by the instructor or substitute teacher and/or student safety leaders.
- The student agrees to cooperate fully with the instructor and other students.
- The student will act responsibly to look for and notify instructor of safety hazards or accidents that occur.
- The student understands that a violation of safety rules may result in the loss of privileges and possible disciplinary actions.
- Students are expected to bring their LHS planner to EVERY class meeting and record the assignment(s) and/or agenda for each class period. Planner inspections may take place periodically and will count as part of the students' grade.
- Students may not work on assignments or study for tests and quizzes for other classes without first completing their assignments for this class.
- Students may obtain **extra credit** through participation in FFA activities (i.e. FFA Meetings, contests, ect.) which may be computed as part of their quarter grade!
- **NOTE:** Some FFA activities may be **REQUIRED** of students and participation will be computed as part of their quarter grade!
- All handouts and graded/returned work should be kept in student's notebook. Notebook inspections may take place quarterly. Students are expected to maintain and bring to class a 3-ring binder with the following items (see course syllabus for details):

- Calculator	- 8 color pencil set
- Blue/Black Pens	- 6" ruler
- Large Eraser	- Mechanical Pencils
- 3-ring notebook paper	- Small Scissors
- Zipper Pouch	- Highlighters
- Glue Stick	- (2) Spiral Notebook w/70+ pages
	• Ag Biology Students Only!!!
- Students must bring all materials necessary for class as outlined above daily.

II. DEPARTMENTAL RULES

- Eating, Drinking, or gum chewing in the classroom is only allowed with prior permission from the instructor.
- The possession and/or use of any tobacco product is strictly prohibited.
- Students are expected to behave in an orderly, mature, and cooperative fashion.
- Students are to follow the instructor's directions at all times.
- Violations of the rules listed above may result in appropriate disciplinary action as outlined in the student handbook.

III. GRADEING PROCEDURE

- Grades are determined based upon points earned in the following areas: Daily Evaluation (class participation, prepared for class, behavior, ect.), Assignments (classroom, homework, projects, ect.), and Evaluations (tests and quizzes).
- Grades are based upon these percentages (see course syllabus for details):

A = 100 – 90%	B = 89 – 80%	C = 79 – 70%
D = 69 – 60%	F = 59 – 45%	No Mark = 44% or less

- Students who are **absent** (unable to earn class participation points) will receive a “0” for their “Daily Evaluation” score. Students who miss a portion of a class period will receive credit based on their class participation for that day.
- The Fall and Spring semester final exam scores will be calculated as part of the students 2nd and 4th quarter grades, respectively

MAKE UP WORK

- The student is responsible for obtaining make-up work on the day he/she returns to class. The assignments are to be obtained before/after class, before/after school, or during lunch/break.
- The student has the number of days absent, plus one, to turn in make-up work. Late work will only be accepted for half credit at the discretion of the instructor.
- Unless prior clearance was obtained, unexcused absent work can't be made up.
- "Daily Evaluation" scores can be made up by the student through arrangement with the instructor or at designated times scheduled by the instructor (i.e. early release days, after school, ect.). The student must complete the same amount of time that the student was absent from class in order to adjust their score to full credit. Making up missed time may involve the student assisting in Teacher Assistant type activities such as working around the classroom/shop areas, assisting with paper work, ect.
- Students who receive an "INCOMPLETE" as a report card grade because of missing "Assignments" or "Evaluations", have two weeks to complete the necessary work prior to a grade change. If the work is not complete, the grade will be calculated based on work the student did complete during the grading period.

IV. PHOTO CLEARANCE

- The Linden High School Agriculture Department & FFA would like permission to use photographs (taken by FFA Members, professional photographers, or provided by the student) of your child in various capacities: bulletin boards, FFA Newsletter, Community Presentations, Staff Training, Recruitment, and the Linden FFA website.
- You may change your mind at any time by rescinding your permission in writing.

V. VIDEO CLEARANCE

- On various occasions (i.e. substitute teachers, during certain instructional units, ect.), the student may be shown videos that relate to course material. The videos may be footage of events that have actually occurred and/or movies (rated PG-13 or below) which are for instructional or leadership purposes.
- You may change your mind at any time by rescinding your permission in writing.

VI. ANIMAL RELATED ACTIVITY CLEARANCE

- Agriculture students may experience hands on activities with livestock and/or small animals including but not limited to: Sheep, swine, cattle, goats, horses, poultry, and rabbits. Linden Unified School District and employees will not be held liable for accidents or illnesses involving animals.

I have read and fully understand the expectations, rules, grading procedure, and make-up regulations for the Linden High School Agriculture Department. In addition, I am granting "Animals in the classroom, photo, and video clearance" for this student as outlined above. Both parent/guardian and student should read this form together and then sign. Please return the entire form to the instructor. If you would like a copy of this policy please contact the instructor at 887-3073.

To be read, signed, and returned by _____.

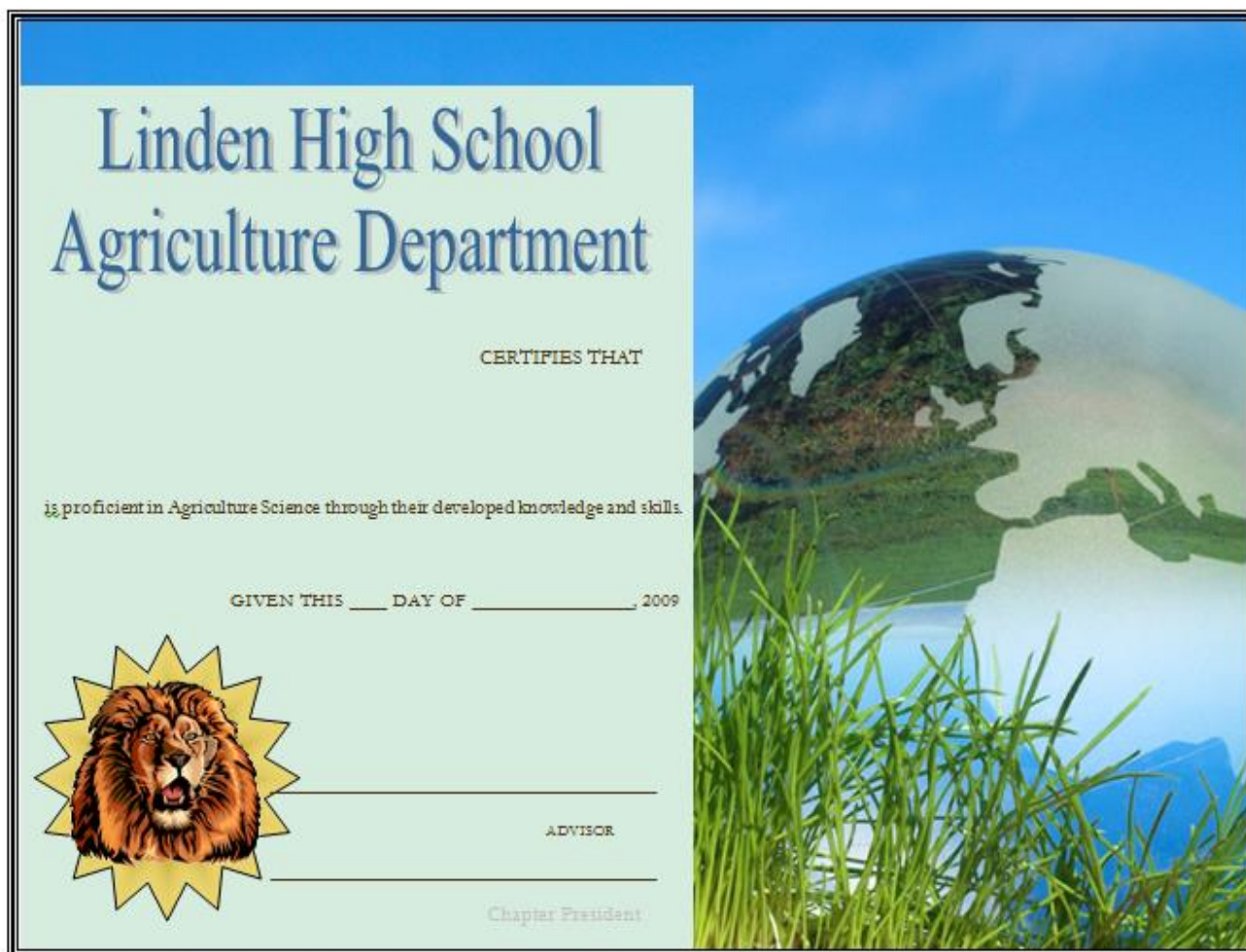
Parent/Guardian: _____

Date: _____

Student: _____

Date: _____

Program Completers



Teacher Data Sheets

See Supporting Material #22 on page

Advisory Committee Roster

Advisory Committee Roster

January 28, 2015

(Contact Information Removed)

Name: Pam Knapp Job Title: Career Center Director/Counselor

Name: Dean Archer Job Title: Agriculture Instructor

Name: Richard Schmidig Job Title: Assistant Principal

Name: Heather Dyk Job Title: Agriculture Instructor

Name: Calvin Nash Job Title: Volunteer

Name: Christopher Lemos Job Title: Agriculture Teacher

Name: Albert Vaccarezza Job Title: Owner L. Hawley's Welding

Name: Jennifer Dondero* Job Title: Fiores Floral & Gifts Owner/Operator

Name: John Dondero* Job Title: Cherry/Walnut Farmer

Name: Brian Gideon* Job Title: CBC Steel Buildings Components Manager

Name: Mario Vigna Job Title: Mid-Valley Ag PCA

*Parent of LHS Agriculture Student

Advisory Committee Minuets

See Supporting Material #16 on page

Current Year Budget

See Supporting Material #27 on page

College Articulation

See Supporting Material #33 on page

Graduate Follow-up System

See Supporting Material #12 and 13 on pages

Active Placement Sites

School Site: Linden High School
Year: 2014-2015

ACTIVE PLACEMENT SITES IN WORK EXPERIENCE

	<i>CLUSTER AREA</i>						
Work Site	Student's Name	<i>Animal Science</i>	Plant and Soil Science	Ag Business	OH	Ag Mechanics	Forestry and Natural Resources
Lagorio Bros.	Raymond		x				
LHS Greenhouse	Dana				x		
LHS School Farm	Javier		x		x		
LHS Agriculture Dept.	Hannah		x	x			
HSCR	Jacob			x		x	

Recruitment

See Supporting Material #9 on page

Staff In-Service

INCENTIVE GRANT INSERVICE ACTIVITIES DOCUMENTATION

CRITERIALinden2013-2014

School

School Year

4.B Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHER'S NAMES							
	Archer	Dyk	Lemos					
<i>Fall Region Meeting</i>	X	X	X					
<i>Region Inservice Day</i>								
<i>Spring Region Meeting</i>	X	X	X					
<i>Section Inservice</i>	X	X	X					
<i>Section Inservice</i>	X	X	X					
<i>Section Inservice</i>	X	X	X					
<i>Summer Conference</i>	X		X					
<i>University Ag Ed Skills Week</i>								
<i>1. Professional Development*</i>	X	X	X					

* Explain the Professional Development:

1. Common Core Trainings and Workshops _____

2. CTE & Science County Office Trainings _____

Staff Minuets

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: August 4-10, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday:

Tuesday:

Wednesday:

Thursday: Discussion of upcoming school year and classes. First Day of school Wed 8/13

Friday:

Saturday:

Sunday:

Important Dates During the Month:

Vehicle Needs for the Coming Week:

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: August 11-17, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday:

Tuesday:

Wednesday: First Day of school. All Greenhand Conference Applications due Fri 8/15

Thursday:

Friday: Review School wide policies during 7th period.

Saturday:

Sunday:

Important Dates During the Month:

- Delta-Cal Sectional Meeting @ Manteca School Farm 8/28/14 4pm

Vehicle Needs for the Coming Week:

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: August 18-24, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:

Important Dates During the Month:

- Delta-Cal Sectional Meeting @ Manteca School Farm 8/28/14 4pm

Vehicle Needs for the Coming Week:

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: August 25-31, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday:

Tuesday:

Wednesday: Linden High School Open House

Thursday: Delta-Cal Sectional Meeting

Friday:

Saturday:

Sunday:

Important Dates During the Month:

- Delta-Cal Sectional Meeting @ Manteca School Farm 8/28/14 4pm

Vehicle Needs for the Coming Week:

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: September 1-7, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday: No School – Labor Day

Tuesday: Heather Dyk – Verify all paperwork for Vans & Buses needed for FFA events for the 2014-15 school year has been received by Bus Barn.

Heather Dyk – Department Chairs Meeting

Wednesday:

Thursday:

Friday: Heather Dyk order pizzas for Monday night Meeting

Saturday:

Sunday:

Important Dates During the Month:

- Linden FFA Meeting @ LHS Pool 6:30 p.m. 9/8
- Opening & Closing Ceremonies Contest @ Calaveras County Fairgrounds 9am 9/24
- McPhee's Red Angus Beef Sale @ 8:00 am 9/26

Vehicle Needs for the Coming Week:

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: September 8-14, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday: Linden FFA Meeting @ 6:30 pm LHS Pool

Tuesday: Greenhand O/C Tryouts @ Lunch

Wednesday: Greenhand O/C Tryouts @ Lunch

Heather Dyk – SSP Grant Meeting with Richard & Pam

Thursday: Greenhand O/C Tryouts @ Lunch

Friday:

Saturday:

Sunday:

Important Dates During the Month:

- Linden FFA Meeting @ LHS Pool 6:30 p.m. 9/8
- Opening & Closing Ceremonies Contest @ Calaveras County Fairgrounds 9am 9/24
- McPhee's Red Angus Beef Sale @ 8:00 am 9/26

Vehicle Needs for the Coming Week:

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: September 15-21, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday: R-2 Student Data Sheets to be completed in class this week and submitted to Heather Dyk by 9/19

Tuesday: Open O/C Tryouts @ Lunch

Wednesday: Open O/C Tryouts @ Lunch Heather Dyk – SSP Grant Meeting with Richard & Pam

Thursday: Open O/C Tryouts @ Lunch

Heather Dyk – SSP Grant Meeting with Pam

Friday:

Saturday:

Sunday:

Important Dates During the Month:

- Linden FFA Meeting @ LHS Pool 6:30 p.m. 9/8
- Opening & Closing Ceremonies Contest @ Calaveras County Fairgrounds 9am 9/24
- McPhee's Red Angus Beef Sale @ 8:00 am 9/26

Vehicle Needs for the Coming Week:

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: September 22-28, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday: Chris Lemos – 5 students will be assisting in Beef Sale this weekend. Make sure all permission slips are completed.

Tuesday:

Wednesday: Opening & Closing Contest @ Calaveras County Fair Grounds

Thursday: Heather Dyk – SSP Grant Meeting with Pam

Friday:

Saturday: McPhee Red Angus Beef Sale – Chris Lemos

Sunday:

Important Dates During the Month:

- Linden FFA Meeting @ LHS Pool 6:30 p.m. 9/8
- Opening & Closing Ceremonies Contest @ Calaveras County Fairgrounds 9am 9/24
- McPhee's Red Angus Beef Sale @ 8:00 am 9/26

Vehicle Needs for the Coming Week:

- Chris Lemos will take New Ag Truck for Sat Event

LINDEN AGRICULTURE DEPARTMENT**WEEKLY MEETING AGENDA**

DATE: September 29 – October 5, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday: Dean Archer – All COLC paperwork with Students has been completed.

Heather Dyk – Jennifer Dondero/Megan Dyk/Gail Brumley Meeting for SSP Partnership

Tuesday:

Wednesday:

Thursday: Chris Lemos & Heather Dyk – Project Supervision for Hannah Brady, Dana Brady & Javier Garcia

Friday: National Convention Meeting with Students and Parents Attending Convention.

Saturday: COLC

Sunday: COLC

Important Dates During the Month:

- Greenhand Conference @ Lodi High School 8:00 am 10/2/14
- COLC @ Denair High School 12 pm 10/4/14 – 10/5/14

Vehicle Needs for the Coming Week:

- Dean Archer will have Ag Truck
- Chris Lemos will have school Van
- Heather Dyk will switch vehicles over weekend with Dean and Chris to bring students home from COLC.

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: October 6 - 12, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday: Heather Dyk – Hanna Brady Project Supervision

Tuesday: Heather Dyk – SSP Grant Meeting with Pam

Heather Dyk – Department Chairs Meeting

Wednesday: Heather Dyk – SSP Grant Meeting with Pam

Chris Lemos – Call Lions Club to confirm Spaghetti Feed

Dean Archer – Order Spaghetti Feed Tickets

Thursday: Public Speaking Contest Meeting @ Lunch

Friday: All MFE/ALA Paperwork due to Heather Dyk

Saturday:

Sunday:

Important Dates During the Month:

- Linden FFA Meeting @ 6:30 pm 10/13
- CCSS Training @ 8:00 am 10/16
- Administrators night @ 7:00 pm 10/21
- National FFA Convention 10-29 thru 11-1

Vehicle Needs for the Coming Week:

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: October 13 - 19, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday: Linden FFA Meeting

Tuesday: End of 1st Quarter

Wednesday: R-2 and Expenditures Report due

Thursday: Common Core Training (Subs Required for all teachers)

Friday:

Saturday:

Sunday:

Important Dates During the Month:

- Linden FFA Meeting @ 6:30 pm 10/13
- CCSS Training @ 8:00 am 10/16
- Administrators night @ 7:00 pm 10/21
- National FFA Convention 10-29 thru 11-1

Vehicle Needs for the Coming Week:

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: October 20 – 26, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday:

Tuesday: Administrators Night (Dyk & Lemos)

Wednesday: Heather Dyk – Pumpkin Planter fundraisers advertised

Thursday:

Friday:

Saturday:

Sunday:

Important Dates During the Month:

- Administrators night @ 7:00 pm 10/21
- National FFA Convention 10-29 thru 11-1

Vehicle Needs for the Coming Week:

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: October 27 – November 2, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday: Prep for CTE Advisory Meeting – Heather Dyk

Tuesday:

Wednesday: National Convention (Royce McPhee, Rita McPhee & Kenneth Watkins)

Thursday:

Friday:

Saturday:

Sunday:

Important Dates During the Month:

- National FFA Convention 10-29 thru 11-1
- CTE Advisory Meeting Nov 5, 2014 @ 2:30 p.m.

Vehicle Needs for the Coming Week:

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: November 3 - 9, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday:

Tuesday: Heather Dyk – Department Chairs Meeting @ 3:20 pm

Wednesday: CTE Advisory Meeting @ 2:30 pm

Thursday:

Friday:

Saturday:

Sunday:

Important Dates During the Month:

- Linden FFA Spaghetti Feed (Meatball Making) Nov 10
- Mid Valley Ag Luncheon @ 11 am Nov 12
- Nov 15 – State Materials due to Hugh Mooney
- Linden FFA Greehand & Chapter Degree Banquet Nov 17 @ 7 pm
- Linden FFA Fall Plant Sale Nov 19 @ 3 pm
- Central Region Roadshow and Fall Meeting Nov 21 -22
- Delta-Cal Manuscripts due at Fall meeting

Vehicle Needs for the Coming Week:

LINDEN AGRICULTURE DEPARTMENT**WEEKLY MEETING AGENDA**

DATE: November 10 - 16, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday: Heather Dyk – Linden Lions Club Meatball making for Spaghetti Feed

Dean Archer – Emailed Delta-Cal Section regarding Sectional Contest hosted by Linden

Tuesday: No School – Veterans Day

Wednesday: Heather Dyk – Mid Valley Ag Luncheon Fundraiser (5 Students)

Thursday: Heather Dyk – submitted Nutrients for Life Grant part 1

Friday: Heather Dyk – Confirmed with Mr. Mooney that we could hold on to Department materials for the state until Linden Ag program review on Dec 1.

Saturday:

Sunday:

Important Dates During the Month:

- Linden FFA Spaghetti Feed (Meatball Making) Nov 10
- Mid Valley Ag Luncheon @ 11 am Nov 12
- Nov 15 – State Materials due to Hugh Mooney
- Linden FFA Greehand & Chapter Degree Banquet Nov 17 @ 7 pm
- Linden FFA Fall Plant Sale Nov 19 @ 3 pm
- Central Region Roadshow and Fall Meeting Nov 21 -22
- Delta-Cal Manuscripts due at Fall meeting

Vehicle Needs for the Coming Week:

Heather Dyk – Ag Truck for Mid Valley Ag Luncheon

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: November 17 - 23, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday: Linden FFA Greenhand & Chapter Degree Banquet @ 7 pm

Begin passing out Poinsettia Sale Fundraiser Forms to students

Begin Passing out Linden FFA T-shirt order forms to students

Nicolas Garden – Partnered with Linden FFA for CalAg License plate grant

Tuesday:

Wednesday: Linden FFA Fall Plant Sale

Thursday:

Friday: Heather Dyk – Central Region Road Show

Saturday: All Teachers – Central Region Fall Meeting

Manuscripts delivered to Delta-Cal Section Contest Chairs

Sunday:

Important Dates During the Month:

- Linden FFA Greehand & Chapter Degree Banquet Nov 17 @ 7 pm
- Linden FFA Fall Plant Sale Nov 19 @ 3 pm
- Central Region Roadshow and Fall Meeting Nov 21 -22
- Delta-Cal Manuscripts due at Fall meeting

Vehicle Needs for the Coming Week:

Heather Dyk will take newer Ag Truck

Dean Archer & Chris Lemos will car pool in older Ag Truck

LINDEN AGRICULTURE DEPARTMENT

WEEKLY MEETING AGENDA

DATE: November 24 - 30, 2014

In Attendance: Dean Archer, Heather Dyk & Chris Lemos

Activities for the Week:

Monday: Dean Archer – Congrats on new Baby girl (Avery Marie)

Tuesday:

Wednesday: Minimum Day

Thursday: No School - Thanksgiving

Friday: No School

Saturday:

Sunday:

Important Dates During the Month:

- Dec 1 – Hugh Mooney for State Ag Program Review
- Dec 2 – Department Chairs – Heather Dyk
- Dec 3 – Linden FFA Fall Plant Sale
- Dec 3 – Linden FFA T-Shirt order forms due
- Dec 4 – Linden FFA Poinsettia order forms due
- Dec 5 – State FFA Leadership Conference & “Send me to State” Applications due

Vehicle Needs for the Coming Week:

Department Inventory

Ag. Mech.

2 Miller millermatic 250 mig welders
 1 Lincoln Electric power mig welder
 1 Lincoln Electric Ranger 9 Engine drive welder
 6 miller stick welders
 2 Scotchman Iron workers
 36" sheet metal slip roller
 6' 12ga. Sheet metal brake
 1 Bead blasting cabinet
 48" hydraulic sheet metal shear
 20 welding helmets
 7 hand grinders
 4 bench grinders
 1 belt sander – grinder
 3 oxy – acetelyre cutting torches
 1 case IH tractor C60
 1 Clark forklift
 1 Nissan forklift
 1 thermal dynamics thermal ark PAK SXR plasma cutter
 1 Lincoln electric Pro – cut80 plasma cutter
 1 wellsaw vertical saw
 4 cutting tables
 2 chop saws
 3 anvils
 1 hot water pressure washer
 16 hammers
 11 slag hammers
 13 pairs of welding gloves
 1 Miller spot welder
 1 Ellis band saw
 2 drill presses
 1 die grinder

Small Engines

7 work tables
 10 3.5 Hp engines
 1 air compressor
 10 hand tool sets

6 Small Engines visual parts sets

1 Electric motor cut-away
 1 Zep parts washer cabinet

Shed

2 wheel barrows
 5 sheep stands
 1 scale (livestock)
 2 blocking chutes
 15 pig waters
 2 hedgers
 2 weed eaters
 1 edger
 2 blowers
 1 backpack sprayer
 1 rod tillers
 2 lawn mowers
 4 pig boards
 2 pitch forks
 2 push brooms
 1 dolly
 2 square nosed shovels
 1 shovel stand

Lab Supplies

½ gallon of white vinegar
 3 lbs. salt – iodized
 4 – Starch
 1 – 16fl mineral oil (1/5 left)
 1 – Vanilla 8fLoz
 1 - Pack assorted food coloring
 1 - Bottle of DNA extraction buffer
 1 – Shaker of table salt
 1 - Box of moth balls
 1 - Box of cold relief
 1 - Bag of beans
 2 - Dixie cups
 1 - Box of toothpicks
 3 - Box sandwich
 1 - Napkins

4 - Boxes of flexible straws
6 - Bags of cheese cloths
2 - Big freezer bags
7 - 10 mL test tips
3 - 3cup measuring cups
5 - Test tubes
14 - 200 mL beaker
2 - 1000 mL beaker
10 - 80 mL beaker
7 - 100 mL test tubes
14 - Metal pans
12 - Flat conversion thermometers
10 - Glass sticks
20 - Glass thermometers
10 - Small test tubes
4 - 3 cup tubs
2 - Box of tubes
12 - 50 mL beakers
12 - 200 mL beakers/box
1 - Bag of lids
1 - Box of big tubes
5 - Scales
27 - Student dissecting kits
15+ - Boxes of slides
5 - Bags of pH paper

1 - Big magnifying glass
7 - Shots
18 - Wooden rulers
1 - Box of toothpicks
1 - Lens paper booklet
4 - Metal scissors
10 - Razors

15 - Wood picks
6 - Tube holders
1 - Bag of micro dishes
8 - Bags yellow tubes
8 - Tweezers
5 - Big micro dishes
2 - Bags of gloves
1 - Box wax paper

4 - Blow dryers
5 - Red scissors
5 - Ice
3 - Rolls white clear tape
1 - Ball of string

Chemicals

1 - 409
1 - Window cleaner
1 - Dish cleaner
1 - Stripping pains
1 - Soectracide
1 - Alschris
4 - Bottles distilled water
4 - Buffer pH 7 (1L)
3 - Hydrochloric Acid (1L)
4 - Sodium Hydroxide
1 - Rubbing Alcohol
2 - Prepared Agarose
2 - Bromophenol
4 - Benedict's Qualitive Solution
Physiological Saline
4 - Sucrose

Courses with Alternative Credit

Courses with Alternative Credit

Within the Agriculture Department there are several different classes that count for alternative credit for Linden High School. These Courses are as follows:

Agriculture Biology	UC Elective D – CSU Lab Science
Agriculture Science 1	UC Elective G – CSU Lab Science
	Or UC Elective D – CSU Lab Science
ROP Landscape & Plant Production	Articulation w/ Delta College HORT 101
	& MJC Horticulture
ROP Ag Business Computers	Articulation w/ Delta College



Linden High School
Agriculture Department



15. Advisory Committee Meeting Agendas

CTE Advisory Committee Agenda November 5, 2014

- | | | |
|-------------|--|-------------------------|
| I. | Welcome & Introductions | Heather Dyk |
| II. | Announcements/Recognitions | |
| | a. FHA | Laura Nealy |
| | b. Theater Productions | Rob Chase |
| | c. Design & Build | Rod Vasquez |
| | d. FFA | Dean Archer |
| III. | Old Business | |
| | a. CTE Technology Update | Chris Lemos/Rob Chase |
| | i. Equipment | |
| | ii. Software | |
| | b. Common Core State Standards (CCSS) | ????? |
| | c. Next Generation Science Standards (NGSS) | Heather Dyk |
| | d. Technology Education Grant | Pam Knapp |
| IV. | New Business | |
| | a. CTE Program Reports (Program Description & Course Outlines) | |
| | i. Home Consumer Economics | Laura Nealy |
| | ii. Theater Stage & Construction Tech | Rob Chase |
| | iii. Fire Science | Scott Bryant |
| | iv. Wood Shop | Rod Vasquez |
| | v. Ag Mechanics | Chris Lemos |
| | vi. Ag Business/Leadership | Dean Archer |
| | vii. Ag Sciences | Dean Archer/Heather Dyk |
| | viii. Landscape/Plant Production | Heather Dyk |
| | b. Program Planning/Goals | All Programs |
| | c. California Career Pathways Trust Grant | Pam Knapp |
| | d. Specialized Secondary Programs Grant | Pam Knapp/Heather Dyk |
| | e. School Farm | Chris Lemos |

Linden High School Agriculture Department

Advisory Committee Meeting

January 28, 2015

Agenda

Call To Order – Heather Dyk

Welcome and Introductions (5 min max) - Heather Dyk

- Members, Department Staff

Election of officers (10 min)

- Chairman
- Secretary

Old Business - Chairman

- Up-Date on Facilities and program (5 Min) – Heather?
- FFA Update (5 Min) – Dana Brady

New Business - Chairman

- On Site Program Review Report
 - Recommended areas for improvement
 - Corrective measures already being implemented
- Department Policies
 - FFA requirements
 - Number of required activities
 - Point value
 - Alternative assignments
 - SAE requirements
 - Size and scope
 - Point value
 - Documentation
 - Record Books
 - Format

- Storage

- Staff Assignments
- Program Completion Standards
 - Course Sequences
- Date of next Advisory Meeting ?? **April, ??**

Agriculture Department Advisory Committee Meeting

April 13, 2015

5:30 p.m.

Agenda

I. Call To Order

John Dondero

II. Old Business

- Approval of January 28, 2015 Advisory Minuets John Dondero
- Up-Date on Facilities, School Farm and Program (5 Min) Chris Lemos
- FFA Update (5 Min) Dean Archer
- On Site Program Review (10 Min) Heather Dyk
 - Review Ag Incentive Grant Checklist
 - Update on Ag Incentive Grant Compliance
- FFA & SAE requirements (10 Min) Chris Lemos
 - Presentation of tentative Ag Department Grading Policy
 - Record Books – update on Lap Top Cart
- Staff Assignments (10 Min) Dean Archer
 - Present the revised Chart of Responsibilities
- Course Offerings (15 Min) Heather Dyk
 - Course Sequences
 - Program Completer

III. New Business

- Five Year Plan (10 Min) Chris Lemos
 - Recommended adjustments if needed
- Program Improvement (15 Min) Chris Lemos
 - Recruitment
 - Getting students involved in CDE's and other activities
 - Meeting the needs of the Linden Community

IV. Adjourn

John Dondero

- Date of next Advisory Meeting: **TBA (Fall 2015)**



Linden High School
Agriculture Department



16. Advisory Committee Meeting Minutes

The Linden High School Agriculture Department Advisory Committee has gone through a revision this year. In the past, we have had the advisory committee meetings jointly with the entire CTE department. They have not been nearly as detailed as they should be or addressed some of the topics that need to be addressed. The first set of minutes will reflect a joint meeting with the entire CTE department. The second and third sets of minutes will reflect meetings specific to the Agriculture Department and will address topics specific to the Agriculture Department.

CTE Advisory Committee Minutes

November 5, 2014

2:30 – 4:00 p.m.

V. Welcome & Introductions

Heather Dyk

- Meeting called to order by Heather Dyk at 2:35 p.m. Heather welcomed all industry representatives, guests, and community members and thanked them for their time and continuous support. Time was also taken for all members present to introduce themselves with their agriculture background and years experience.

a. Student Program Announcements/Recognitions (2 minute Reports)

b. FHA

Laura Nealy

- Laura Nealy announced that this is Linden High School FHA's the 67th year as a chapter. FHA currently has 214 members enrolled with 2 regional officers. They have participated in several FHA-HERO events and they also exhibited at the State Fair this past summer.

c. Theater Productions

Rob Chase

- Rob Chase announced that the theater group is currently working on the set for the fall production "Alice in Wonderland" which will take place in November. This stage construction will also occur for the spring production yet to be determined. Mr. Chase hopes to begin incorporating film making into stagecraft, which is a goal for the 2016-2017 school year.

d. Design & Build

Rod Vasquez

- Rod Vasquez reported that the Design and Build team is currently building Linden Elementary School a shed on their campus for storage purposes. Also, this will be Rod's last year as he will be retiring at the end of the school year. He is excited about this year's class and hopes to "go out with a bang" during this year's Design and Build Competition in May of 2015.

e. FFA

Dean Archer

- Dean Archer announced that this is Linden FFA's 84th year as a chapter at Linden High School. We have already had a busy year and have attended the Opening and Closing Ceremonies competition, COLC with our chapter officers, Several Officer meetings, and a few Chapter meetings. We recently had two members return from National Convention, where they were able to see a past graduate receive her American FFA Degree. We will be hosting the Delta-Cal Sectional Public Speaking Contests this December, and will be celebrating our Greenhand and Chapter Degree recipients at our chapter ice cream social in November.
- Heather Dyk also announced that the refreshments were made and provided by our FHA Chapter and planters made by our FFA horticulture Students with Lion planter Ordainment designed by the FFA mechanics students.

VI. Old Business**a. CTE Technology Update****Chris Lemos/Rob Chase**

- Equipment & Software –Chris Lemos reported that a grant for CAD software through Auto Desk was applied for and received. There have been some installation issues, but they are being worked on and students are using a lower quality CAD program until corrections are made. Molly Watkins asked if there was a time we would be getting this software functional. Software will hopefully be updated within a short period of time although we have been trying for the past year. “This shouldn’t be a long process”, Mike Zaklan stated “If it is being set up as a stand-alone program and not on a network.” There are issues with the licensing which the County Office and IT people are working to resolve. Tech support for Auto Desk isn’t helpful to get this process moving at a faster rate. Bob Seronello asked if the license is expired and what will happen with software since it hasn’t been corrected. He also added that there are a lot of jobs in this quickly growing industry and we should apply some pressure on the company to help us out. Mike Zaklan suggests hiring a private consultant to go through the process to help us. Richard Schmidig commented that he hopes the committee recognizes that this is not something the High School dropped the ball on and that we are at the mercy of the company and its ability to communicate with the County Office IT members, and we don’t appear to be high on their priority list.
- Rob Chase also mentioned that working with stage technology and the CAD program is something they are aiming towards with hopes of improving this course in the very near future.
- Chris Lemos also reported that a 3-D printer is also new within the Ag Mechanics program to use modeling and demonstration procedures for small engines. Possibly looking at future CAD courses to integrate into Linden High School in the futures to see more emphasis in the mechanization technology in the industrial applications.
- Pam Knapp also discussed with the committee that we have 20 new laptops for students to use through the laptop lending program. This allows student to check out a laptop to take home and complete any required assignments that need to be typed. All lab tops are wireless capable if a student were to locate a business/company with wireless access. Richard Schmidig also added that these lab tops are highly monitored for student safety and inappropriate uses. Molly Watkins asked if they are being used and Pam responded that they are being checked out at a continuous rate.

b. Common Core State Standards (CCSS)**Richard Schmidig**

- Richard Schmidig shared that although education is making a switch to the CCSS he believes that the CTE is, and has been, the model of what CCSS can look like in the classroom. Our courses have real life applicable teaching methods already imbedded within our curriculum. However, CTE teachers

still need to embrace the concept of having subjects such as English, History and Math within their curriculum.

c. Next Generation Science Standards (NGSS)

Heather Dyk

- Heather Dyk reported that the NGSS were adopted last November and are being piloted in limited programs. Linden High school has been receiving some training this year with our science teachers. At the current time NGSS will give the option to high schools to remain subject specific or take the integrated science option. We are not sure what Linden High School will choose, but at the time the Agriculture Department is using recommendations from the CATA program Vision 2030. This program is taking the initiative to work with the UC system to develop Agriculture Integrated Science courses 1-3 that incorporate both the Agriculture standards and NGSS. This will allow these courses to be available to high schools to choose as an option to teach NGSS standards while meeting Agriculture requirements as well as having these courses UC/CSU approved as A-G. At a later date before required implementation of NGSS, Linden High School will have to choose the option of integrated science courses or subject specific science courses which will also require the input of the non-agriculture science teachers on Linden High Schools campus being that all courses will have to follow the same model.

d. California Career Pathways Trust Grant

Pam Knapp

- Pam Knapp reported that the \$250,000,000 grant program Linden High School applied for with a consortium from the county was not funded. However, we will be reapplying this year and we know what corrections to make to insure our application is stronger. Logistics will be our new focus with allowing students to learn in areas such as warehouse management, and other logistical careers.

VII. New Business

a. CTE Program Reports (Program Description & Course Outlines)

- | | |
|---|-------------------------|
| i. (1) Wood Construction Technology | Rod Vasquez |
| ii. (1) Theater Stage & Construction Technology | Rob Chase |
| iii. (1) Agriculture Mechanics | Chris Lemos |
| iv. (2) Landscape/Plant Production | Heather Dyk |
| v. (2) Fire Science | Scott Bryant |
| vi. (2) Home Economics Careers & Technology | Laura Nealy |
| vii. (3) Computer Applications | Rob Brown |
| viii. (3) Agriculture Business | Dean Archer |
| ix. (3) Agriculture Leadership | Dean Archer |
| x. (3) Ag Sciences | Dean Archer/Heather Dyk |
- All course descriptions and outlines were discussed and no changes were presented or brought forward.

b. Program Planning/Goals (Goals listed on Back of agenda)

All Programs

- Agriculture Department

- Soil storage bins that mirrors Cal Poly, SLO which protect the soil and soil making equipment. We are doing it in affordable stages.
- Power shade structure is being installed by Ag Mechanics courses and should be installed by the end of the school year.

- Improvements to the school farm including the management plan and hiring student staff to help with maintenance throughout the school year. Replacement of Cherry Trees will also take place in the orchard. The recommendation was made by Albert Vaccareza and Brian Gideon to replace the missing row of cherry trees with walnuts.
- Agriculture Metal Shop is going through re-organization for equipment, supplies and safety.
- **Fire Science**
 - Fire Science department plans to make the transition to the new IFSTA Essentials 6 text book as well as achieve articulation through Modesto Junior College and possibly Cosumnes River College.
- **Home Economics Careers & Technology Department**
 - Strive to improve recruitment to secure longevity of the program and would also like to re-introduce the culinary arts program to Linden High School. This would also require the possibility of expanding the HECT Department to two teachers.
- **Theater Stage & Construction Technology Program**
 - Introducing film technology for the 2016-2017 school year and getting CAD software up and running
- **Wood construction Technology Program**
 - Will help with the transition for the new wood shop teacher and assist in the hiring process. Rod Wants to insure that he leaves the program in good condition for the next teacher.
- c. **Specialized Secondary Programs Grant** **Pam Knapp/Heather Dyk**
 - Pam Knapp and Heather Dyk reported that Linden High School applied for the SSP grant. The first year of funding is for \$35,000 and second year a separate grant can be applied for at \$100,000. This grant was applied for to introduce an Agriculture Floriculture program at Linden High School. The introductory course would be an art history floral course that is UC/CSU A-G approved in the area of fine arts. An advanced class would also be offered as a focused on the floriculture industry itself to prepare students for entry level careers. The results of this grant application will be available in December of 2014. Linden High School will move forward at that time with designing the new class if successful.
- d. **California Department of Education** **Pam Knapp**
Leadership Development Institute
 - Pam Knapp applied to California Department of Education Leadership Development Institute and was accepted. This is both advisory as well as a training opportunity for Pam in the CTE area. She views it as a great opportunity for a chance for Linden High School to remain on the cutting edge of the CTE industries.

VIII. Adjournment

- a. Heather Dyk adjourned the meeting at 4:14 p.m.

Agriculture Department Advisory Committee Meeting

January 28, 2015

5:30 p.m.

Minuets

- V. Call To Order** – Meeting was called to order by Heather Dyk at 5:45 p.m.
- VI. Welcome and Introductions**
- Heather Dyk welcomed all attendees and all members introduced themselves and their background and years' experience.
- VII. Election of officers**
- Heather Dyk described the Chairman and Secretary positions and asked for nominations:
 - Richard Schmidig nominated John Dondero for Chairman, John Dondero accepted the nomination. Elected by unanimous voice vote.
 - Brian Gideon volunteered for Secretary. Elected by unanimous voice vote.
- VIII. Old Business**
- John Dondero began by requesting a brief explanation and background information about startup of Agriculture Advisory Committee.
 - Per Dean Archer - It started in the 1990's and never took off to its full potential. It is a committee designed to help the agriculture operate at its full potential and maximize its connection with the agriculture industry and Linden community.
 - Up-Date on Facilities and program
 - Heather Dyk described the facilities listing classrooms, shops, and storage. Future planning was also discussed for short term goals. These included soil storage bins in the plant production area, completion of shop safety set-up and addition of mobile lap top cart to be discussed later in the agenda.
 - FFA Update
 - Dean Archer gave an FFA update
 - Public speaking contest- four students moving on to the regional primaries
 - FFA week – Celebrated Feb 17-20. An FFA Bar-B-Q, lunch activities and Donkey Basketball are a few of the activities that will take place throughout the week.
 - Farm day

- per Heather Dyk - Feb 19, still waiting for one school to confirm. This year will be the first year that has businesses and community members coming to provide exhibits and displays.
- State FFA conference will be in April and students are turning in all paperwork so planning and showing of animals can take place for Ag Fest in June.

IX. New Business

- On Site Program Review Report – Agriculture Incentive Grant
 - Heather Dyk discussed the recommended areas for improvement and variance request forms that have been submitted and approved. It was explained that each year a review is conducted by a three year rotation by Ag Teachers themselves, the Advisory committee and state staff. Feedback is given and areas of concern are discussed and addressed. Corrective action items are established.
 - During the State staff visitation this past December there were several areas of concern. All areas were discussed with Advisory Committee. The Advisory Committee recommended the following:
 - Provide a copy of the Ag Incentive Checklist for each member to review and become familiar with
 - Place the Ag Incentive Check list on the next meeting's agenda to be discussed and all members ask questions they still have.
 - Heather Dyk ended this discussion by letting all members know that the Ag Department is on track to completing all corrective actions as evident by the time line submitted to state staff.
- Department Policies
 - FFA & SAE requirements
 - Chris Lemos discussed the new FFA & SAE requirements policy set in place beginning in January at the start of second semester. The Advisory members recommended the following:
 - One activity required for each student per quarter. Alternative assignments will be available based on teacher's approval.
 - All students will be required to have an SAE in place or 1st year members have an SAE plan.
 - More documentation of activities and SAE projects needed by teachers based on evidence found in grade books and students FFA record books.
 - Point value – discussion followed how to assign values or percentages for participation in Leadership activities and SAE projects in school and outside of school. Suggestion made to allow teachers to determine point or percentage values for the remainder of the semester. The Advisory committee recommended the following:
 - Present a tentative Ag Department Grading policy at the next meeting.
 - Record Books - Richard Schmidig discussed the new purchase of a mobile lab top cart for the CTE Department. This cart will be housed in the CTE building on campus and will only be accessible to CTE teachers on campus. This will be available to all Ag

Teachers to help aide in the transition to the new i-recordbook and on-line applications.

- Staff Assignments
 - Chart presented by Dean Archer and the Advisory committee made the following recommendations:
 - Review shared responsibilities and make one person accountable per line item when possible.
 - Make the chart easier to read and make available to review at the Fall meeting in Oct 2015. .
- School Farm:
 - Chis Lemos discussed the replacement of the 2 rows of Brooke Cherries. The advisory committee recommended either the replacement of a different variety of cherries or to replace with another 2 rows of walnuts. John Dondero volunteered to donate any trees needed and to also help remove remaining trees.
- Course Offerings & Sequences
 - Heather Dyk reported that Linden High applied for an SSP grant to begin a new floriculture program at the high school. We were awarded 35K for planning two new courses in the floral industry. The first course will be offered in the fall of 2016 titled "The art and History of Floral Design." This class will be an approved CSU/UC course in the area of "Fine Arts". This will allow more options for our students to complete the visual art requirement before graduating.
 - Heather Dyk asked to postpone course offerings and sequences item for the next meeting due to the length of the meeting. It was agreed by all members to postpone this item.

X. Adjourn – John Dondero adjourned the meeting at 7:45 p.m.

Date of next Advisory Meeting: **Tentative April 13, 2015 at 5:30 PM**

Submitted by: Brain Gideon

Members Present:

Jennifer Dondero	Fiores Floral & Gifts Shop Owner/Operator & Parent
John Dondero III	Cherry/Walnut Farmer & Parent (Chairman)
Brian Gideon	CBC Steel Buildings Components Manager (Secretary)
Calvin Nash	Linden High School Shop Volunteer & Community Member
Michael Tescano	San Joaquin Delta College Horticulture Professor

Albert Vaccarezza	Johnny's Welding Owner & Operator
Mario Vigna	Mid-Valley Ag PCA & Past Agriculture Student

Ex-officio Members:

Dean Archer	Agriculture Instructor
Heather Dyk	Agriculture Instructor
Pam Knapp	CTE Site Coordinator and Career Counselor
Chris Lemos	Agriculture Instructor
Richard Schmidig	Linden High School Principal

Not Present:

Gailey Brumley Modesto Junior College General Agriculture & Horticulture Instructor

Jay Colombini School Board Member & Past Parent

Agriculture Department Advisory Committee Meeting

April 13, 2015

5:30 p.m.

Minutes

XI. Call To Order – Meeting was called to order at 5:45 pm by John Dondero

XII. Old Business

- Approval of January 28, 2015 Advisory Minutes
 - John Dondero asked for a motion to approve the January minutes. Motion was made by Brian Gideon to accept the January Minutes. Jennifer Dondero seconded. Motion passed by voice vote.
- Up-Date on Facilities, School Farm and Program
 - Chris Lemos gave a brief update on the school farm. Over the past 3 months two new rows of walnuts have been planted to replace the under producing cherry rows. These trees were donated by John Dondero and planting medium was also donated by My Bark Company. The Ag Mechanics classes will also be completing construction of new soil bins for the Horticulture program.
- FFA Update
 - Heather Dyk Reported that the FFA Season is actively upon us and since our last meeting we have had 4 students move on to the public speaking Regional Preliminaries, and 4 students have been traveling throughout the state competing on the Livestock Judging Team. The Linden FFA Chapter also had a successful FFA week with a bar-b-q, several FFA lunch activities and our annual Farm Day. We will be taking 12 students to the State FFA Leadership conference this month in Fresno, where we also have 2 students that are finalists in the State Scholarship and Proficiency areas. Later this summer we will also be attending the San Joaquin County Ag Fest, which several students have obtained and are currently working on their projects to exhibit at the Ag Fest.
- On Site Program Review
 - Heather Dyk reviewed the Ag Incentive Grant Checklist. A copy of the Program review checklist by Hugh Mooney from December of 2014 was provided to each advisory member. All questions were answered as to what progress is being made on resolutions to make sure all check listed items are in fact met. Committee members requested that all areas on Ag Incentive Checklist be addressed in Chart or responsibilities. This discussion continued later in the meeting on the agenda.
- FFA & SAE requirements

- Chris Lemos presented the new tentative Ag Department Grading Policy to be put in place for the 2015-2016 school year. All committee members agreed to this grading policy where a weighted grade would be used throughout all agriculture courses. 2.5% will be graded on FFA participation and 2.5% will be graded on SAE and FFA Record Books.
- Chris Lemos also reported that we have received a majority of the equipment for the lap Top Cart to be used to help transition to the FFA i-Record Book. Currently the lap tops are being set up by our IT Technician and should be available very soon.
- Staff Assignments
 - Dean Archer presented the newly revised Chart of Responsibilities from the previous January Meeting. Members questioned the distribution of work load. Dean Archer commented that several of the responsibilities fall on the Department Chairs responsibility list. Richard Schmidig started that his concern was that the department chairs responsibilities shouldn't be based on the CTE Department Chairs position because there is no true Agriculture Department Chairs position through Linden High School. He requested that all duties were evenly distributed and shared amongst all agriculture teachers. The Committee made the following recommendation:
 - It was then requested that the chart of Responsibilities be looked at one more time to ensure even distribution amongst Agriculture Teachers, but to also add the areas from the AIG that haven't been included yet. It was asked to be available at the next meeting.
- Course Offerings
 - Heather Dyk presented from the tabled item from January's meeting that we need to discuss future courses offered through the Agriculture Department. These classes don't need to be new, but need to make sure we have a sequence of courses to ensure we have students that are qualified program completers. Currently we have a well-defined Agriculture Mechanics Pathway for 4 year program completers and an Agriculture Science Pathway for 3 years. However we can strengthen our Agriculture Science as well as Horticulture Pathways by making sure we have a clear cut sequence of courses available. Several members asked about the ability to consider offering a true agriculture business pathway in the future and Agriculture Teachers and Administrators said this could be a future possibility. The committee made the following recommendation:
 - Members requested that a document mapping out current course sequencing to be available to review at our next meeting.

XIII. New Business

- Five Year Equipment Acquisition Schedule
 - Chris Lemos presented the 2014-2015 5 year equipment plan. He asked if there were any recommendations. The committee made the following recommendations:
 - Please indicate if the item is new or a replacement.
 - Add this agenda item to the agenda annually for review. This will allow the Committee to see equipment that is needed so they can help spread the word through the community.
- Program Improvement

- Chris Lemos asked if there were any comments or recommendations from the committee members to help improve the program currently. The committee made the following recommendations:
 - Increase field trips to industry and businesses to allow students to see what's beyond the classroom.
 - Provide the graduation follow-up annually to the committee to determine where the agriculture students are going/doing.
 - Develop a better recruitment program.

XIV. Adjourn – John Dondero adjourned the meeting at 7:35 p.m.

Date of next Advisory Meeting: **TBD for Fall of 2015**

Submitted by: Brian Gideon

Members Present:

Jennifer Dondero	Fiores Floral & Gifts Shop Owner/Operator & Parent
John Dondero III	Cherry/Walnut Farmer & Parent (Chairman)
Brian Gideon	CBC Steel Buildings Components Manager (Secretary)
Calvin Nash	Linden High School Shop Volunteer & Community Member
Michael Tescano	San Joaquin Delta College Horticulture Professor
Albert Vaccarezza	Johnny's Welding Owner & Operator
Mario Vigna	Mid-Valley Ag PCA & Past Agriculture Student

Ex-officio Members:

Dean Archer	Agriculture Instructor
Heather Dyk	Agriculture Instructor
Jay Colombini	School Board Member & Past Parent
Chris Lemos	Agriculture Instructor

Richard Schmidig Linden High School Principal

Not Present:

Gailey Brumley Modesto Junior College General Agriculture & Horticulture Instructor

Pam Knapp CTE Site Coordinator and Career Counselor



Linden High School
Agriculture Department



17. Advisory Committee By-Laws

AGRICULTURE DEPARTMENT ADVISORY COMMITTEE

Linden High School

STATEMENT OF PURPOSES

The Board of Trustees of Linden High School authorizes the establishment of a continuing committee to be known as “The Agriculture Department Advisory Committee.” The committee is to be organized and operated under procedures approved by the committee and Board of Trustees.

The Agriculture Department Advisory Committee is not to be regarded as a substitute for any other form of citizen participation in school affairs. It is intended to stimulate and supplement other types of citizen participation.

The purpose of the Agriculture Department Advisory Committee is to serve in an advisory capacity providing advice and assistance to the agricultural teachers, administrators and the school board.

The Agriculture Department Advisory Committee is expected to contribute to the improvement of the agricultural education program provided by the school system through such functions as:

- Verifying the need for instruction in the various agricultural career areas;
- Verifying the content of the courses of study, i.e., FFA, Supervised Agricultural Experience Programs, classroom instruction;
- Providing the teachers with technical assistance;
- Assisting the school district in developing a comprehensive program of ~~vocational~~ education in agriculture.

By authorizing the establishment of the Advisory Department Committee, the Board and the principal pledge complete cooperation in the committee’s work. The Agriculture Department Advisory Committee will be expected to operate within the guidelines set forth.

STATEMENT OF ORGANIZATIONAL PROCEDURES

Membership

The Agriculture Department Advisory Committee shall consist of at least 7 regular members. Members of the Advisory Committee shall be selected from the community, and ex-officio members will include the agricultural teachers, principal, and school board members.

Selection (Nominating) Committee

- A. The agriculture teacher(s) will be charged with the responsibility of coordinating the selection of committee members.
- B. All new members will begin their term at the Fall meeting of each year.
- C. The Agricultural Department Advisory Committee will consist of the following areas of representation:
 - 1. Subject matter representation (minimum of 1 representative from each area)
 - a. Production Agriculture – School Farm
 - b. Agricultural Mechanics
 - c. Ornamental Horticulture
 - d. Agricultural Sciences
 - 2. Agricultural teachers (Ex-officio)
 - 3. Principal (Ex-officio)
 - 4. School Board Member (Ex-officio)

D. Members of the Agricultural Department Advisory Committee shall possess the following characteristics:

1. Knowledgeable of the area of representation;
2. Interested in quality education;
3. Representatives of the community, i.e., age, education, geographical, sex, minorities.

E. Term of Membership

1. All of the original members of Agriculture Department Advisory Committee will serve at least one year. The terms of the original members will be determined by lot. One-third of the members will serve for one year; one-third will serve for two years; and one-third will serve for three years.
2. Persons appointed to complete an unexpired term of less than two years shall continue on the committee for an additional full three-year term.
3. A member will serve one term, and is eligible for reappointment.
4. The year of the Agriculture Department Advisory Committee shall be from September 1 of each year through August 31 of the following year. Members shall begin serving their terms September 1 of each year.

F. Finances

1. The Principal shall provide for the proper and effective functioning of the Advisory Committee within the limits of the school's resources.
2. Meeting facilities, secretarial services for duplication of minutes of meetings and other official communications, mailing expenses, and other related services shall be considered essential for the proper functioning of the Advisory Committee.
3. All financial activities associated with the functioning of the Advisory Committee shall be in accordance with the policies of the board of education and school district.

G. Rules of Operation

1. The Agriculture Department Advisory Committee will prepare a set of operating guidelines within one year of its organization. The guidelines will be submitted to the superintendent and/or the board of trustees for review and approval.
2. Concerns may be submitted to the Agriculture Advisory Department Committee by the board of education, and by any citizen or group in the community subject to the limitations in the purpose of the Advisory Committee. The Advisory Committee shall determine which problems it shall study.

H. Reports to the Board of Education and Superintendent

1. The Superintendent shall be mailed a copy of the minutes of each meeting of the Advisory Committee and encouraged to include it in the board packet.

AGRICULTURE DEPARTMENT ADVISORY COMMITTEE

Linden High School

OPERATIONAL GUIDELINES

I. Officers

- A. The officers will consist of a chairperson, vice-chairperson, and recording secretary (coordinator of the Linden High School Ag Department). These officers will be elected annually at the first regular meeting of the committee, and will serve for a one-year term. Officers may be reelected.

II. Subcommittees

- A. The elected officers, and the instructor(s) who serves as the ex-officio member, will constitute the executive committee.
- B. Other subcommittees may be established and discharged by a majority vote of the Advisory Committee members.

1. Subcommittees may be continuous or ad hoc in nature depending upon needs.
2. Each subcommittee may elect its own chairperson and secretary when these positions are not specified by the Advisory Committee or chairperson.
3. The responsibilities of the subcommittee will be specified by the Advisory Committee.
4. Subcommittee size will be determined by its function. Membership may include persons not on the Advisory Committee, such as students, citizens, and school employees. At least one member of the subcommittee will also be a member of the Advisory Committee.
5. Sub committees will report regularly to the Advisory Committee.

III. Program

- A. The Advisory Committee will plan and operate under an annual program of work. Topics, goals, and activities will be included in the plan.
- B. A program of work for the ensuing year will be discussed at the first regular meeting of the Advisory Committee year.
- C. Proposals by members and others will be considered by the executive committee. The executive committee will formulate the annual program of work to be presented to the Advisory Committee at the first regular meeting.

IV. Meetings

- A. The annual program of work will indicate the regular meetings to be held each year.
- B. At least two meetings will be held each year.
- C. Special meetings may be called or regular meetings canceled by actions of the executive committee.
- D. The executive committee (and/or chairperson) in consultation with the teacher will be responsible for planning the agenda of individual meetings.

- E. Each meeting will begin at the announced time and will continue for no more than two hours.
- F. Parliamentary procedure will be used when a decision of the Advisory Committee is to be recorded or transmitted. Otherwise, discussion leading toward consensus of the members will be the prevailing procedure used at meetings.
- G. A quorum will consist of a majority of the officially appointed members of the Advisory Committee.

V. Responsibilities of Members

- A. Each member is expected to attend meetings regularly, participate in the Advisory Committee discussions, and serve on subcommittees when requested.
- B. Each member is expected to carefully study any problems which come before the Advisory Committee before reaching a final decision.
- C. Each member is expected to reach a personal decision, after considering the views of other citizens and/or organizations.
- D. Each member is expected to respect the rights of fellow committee members by not reporting or discussing opinions of individual members. The opinions and conclusions of the Advisory Committee as a whole may be discussed, within the policies approved by the board of education.

VI. Loss of Membership

Any member who is absent from two consecutive regularly scheduled meetings without good reason will be considered to have resigned from the Advisory Committee, and the Advisory Committee will notify the principal in writing.

VII. Use of Consultants

The Advisory Committee may utilize consultants from within and outside the school system, to obtain additional knowledge and assistance as needed.

VIII. Amendments

These rules of operation may be amended by a two-thirds vote of the appointed members of the Advisory Committee, and subsequent approval by the principal.



Linden High School
Agriculture Department



18. Proficiency Standards

PROFICIENCY STANDARDS

Linden High School Agriculture Department

“Careers in Welding Technologies and Fabrication” (Agriculture Mechanics)

Rating Scale:

- | | | |
|---|---|--|
| 4 | - | Knowledgeable/skilled: Student understands clearly and can work independently with no assistance. |
| 3 | - | Moderately knowledgeable/skilled: Student understands well and can work with limited supervision. |
| 2 | - | Limited knowledgeable/skilled: Student does not fully understand curriculum and requires close one on one instruction and supervision. |
| 1 | - | No exposure: Student has no knowledge/skills or experience in this |

area.

Name: _____ Year in School: _____

PART 1: Agriculture Mechanics

1. Personal and Group Safety

- a. Students practice the rules for personal and group safety while working in an agricultural mechanics environment
- b. Students know the relationship between accepted shop management procedures and a safe working environment.
- c. Students know how to safely secure loads on a variety of vehicles.

4	3	2	1

2. Basic Woodworking

- a. Students know how to identify common wood products, lumber types, and sizes
- b. Students know how to calculate board feet, lumber volume, and square feet
- c. students know how to identify, select, and implement basic

4	3	2	1

fastening systems.

3. Electricity Systems

- a. Students understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- b. Students can analyze and correct basic circuit problems.
- c. Students know how to use proper electrical testing equipment for AC and direct current (DC).
- d. Students can interpret basic agricultural electrical plans.

4	3	2	1

4. Cold Metal Processes

- a. Students know how to identify common metals, sizes, and shapes.
- b. Students know layout skills.
- c. Students know basic cold metal processes.
- d. Students can complete a cold metal project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

4	3	2	1

4	3	2	1

5. Oxy-Fuel Cutting and Welding

- a. Students understand the role of heat and oxidation in the cutting process.
- b. Students know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
- c. Students know how to flame-cut metal with an Oxy-fuel cutting torch.

6. Welding Processes

4	3	2	1

- a. Students know how to select, properly adjust, safely employ, and maintain welding equipment.
- b. Students can 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.
- c. Students can weld a variety of joints in various positions.
- d. Students know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

4	3	2	1

7. Fabrication Techniques

- a. Students understand metallurgy principles including distortion, hardening, tempering, and annealing.
- b. Students can operate and maintain various arc welding and cutting systems safely and appropriately.
- c. Students can operate and maintain fabrication tools and equipment safely and appropriately.
- d. Students understand how to design project plans by using mechanical drawing techniques.
- e. Students know how to finish a metal projects by implementing proper sequencing.
- f. Students know how to manipulate and finish metal by using a variety of machines and techniques.
- g. Students can construct a welding project including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

4	3	2	1

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8. Applications of Machinery

- a. Students understand how to identify common agriculture machinery.
- b. Students can operate and maintain equipment safely and efficiently.
- c. Students know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems.
- d. Students know the theory and operation of mobile hydraulic systems and power take-off systems.
- e. Students understand the theory and operation of 12-volt DC electronic and electrical systems.

9. Measurement and Construction

- a. Students know how to draw and interpret architectural plans.
- b. Students can install plumbing in agricultural structures.

4	3	2	1

4	3	2	1

Section 2 – Leadership

A. FFA

- Explain, and/or recite the items necessary that every FFA member needs to know.
- Know criteria and requirements needed to obtain the FFA State Degree.
- List and describe the FFA awards available to members.
- Identify contests in which agricultural education students may participate.
- List the requirements for earning the American FFA Degree.
- Identify regional, state, and national current information.
- Understand the benefits of FFA membership.

Section 3 – Agricultural Business Management

A. Record Book

- List the reasons for keeping records
- List the purpose of an inventory
- Maintain and complete the following parts of the California Agriculture Record Book: Calendar of Operations, Business Agreement, Budget, Journal, Loan Payment Summary, Property Inventories, Financial Statement, and Net Income Summary.

<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>

<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>

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B. Supervised Agricultural Experience Project

- Develop and maintain a mechanics project for the year.
- Keep an accurate record book with project records.
- Be available for project visits from Agriculture Advisor and other school staff members and be able to present project goals, developments, accomplishments, and record book when requested.

PROFICIENCY STANDARDS

Linden High School Agriculture Department

“ROP Landscape/Plant Production”

Rating Scale:

- | | | |
|---|---|--|
| 4 | - | Knowledgeable/skilled: Student understands clearly and can work independently with no assistance. |
| 3 | - | Moderately knowledgeable/skilled: Student understands well and can work with limited supervision. |
| 2 | - | Limited knowledgeable/skilled: Student does not fully understand curriculum and requires close one on one instruction and supervision. |
| 1 | - | No exposure: Student has no knowledge/skills or experience in this area. |

Name: _____

Year in School: _____

California State Standards for Landscape/Plant Production

Section 1 – Ornamental Horticulture

1. Plant Classification

- a. Student understands how to classify and identify plants by order, family, genus and species.
- b. Student understand how to identify plants by observing common plant parts.
- c. Student understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- d. Student understands plant selection and identification for local landscape applications. .

<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>

<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>

2. Plant Physiology

- a. Students understand plant systems, nutrient transportation, structure, and energy storage.
- b. Students understand the seed’s essential parts and functions.
- c. Students understand how primary, secondary, and trace elements are used in plant growth.
- d. Students understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- e. Students understand the tissues seen in a cross section of woody and herbaceous plants.
- f. Students understand the factors that affect plant growth.
- g. Students understand the different forms of sexual and asexual plant reproduction.
- h. Students understand the various techniques for successful plant propagations (e.g. budding, grafting, cuttings, and seeds).

3. Integrated Pest Management

4	3	2	1

- a. Student can read and interpret pesticide labels and understand safe pesticide management practices.
- b. Students understand how pesticide regulations and government agencies affect agriculture.
- c. Students understand common horticultural pests and diseases and methods of controlling them.

- d. Students understand the systematic approach to solving plant problems.

4. Water and Soil Management

- a. Students understand how basic soil science and water principles affect plant growth.
- b. Students know basic irrigation design and installation methods.
- c. Students can prepare and amend soils, implement soil conservation methods, and compare results.
- d. Students understand major issues related to water sources and water quality.
- e. Students know the components of soil-less media and the use of those media in various types of containers.
- f. Students understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
- g. Students understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.
- h. Students understand soil biology and diagram the soil food chain.
- i. Students understand how soil biology affects the environment and natural resources.

4	3	2	1

4	3	2	1
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5. Ornamental Plant Nutrition

- a. Students can analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- b. Students understand basic nutrient testing procedures on soil and plant tissue.
- c. Students can analyze organic and inorganic fertilizers to understand their appropriate uses.
- d. Students understand how to read and interpret labels to properly apply fertilizers.

6. Nursery Production

- a. Students understand how to properly use production facilities and common nursery equipment.
- b. Students understand common nursery production practices.
- c. Students understand how to propagate and maintain a horticultural crop to the point of sale.
- d. Students understand marketing and merchandising principles used in nursery production.

<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>

<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>

7. Crop Production and Management

- a. Students understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.
- b. Students understand common marketing and shipping characteristics of local commodities.
- c. Students understand general maturity and harvest-time guidelines for specific local plant products.
- d. Students understand how genetic engineering techniques have been used to improve crop yields.
- e. Students 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.

Section 2 – Landscape

<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>

1. Landscape Design, Installation, and Maintenance

- a. Students know the terms associated with landscape and design and their appropriate use.
- b. Students understand the principles of residential design, including how to render design to scale.
- c. Students understand proper landscape planting and maintenance practices.
- d. Students can prune ornamental shrubs, trees, and fruit trees.
- e. Students understand how to select, install, and maintain a designated turf-grass area.
- f. Students can develop clear and concise landscape business contracts.

2. Horticulture Tools and Equipment

4	3	2	1

- a. Students understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- b. Students can operate and maintain selected hand and power equipment safely and appropriately.
- c. Students can select proper tools for specific horticultural jobs.

- and electrical land and water features.

Section 3 – Agricultural Business Management

1. Record Book

- List the reasons for keeping records
- List the purpose of an inventory
- Maintain and complete the following parts of the California Agriculture Record Book: Calendar of Operations, Business Agreement, Budget, Journal, Loan Payment Summary, Property Inventories, Financial Statement, and Net Income Summary.

<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>

2. Supervised Agricultural Experience Project

- Develop and maintain a horticulture project for the year.
- Keep an accurate record book with project records.
- Be available for project visits from Agriculture Advisor and other school staff members and be able to present project goals, developments, accomplishments, and record book when requested.

<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>

Section 4 – Leadership

1. FFA

- Explain, and/or recite the items necessary that every FFA member needs to know.
- Know criteria and requirements needed to obtain the FFA State Degree.
- List and describe the FFA awards available to members.
- Identify contests in which agricultural education students may participate.
- Identify regional, state, and national current information.
- Understand the benefits of FFA membership.

[illegible]

PROFICIENCY STANDARDS

Linden High School Agriculture Department

“ROP Agriculture Business Computers”

Rating Scale:

- | | | |
|---|---|--|
| 4 | - | Knowledgeable/skilled: Student understands clearly and can work independently with no assistance. |
| 3 | - | Moderately knowledgeable/skilled: Student understands well and can work with limited supervision. |
| 2 | - | Limited knowledgeable/skilled: Student does not fully understand curriculum and requires close one on one instruction and supervision. |
| 1 | - | No exposure: Student has no knowledge/skills or experience in this area. |

Name: _____

Year in School: _____

Information Support and Services Pathway

1. Students understand the potential impact of information

systems in different organizations:

- a. Evaluate the systems-development life cycle and develop appropriate plans to maintain a given system after assessing its impact on resources.
- b. Evaluate support needs for different data and systems configurations.
- c. Understand the necessity of and procedures for communicating and documenting technical support provided

4	3	2	1

2 Students understand the process of systems implementation:

- a. Understand how to develop the purpose and scope of a systems project.
- b. Understand the criteria and processes for evaluating the functions of information systems.
- c. Know the processes needed to install and maintain systems.
- d. Know appropriate documentation support for information systems

4	3	2	1

4	3	2	1

3. Students understand important aspects of project management:

- a. Analyze business problems by using functional and cost-benefit perspectives.
- b. Know common organizational, technical, and financial risks associated with the implementation and use of systems.
- c. Know the functions of various tools used to manage projects involving the development of information systems.

4. Students understand the process necessary to accomplish a task by using effective resource management:

4	3	2	1

- a. Know how to acquire, use, and manage necessary internal and external resources when supporting various organizational systems.
- b. Understand how to identify and integrate various organizational systems to achieve minimum efficiency and effectiveness.

5. Students understand the dynamics of systems management and control:

4	3	2	1

- a. Know appropriate policies and procedures to ensure the security and integrity of management systems.
- b. Investigate, evaluate, select, and use major types of systems applications and vendors, including retail, manufacturing, and service management.

6. Students understand how training and support ensure efficient, productive systems operations:

- a. Analyze technical support needs.
- b. Use technical writing and communication skills to work effectively with diverse groups of people.
- c. Understand the principles of a customer-oriented service approach to users.

4	3	2	1

7. Students understand software applications and life-cycle phases:

- a. Know common industry-standard software and its applications.
- b. Evaluate the effectiveness of software to solve specific problems.
- c. Know a variety of sources for reference materials (e.g., online help, vendors’ Web sites, online discussion groups, tutorials, manuals).
- d. Diagnose and solve software application problems.
- e. Know current and emerging industry-standard technology and trends.

4	3	2	1

4	3	2	1
---	---	---	---

8. Students understand the importance of reading, writing, and comprehending documentation in a technical environment:

- a. Know appropriate search procedures for different types of information, sources, and queries.
- b. Evaluate the accuracy, relevance, and comprehensiveness of retrieved information.
- c. Analyze the effectiveness of online information resources to support collaborative tasks, research, publications, communications, and increased productivity.

9. Students understand and implement quality assurance processes:

- a. Know the characteristics and functions of available quality assurance tools and procedures for a variety of situations.
- b. Understand techniques for optimizing quality assurance processes.

4	3	2	1

10. Students understand and implement database management systems:

- a. Know the variety of data types that are stored in database management systems.
- b. Understand the ways in which tools for developing applications can be used to create information systems.
- c. Understand the various structures appropriate for specific applications within database management systems.
- d. Understand the development process of database schemas.
- e. Understand the possibilities for and limitations of converting data between databases and various applications.

4	3	2	1



Linden High School
Agriculture Department



19. Credentials from the Commission on Teacher Credentialing

Commission on Teacher Credentialing [US] https://educator.ctc.ca.gov/esales_enu/start.swe?SWECmd=GotoView&SWEView=CTC+Search+View+Web

CA.GOV **CTC** **COMMISSION ON TEACHER CREDENTIALING**
Ensuring Educator Excellence

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Agency User Search

Educator Information:
Last Name: LEMOS
First Name: CHRISTOPHER
Middle Name: CHARLES

Document Information:
Document Number: 130125095
Document Title: Single Subject Teaching Credential
Term: Clear
Status: Valid
Issue Date: 7/9/2013
Expiration Date: 8/1/2018
Original Issue Date: 4/30/2010
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects 1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
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			
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	

Renewal Requirements 1 - 1 of 1

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
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Employment Restrictions No Records

8:35 AM
7/22/2014

Commission on Teacher Credentialing [US] https://educator.ctc.ca.gov/esales_enu/start.swe?SWECmd=GotoView&SWEView=CTC+Search+View+Web

CA.GOV **CTC** **COMMISSION ON TEACHER CREDENTIALING**
Ensuring Educator Excellence

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Agency User Search

Educator Information:
Last Name: LEMOS
First Name: CHRISTOPHER
Middle Name: CHARLES

Document Information:
Document Number: 101154439
Document Title: Specialist Instruction Credential (Agriculture)
Term: Clear
Status: Valid
Issue Date: 4/30/2010
Expiration Date: 5/1/2015
Original Issue Date: 4/30/2010
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects 1 - 1 of 1

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

Renewal Requirements 1 - 2 of 2

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
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
R1SP	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

Employment Restrictions No Records

javascript:c_d(s_20,new Array("1-2IMW-107","s_1_2_33_1","SWERowId0=1-1NGV-47,SWERowId1=1-2IMW-107"),s_21,s_22,this)

8:36 AM
7/22/2014



Linden High School
Agriculture Department



20. Department Calendar

~ June 2014 ~						
◀ May 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 State Staff Meeting – Galt	4 State Staff Meeting – Galt	5 State Staff Meeting – Galt	6	7
8	9 Merced Fair	10 Weigh Pigs	11 El Dorado County Fair	12	13	14
15 Father's Day --- -- -- -- --> Galt Tractor pull-3pm --- -- -- -- -->	16 San Joaquin County Ag Fest	17 San Joaquin County Ag Fest	18 San Joaquin County Ag Fest	19 San Joaquin County Ag Fest	20 San Joaquin County Ag Fest	21 San Joaquin County Ag Fest
22 CATA Summer Conference – San Luis Obispo	23 CATA Summer Conference – San Luis Obispo	24 CATA Summer Conference – San Luis Obispo	25 CATA Summer Conference – San Luis Obispo	26 CATA Summer Conference – San Luis Obispo	27	28
29	30	Notes:				

~ July 2014 ~						
◀ Jun 2014						Aug 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 Spray School Farm	3 Gustine Tractor Pull	4 Independence Day	5
6	7 ROLC – SCI-CON	8 ROLC – SCI-CON	9 ROLC – SCI-CON Mother Lode Fair -- -- State Fair Jr. Livestock Check-in/pre-weighs	10 ROLC – SCI-CON -- -- -- -- -- State Fair Jr. Livestock	11 -- -- -- -- -- Stanislaus Fair -- -- -- -- -- -- -- --	12 Oysters & Oinkers BH -- -- -- -- -- -- -- -- -- -- -- -- -- -- --
13 -- -- -- -- -- State Fair Jr. Livestock	14	15	16 Spray School Farm	17 Department work -- -- -- -- -- Yolo County Fair Mtg – 10am Fairgrounds	18 Department work -- -- -- -- -- State Fair Jr. Dairy	19 -- -- -- -- -- -- -- -- -- -- -- -- -- -- --
20 -- -- -- -- -- -- -- -- -- -- -- -- -- -- --	21 Department work	22 Department work	23 -- -- -- -- --	24	25	26 Hilmar Tractor Pull
27	28	29 FFA Officer Retreat	30	31	Notes:	

~ August 2014 ~						
◀ Jul 2014						Sep 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 Department Cleanup Day With Students	6 Spray School farm	7	8	9
10	11 Teacher Work Day	12 Teacher Work Day	13 Yolo County Fair School Starts	14 -----	15 -----	16 -----
17 ----- >	18	19	20	21	22	23 Section Officer Leadership Summit – Delta HS 9am-3pm
24	25	26	27	28 Delta Cal – Manteca School Farm, 4 pm	29 Mariposa County Fair	30 -----
31 -----	Notes:					

~ September 2014 ~						
◀ Aug 2014						Oct 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Labor Day ----- Mariposa Fair	2 State Staff Meeting, Galt	3 State Staff Meeting, Galt	4 State Staff Meeting, Galt	5	6
7	8 Yolo – Davis HS 4:30 pm Linden FFA Meeting	9 California Admission Day Merced/Mariposa – CATA/ FFA mtg.wksp. 4 pm Merced Col	10 Sacramento - Pleasant Grove -in Sheldon 4 pm	11	12	13
14	15 GLC - UC Davis -	16 Stan/Tuol- Tri Riv. Hughson 4 pm – Picture night	17 Bulls eye Sale GLC-Colusa	18 Toyota Diversity Grant Recognition GLC-Colusa	19	20 Hilmar-Stevinson Casino Fundraiser
21	22 State FFA Executive Committee– Galt State FFA Advisory Committee– Galt State FFA Adult Board– Galt	23 National Convention Delegate Training – Galt GLC - Modesto -	24 Delta Cal – O/C Calaveras-9am checkin GLC - Modesto -	25 GLC - Modesto -	26 GLC - Modesto -	27 Ironstone Cocours Bull Sale
28	29	30	Notes:			

~ October 2014 ~						
◀ Sep 2014						Nov 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 GLC - Lodi HS	2 CSU Stanislaus – Aggie fundraiser GLC - Lodi HS	3 Yolo O/C Woodland College 8:30 registration GLC - Lodi HS	4 Central Region FFA COLC Denair
5 Central Region FFA COLC Denair	6	7 Oakdale O/C invitational	8	9	10	11 Anticipated SAT date Corcoran Cotton contest MJC Tractor Pull
12 Columbus Day	13 Linden FFA Meeting	14 Stan Tuol – O/C Gregori – 4 pm Yolo Corn Maze – Dixon 6 pm	15 BIG DUE DATE!! Merced/Mariposa FFA-O/C Gustine Tri Rivers – O/C Newman	16 << ----- Agriculture in the	17 Classroom Conference	18 West Hills Fall Field Day Scott's Valley, Santa Cruz
19	20	21 Delta Cal – Adm. Night – Holt/Delta College	22	23	24	25 MJC Cotton Contest
26 National Delegate trip	27 -----	28 National FFA Convention	29 Louisville, KY -----	30 -----	31 Halloween -----	Notes:

~ November 2014 ~						
◀ Oct 2014					Dec 2014 ▶	
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		Due Nov. 15 to State FFA – ALA/MFE Reg. for Sacramento, Redding, Monterey, Ontario	Due Nov. 15 to Regional Supervisor – Ag Incentive Checklist, Program Plan update			1 National FFA Convention, Louisville, KY Galt – Steak & Oyster
2 Washington DC Education	3 Tour ---- - Linden: Greenhand and Chapter Degree Ceremonies	4 Election Day ----- >	5	6 Sacramento O/C Galt 8:30 am Hanford Cotton Contest	7	8 Merced Aggie Fest – Merced Fairgrounds 4-7 Cattleman's Dinner
9	10 FFA Take Out Spaghetti Feed	11 Veterans Day	12 Merced/Mariposa Admin 4pm Pacheco HS 6pm Wool Growers	13	14	15 MJC Ag Division Fundraiser Chico State CDE Workout
16	17	18 Yolo – BIG/COOP- UC Davis, Olson Hall 4 pm Stanislaus Tuolumne/Tri Rivers Counselors night – MRC – MJC West Campus 5pm NAAE Conference –	19 Sacramento – BIG/Creed- Elk Grove/Sheldon 4pm Nashville	20 New Professionals'	21 Central Region 'Road Show – Delta College Institute Fresno	22 Central Region CATA meeting – Ironstone, Murphys Delta – Manuscripts Due
23	24	25	26	27 Thanksgiving	28	29
30	Notes:					

~ December 2014 ~						
◀ Nov 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 Yolo – Admin night Woodland CC/UC Davis Tri Rivers Bowling	3	4 Community College Ag	5 Mid-Winter Institute	6 Hosted by Butte/Chico Mariposa Creed & Natural Resources contest
7	8 Linden FFA Meeting/Recreation night	9 Sacramento – Adm Night – Forster	10 Delta Cal – Speeches, COOP, BIG – Linden- 2pm	11	12 Yolo FFA – Ice Skating – Vacaville	13 Exeter Citrus Contest Clovis Natural Resources contest
14	15 MFE/ALA Reg. Due for Modesto, Visalia	16	17	18	19	20
21	22	23	24	25 Christmas	26	27
28	29	30	31	Notes:		

~ January 2015 ~						
◀ Dec 2014						Feb 2015 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Due in Jan. at Section State Degree workshops – State Degree applications, Stars applications				1 New Year's Day	2	3
4	5	6 State Staff - Galt	7 State Staff - Galt	8 State Staff – Galt Student Teacher	9 MFE/ALA Sacramento Conclave - Modesto	10 MFE/ALA Sacramento Reedley Tree pruning Fowler Vine Pruning
11	12	13 Turlock, Man. Resumes Due Merced/Mariposa Manuscripts & cover letter/resumes Due	14	15 Sacramento – Records Florin 8am State CATA	16 MFE/ALA – Redding Governing Brd – Galt	17 MFE/ALA – Redding Dinuba Vine Pruning Clovis Tree Pruning Coalinga Nat. Res. Contest
18 (SOLS II)	19 MLK Day	20 Yolo – Records Esparto HS 4 pm	21 Stan T/Tri Riv. –Records Gregori 4 pm Stan T–Man/Resumes Due Sacramento Man./Res. due to Elk Grove Yolo – Man./Res. Due	22 Delta Cal - Record Books – Ripon 3 pm Etna Invitational Contest	23 MFE/ALA – Monterey	24 Merced/Mariposa Super Saturday-Leadership CDE,State Deg.Scoring 9 am Tulelake Invitational Hanford Citrus Contest Reedley Mid winter FD/State Nat.Resources MFE/ALA – Monterey
25 (SOLS II)	26 Linden FFA Meeting/ Recreation Night	27 Stan T – Speeches, Enochs	28 Sacramento – Speeches, Elk Grove – 1pm Advisory Committee meeting	29 Tri Rivers Super Thursday, Pitman	30 DUE date for all Star Applications - MFE/ALA – Ontario	31 Tulare Citrus Contest Minarets Parli Pro & Creed invitational MFE/ALA – Ontario

~ February 2015 ~						
◀ Jan 2015					Mar 2015 ▶	
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 State FFA Advisor Com. Meeting – Galt State FFA Executive Com. Meeting – Galt Mentor Teacher	3 Central Region Prof. Award–Ripon 4pm Conference (Modesto)	4 Merced/Mariposa Project comp banquet Stan T/Tri R – Spouses/friends Central Reg. Man, Res. Cover Letters to Galt 4:00pm	5	6 National Wear Red Day	7 Winter State Finals – Fresno State Arbuckle FD MJC Parli Pro invitational
8	9 Central FFA Officer Interviews – MJC	10 Tulare Farm Show	11 Central Leadership Prelims – Galt; 4pm Job Interview, Extemp., Impromptu; 5 pm Creed, Prepared Tulare Farm Show	12 Lincoln's Birthday Tulare Farm Show	13 MFE/ALA – Visalia	14 Valentine's Day Chico State Parli Pro invitational MFE/ALA – Visalia
15	16 Presidents' Day	17	18 Ash Wednesday Linden FFA Meeting	19	20 MFE/ALA - Modesto	21 MFE/ALA – Modesto Proficiency Award Edits due
22	23	24 Proficiency Scoring – Bakersfield	25 Proficiency Scoring – Galt	26 Proficiency Scoring – Galt	27	28 Central Region FFA/CATA – Cosumnes River College

~ March 2015 ~						
◀ Feb 2015						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Read Across America Day SLE – Sacramento	4 SLE – Sacramento	5 SLE – Sacramento	6 UC Davis Field Day SLE – Sacramento	7 UC Davis Field Day West Hills College FD-Coalinga Western Dairy Classic -Hanford
8 DST savings begins	9 Merced/Mariposa – Parli Pro Merced college	10	11 Sacramento – Parli Pro Liberty Ranch TBA	12	13	14 Chico Field Day
15	16	17 St. Patrick's Day Central State Degree North – Delta college	18 (Capital Ag Day – Sacramento)	19	20	21 Merced Field Day Dinuba Vet Sci FD
22	23	24	25 Yolo Project Competition	26 -----	27 Central Region Parli Pro Merced -----	28 MJC Field Day -----
29	30 Central State Degree South – MJC Linden FFA Meeting	31	Notes: TBA; TBA: Delta Cal Parli Pro – Ripon, 4 pm Yolo-Parli Pro, Coop quiz			

~ April 2015 ~						
◀ Mar 2015						May 2015 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
April 16-21. 2015			1	2	3	4 MJC Spring Classic- goats, swine, sheep MJC 19 th Annual Plant Sale
5 Easter Sunday	6	7	8	9	10	11 Cosumnes River FD Reedley College FD Cal Poly Pomona FD
12	13	14	15 Advisory Committee meeting	16 State Speaking Semi- Finals – Fresno State FFA Executive Committee Meeting – Fresno	17 State Parli Pro – finals Fresno	18 Fresno State Field Day State FFA Conference Fresno Clovis Welding contest
19 State FFA Conference – Fresno	20 State FFA Conference – Fresno	21 State FFA Conference – Fresno	22 Earth Day	23 Merced/Mariposa – FFA/CATA Livingston 4 pm	24 Arbor Day	25 Mariposa Booster Dinner Dance
26	27 Linden FFA Awards Banquet < - - Los Banos May Fair	28 Yolo Project Competition Banquet – 6:30 pm Yolo Fairgrounds - - - -	29 - - - -	30 - - - -	Notes:	

~ May 2015 ~						
◀ Apr 2015						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2 State FFA Finals – Cal Poly – SLO - - - - ->
3	4	5 Stanislaus/Tuol/ Tri Rivers – Planning MJC ACE Pavilion 4 pm	6 Delta Cal - Planning/FFA elections –3:30 pm Interviews 2pm Toyota Diversity Banquet	7 Sacramento – Planning/FFA elect Elk Grove 4 pm	8	9
10 Mother's Day	11 Yolo – CATA Planning/FFA elect Woodland 4 pm < - - - - - -	12 American Deg. North Galt 4pm - - - - -	13 Chowchilla Fair < - - - - -	14 Calaveras Co Fair - - - - -	15 - - - - - - - - - -	16 Linden Cherry Festival - - - - - - - - - -
17 - - - - - >	18	19	20 American Deg. Turlock 3:30 <	21 Sacramento Co Fair -	22 -	23 -
24 -	25 Memorial Day - >	26	27	28 MJC Project Competition “Dessert” Ceremony	29	30
31	Notes:					

~ June 2015 ~						
◀ May 2015						Jul 2015 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
San Joaquin Fair	1	2 State Staff Meeting – Galt Linden FFA Rafting Trip	3 State Staff Meeting – Galt	4 State Staff Meeting – Galt	5	6
7	8	9	10	11	12	13
14 Flag Day <-- --- --- ---	15 San Joaquin Fair -- - --- -	16 --- --- --- ---	17 --- --- --- ---	18 --- --- --- ---	19 --- --- --- ---	20 --- --- --- ---
21 Father's Day CATA Summer Conference – San Luis Obispo	22 CATA Summer Conference – San Luis Obispo	23 CATA Summer Conference – San Luis Obispo	24 CATA Summer Conference – San Luis Obispo	25 CATA Summer Conference – San Luis Obispo	26	27
28	29	30	Notes:			



Linden High School
Agriculture Department



21. Professional Growth and Development Activities

The following is a list of professional growth and development activities that the Linden High School Agriculture Department teachers will participate in:

- Sectional CATA Meetings
- Sectional FFA Meetings
- Fall Regional CATA Meeting
- Spring Regional CATA Meeting
- Spring Regional FFA Meeting
- State FFA Degree Ceremonies
- State CATA Conference at Cal Poly, San Luis Obispo
- State FFA Conference at Fresno
- Sectional Administrator's and Counselor's Night
- Regional Road Show
- Other in-service activities that will be of value to the department/school/district
- Central Region Road Show



Linden High School
Agriculture Department



22. R-2 Report

//calaged.csuchico.edu/r2/Scripts/Teacher/Print_courses.asp



California Agricultural Education

r2

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

R2 Teacher Information

Linden HS,Linden

Year: 2014

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Archer	Dean	A	Male	White	22	Agriculture Specialist	71696	7169	527	0	N
Lemos	Christopher	C	Male	White	4	Agriculture Specialist	54098	5409	527	0	N
Dyk	Heather	A	Female	White	8	Agriculture Specialist	59547	5954	527	1055	N

Archer, Dean					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:05	Ag Integrated Sciecne	24	Agriscience I
1	2	9:01	Prep	0	Prep
1	3	10:09	Ag Integrated Sciecne	25	Agriscience I
1	4	11:04	Ag Integrated Sciecne	26	Agriscience I
1	5	11:59	ROP Computers	25	Other Ag
1	6	1:22	Ag Leadership	26	Other Ag
1	7	2:17	Ag Integrated Sciecne	26	Agriscience I

/calaged.csuchico.edu/r2/Scripts/Teacher/Print_courses.asp

Dyk, Heather					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:05	Ag Biology	25	Ag Biology
1	2	9:01	Ag Biology	25	Ag Biology
1	3	10:09	Prep	0	Prep
1	4	11:04	ROP Landscape	24	O.H./Floral
1	5	11:59	Ag Biology	16	Ag Biology
1	6	1:22	Ag Science 1	17	Agriscience I
1	7	2:17	Ag Biology	20	Ag Biology

Lemos, Christopher					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:05	Ag Mechanics 1	18	Ag Mechanics
1	2	9:01	Ag Mechanics 1	19	Ag Mechanics
1	3	10:09	ROP Ag Welding and Construction	13	Ag Mechanics
1	4	11:04	Ag Mechanics 2	19	Ag Mechanics
1	5	11:59	Ag Power Systems	14	Ag Mechanics
1	6	1:22	Prep	0	Prep
1	7	2:17	Ag Mechanics 1	17	Ag Mechanics

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Linden High School
Agriculture Department



23. Travel Request

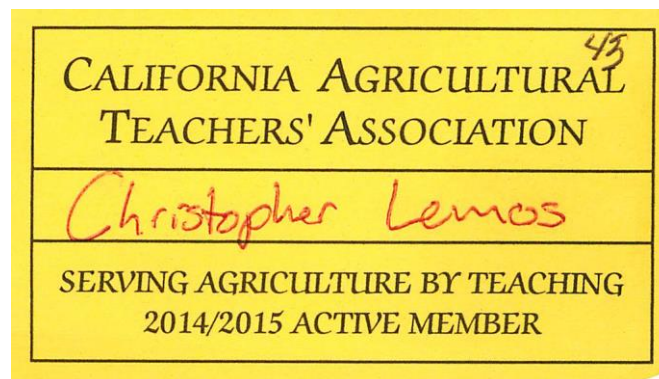
The Linden High School Agriculture Department is not required to submit travel requests prior to each event. At the end of each year, we email a list of events we expect to attend the following year and this is given to the school board. After it has been sent to the school board, the events are added to the district calendar and placed in the student planners which will be handed out the following year. If we deviate from the dates we list at the end of the year, we are not required to submit any documentation unless we need to secure facilities or cancel facility or vehicle reservations.



Linden High School
Agriculture Department



24. CATA Membership Card





Linden High School
Agriculture Department



25. Professional Development Report

At Linden High School, we are not expected to submit a report to the administration after attending professional development activities. This is not something that I or, to the best of my knowledge, any other teacher at Linden High School has ever done.



Linden High School
Agriculture Department



26. Five-Year Acquisition List

Five Year Equipment Acquisition Schedule

<u>School Year</u>	<u>Item</u>	<u>Program Area</u>	<u>EstimatedCost</u>
2014-2015	Weed Spray Rig	Plant Science	\$500
	Furniture	All Areas	\$2,000
	Welders (arc)	Ag Mechanics	\$8,000
2015-2016	Landscaping Design Software	Plant Science	\$2,500
	Cad drafting Computer Software	Ag Mechanics	\$2,500
	Portable Computers	All areas	\$23,000
2016-2017	Ag Truck (replacement)	All Areas	\$30,000
	Lab Equipment	Ag Science	\$3,000
	Plant benches	Plant science	\$2,000
2017-2018	Plant Science Equipment	Ag Science	\$2,000
	OH Shade structure	Plant Science	\$6,000
	Band Saw	Ag Mechanics	\$4,500
2018-2019	Text Books	All areas	\$3,500
	Retrofit Livestock Trailer	Animal Science	\$4,000
	Class Set Diesel engines	Ag Mechanics	\$8,000



Linden High School
Agriculture Department



27. Agriculture Department Operating Budget

The only regular budgeted funding that our department receives is Ag Incentive Grant funding and the related matching funds. The district provides no extra funding on a regular basis. Any district funding provided above that required by or tied to Ag Incentive Grant, is on a case by case basis. Most large ticket items I have purchased have come from Perkins grants, private grants I have sought, and private donations. Below is the Linden High School Agriculture Department budget that was provided to me by our chief business officer.

COPY

June 2014

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2014-15 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Linden High School

(School Site)

Linden Unified School District

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Signature of Agriculture Teacher
Responsible for the Program

Superintendent Lisa M. Boje

Title

Signature of Principal

Contact Phone Number: (209) 887-3073

Date of Approval of Local Agency Board:

8/20/2014

Funds Requested - Part I

\$5,000.00

Part II

\$2,560.00

Part III

\$12,000.00

Part IV

\$0.00

Total

\$19,560.00

Number of Different Agriculture Teachers at Site:

3

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

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

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013-14 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	320	\$2,560.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

3

List the Names of the Agriculture Teachers:

1. Dean Archer

4.

2. Heather Dyk

5.

3. Chris Lemos

6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	3	\$6,000.00
Criterion 11A - Year-Round Employment	3	\$6,000.00
Criterion 11B - Project Supervision Period	0	\$0.00
TOTAL FUNDS REQUESTED PART IV		\$12,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

PART V - FINANCIAL SCHEDULE

Part A

	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		9,410.00	9,410.00
2			Subtotal for 4000	\$9,410.00	\$9,410.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Faculty Travel	1,250.00	1,250.00
4			2. Faculty Conferences	1,000.00	1,000.00
5			3. Operating Expenses	4,400.00	4,400.00
6			4.		
			5.		
7			6.		
8			Subtotal for 5000	\$6,650.00	\$6,650.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Shop Equipment	3,500.00	3,500.00
10			2.		
11			3.		
			4.		
12			5.		
13			Subtotal for 6000	\$3,500.00	\$3,500.00
14			Total for 4000-6000 Lines 2, 8, 13	\$19,560.00	\$19,560.00

TOTAL 2014-15 Incentive Grant Allocation:

\$19,560.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

	Acct. No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

Form No. IG - 1

Updated May 2013

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
REPORT OF EXPENDITURES

(Due Date: To be received in Regional Supervisor's Office by October 15, 2013)

Funding Year: 2013/14

Linden High School

(School Site)

Jeffrey D. K.
 Signature of Agriculture Teacher
 Responsible for the Program

Linden Unified

(District)

Ron Fortenberry, C.B.O.

Name/Title of Person Preparing Report

Telephone Number: 209.887.3894

PART A Account No. 4000 does not require matching of each item but subtotal on Column C must at least equal the subtotal Column B unless a waiver of matching has been approved. Accounts 5000 and 6000 require matching for each line item unless a waiver of matching has been approved.

			A	B	C
Line	Acct. No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds	Matching Funds
1	4000	Books & Supplies		11,684.40	7,737.53
2			Subtotal for 4000	11,684.40	7,737.53
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Travel/Conference	1,823.56	
4			2. Dues/Memberships	420.00	
5			3. Services	55.00	
6			4.		
7			5		
8			Subtotal for 5000	2,298.56	-
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Equipment	1,265.12	13,242.60
10			2. Improvement of Site		6,888.40
11			3.		
12			4.		
13			Subtotal for 6000	1,265.12	20,131.00
14			Total for 4000-6000 Lines 2,8,13	15,248.08	27,868.53

TOTAL Incentive Grant Allocation: \$15,248.08

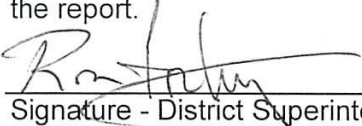
Form No. IG - 1

PART B Complete this portion if a waiver of the matching requirement was granted.

			A	B	C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds	Amount of Salary and Benefits
15	1000	Salaries	Teacher's Summer Service Salaries		
16	1000	Salaries	Teachers Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		-

PART C Certification of Expenditures

I certify that the amounts entered on this final report are a true record of Incentive Grant funds and Non-Incentive Grant matching funds actually expended on the categories and items listed on the report.


 Signature - District Superintendent or Designee

Date: 10/13/14

Period Statement of Revenues and Expenditures

Fiscal11a

01 - 01		Fiscal Year 2013/14 Through June			
Object	Description	Budgeted	Revenue	Ending Balance	
Revenue Detail					
Other State Revenues					
8590	All Other State Revenues	17,518.00	15,248.08	2,269.92	
	Total Other State Revenues	17,518.00	15,248.08	2,269.92	
	Total Revenues	17,518.00	15,248.08	2,269.92	
Expenditure Detail					
Object	Description	Budgeted	Actual	Ending Balance	
Books and Supplies					
4300	Materials & Supplies	13,794.00	11,684.40	2,109.60	
	Total Books and Supplies	13,794.00	11,684.40	2,109.60	
Services and Other Operating Expenditures					
5200	Travel & Conferences	1,824.00	1,823.56	.44	
5300	Dues & Memberships	420.00	420.00	.00	
5800	Other Svcs & Oper Expenditures		55.00	55.00-	
	Total Services and Other Operating Expenditures	2,244.00	2,298.56	54.56-	
Capital Outlay					
6400	Equipment	1,480.00	1,265.12	214.88	
	Total Capital Outlay	1,480.00	1,265.12	214.88	
	Total Expenditures	17,518.00	15,248.08	2,269.92	
Excess Revenues (Expenditures)			.00		

Res 7010 - Ag GRANT

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 35, Starting Period = 1, Ending Period = 0, Restricted Accts? = Y, Show

Z Balances? = N, Use SACS? = N, Resource = 7010)

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Page 1 of 1

035 - Linden Unified School District

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Account Transaction Detail by Object-Balance

Detail for Dates 07/01/2013 to 06/30/2014						Fiscal Year 2013/14			
Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - 01									
01-9650-0-6195-1000-6400-510-0000	01,ROC/P,Equipment,Undefi								
	Prax Air	EX14-00694	Last Half of Plasma Cutter	09/27/13				13,242.60	13,242.60-
		BR14-00032	Decrease ROP Firefighter Budget	11/01/13		13,243.00			.40
			Account Total	06/30/14	.00	13,243.00	.00	13,242.60	
			Total for Org 035, Fund 01, Expense accounts, and Object 6400		.00	13,243.00	.00	13,242.60	.40

FOR AG

Account Transaction Detail by Object-Balance

Fiscal03a

Detail for Dates 07/01/2013 to 06/30/2014							Fiscal Year 2013/14		
Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - 01									
01-3515-0-1110-1000-6400-510-0000 01, State Leadership, Equipm									
		BT14-00001	Adjust Perkins Budget	09/09/13		6,382.00			6,382.00
		BT14-00003	Transfer for Real Care Infants- Ne	09/26/13		2,292.00			8,674.00
PO14-00395	Reality Works	EN14-00743	Real Care 3 Total Parenting Exper	09/26/13			8,673.95		.05
PO14-00395	Reality Works	EN14-01389	Real Care 3 Total Parenting Exper	10/21/13			8,673.95-		8,674.00
PO14-00395	Reality Works	EX14-01253	Real Care 3 Total Parenting Exper	10/21/13				8,673.95	.05
		BT14-00034	BT for Perkins	01/01/14		1,803.00-			1,802.95-
		GJ14-00030	Journal to correct Obj Code	01/01/14				8,673.95-	6,871.00
PO14-00295	Mconkey	EN14-03777	Shade Structure - Perkins \$\$	03/04/14			6,870.34		.66
PO14-00295	Mconkey	EN14-04923	Shade Structure - Perkins \$\$	05/05/14			6,870.34-		6,871.00
PO14-00295	Mconkey	EX14-04397	Shade Structure - Perkins \$\$	05/05/14				6,888.40	17.40-
		BT14-00110	Clean up Perkins Budget	05/07/14			17.00		.40-
				Account Total	.00	6,888.00	.00	6,888.40	
				Total for Org 035, Fund 01, Expense accounts, and Object 6400	.00	6,888.00	.00	6,888.40	.40-

Selection

Filtered by User Permissions, (Org = 35, Online/Offline = N, Fiscal Year = 2014, Unposted JEs? = N, Ref#? = Y, Assets and Liabilities? = N, Restricted? = Y, Object = 6, Resource = 3515, School = 510, Object Digits = 4, Page Break Lvl =)

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035 - Linden Unified School District

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Account Transaction Detail by Object-Balance

Fiscal03a

Detail for Dates 07/01/2013 to 06/30/2014							Fiscal Year 2013/14		
Ref#	Pay To Name	Journal #	Description	Trans Dt	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - 01									
01-7090-0-1110-1000-4300-510-0000 01,EIA,Mats&Supp,Undefine (continued)									
PO14-00663	CDI Computers Dealers	EX14-03412	20 laptop computers	02/27/14				7,196.28	25,320.70
PO14-00664	CDI Computers Dealers	EX14-03413	20 laptop computers	02/27/14				7,196.28	18,124.42
PO14-00680	CDI Computers Dealers	EX14-03414	10 Desktop Computers	02/27/14				3,781.76	14,342.66
PO14-00687	CDI Computers Dealers	EX14-03430	40 Delux Mice	02/27/14				284.82	14,057.84
		CT14-01762	CS 1277 IT Stores thru 2/5/14	03/05/14				580.00	13,477.84
PO14-00667	US Bank	EN14-03953	2 - laser printers and 4 laser toner	03/10/14			481.20-		13,959.04
PO14-00667	US Bank	EN14-03954	2 - laser printers and 4 laser toner	03/10/14			1,369.60-		15,328.64
PO14-00806	US Bank	EN14-03966	667 Mhz DDR2 PC2-5300 Deskto	03/10/14			854.98-		16,183.62
PO14-00811	Amazon/GEICRB	EN14-03969	Panasonic Cassett Recorder	03/10/14			198.25-		16,381.87
PO14-00814	Amazon/GEICRB	EN14-03973	667 Mhz DDR2 PC2-5300 Deskto	03/10/14			55.94-		16,437.81
PO14-00667	US Bank	EX14-03638	2 - laser printers and 4 laser toner	03/10/14				481.20	15,956.61
PO14-00667	US Bank	EX14-03639	2 - laser printers and 4 laser toner	03/10/14				1,369.60	14,587.01
PO14-00806	US Bank	EX14-03651	667 Mhz DDR2 PC2-5300 Deskto	03/10/14				854.98	13,732.03
PO14-00811	Amazon/GEICRB	EX14-03654	Panasonic Cassett Recorder	03/10/14				198.25	13,533.78
PO14-00814	Amazon/GEICRB	EX14-03658	667 Mhz DDR2 PC2-5300 Deskto	03/10/14				55.94	13,477.84
PO14-00857	K-Log, Inc.	EN14-04142	Tables for LHS	03/25/14			3,955.77		9,522.07
PO14-00532	National Geographic	EN14-04532	Books/materials for ELD classes/C	04/15/14			5,595.92-		15,117.99
PO14-00532	National Geographic	EX14-04124	Books/materials for ELD classes/C	04/15/14				5,960.86	9,157.13
REQ14-01040	Office Depot	EN14-04564	Toner	04/18/14			90.99		9,066.14
REQ14-01040	Office Depot	EN14-04565	Toner	04/18/14			90.99-		9,157.13
REQ14-01040	Office Depot	EN14-04566	Toner	04/18/14			98.27		9,058.86
REQ14-01040	Office Depot	EN14-05050	Toner	05/14/14			98.27-		9,157.13
		CT14-02337	CS 1684 IT Stores thru 5/9/14	05/30/14				3,480.00	5,677.13
		BR14-00242	Clean up budget RE 1100 and 709	06/01/14		9,157.00-			3,479.87-
PO14-00857	K-Log, Inc.	AP14-00040	Tables for LHS	06/30/14				3,955.77	7,435.64-
PO14-00857	K-Log, Inc.	EN14-05874	Tables for LHS	06/30/14			3,955.77-		3,479.87-
		GJ14-00142	TF Eligible Exp from Res 7090 to 6	06/30/14				47,097.75-	43,617.88
Account Total				06/30/14	9,850.00	47,687.00	.00	4,069.12	
Total for Org 035, Fund 01, Expense accounts, and Object 4300					9,850.00	47,687.00	.00	4,069.12	43,617.88

Selection

Filtered by User Permissions, (Org = 35, Online/Offline = N, Fiscal Year = 2014, Unposted JEs? = N, Ref#? = Y, Assets and Liabilities? = N,

Restricted? = Y, Object = 4300, Resource = 7090, School = 510, Object Digits = 4, Page Break Lvl =)

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- 035 - Linden Unified School District

COPY

June 2014

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2014-15 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Linden High School

(School Site)

Linden Unified School District

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Signature of Agriculture Teacher
Responsible for the Program

Superintendent Lisa M. Boje

Title

Signature of Principal

Contact Phone Number: (209) 887-3073

Date of Approval of Local Agency Board:

8/20/2014

Funds Requested - Part I

\$5,000.00

Part II

\$2,560.00

Part III

\$12,000.00

Part IV

\$0.00

Total

\$19,560.00

Number of Different Agriculture Teachers at Site:

3

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

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

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013-14 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	320	\$2,560.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

3

List the Names of the Agriculture Teachers:

1. Dean Archer

4.

2. Heather Dyk

5.

3. Chris Lemos

6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	3	\$6,000.00
Criterion 11A - Year-Round Employment	3	\$6,000.00
Criterion 11B - Project Supervision Period	0	\$0.00
TOTAL FUNDS REQUESTED PART IV		\$12,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

PART V - FINANCIAL SCHEDULE

Part A

	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		9,410.00	9,410.00
2			Subtotal for 4000	\$9,410.00	\$9,410.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Faculty Travel	1,250.00	1,250.00
4			2. Faculty Conferences	1,000.00	1,000.00
5			3. Operating Expenses	4,400.00	4,400.00
6			4.		
			5.		
7			6.		
8			Subtotal for 5000	\$6,650.00	\$6,650.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Shop Equipment	3,500.00	3,500.00
10			2.		
11			3.		
			4.		
12			5.		
13			Subtotal for 6000	\$3,500.00	\$3,500.00
14			Total for 4000-6000 Lines 2, 8, 13	\$19,560.00	\$19,560.00

TOTAL 2014-15 Incentive Grant Allocation:

\$19,560.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct. No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:



Linden High School
Agriculture Department



28. District/Department Budget Process

The members of the Agriculture Department meet at the beginning of the year to lay out a basic budget for the operation of the current school year. We look at the need to purchase any large ticket items. We try to avoid purchasing large ticket items at the beginning of the year unless we have leftover money that needs to be spent from the previous year. Our department head keeps in close contact with the District Business Officer who oversees the district finances. If an expense comes up during the course of the school year that was unplanned, the teacher requesting funding brings the request to our weekly department meeting where we discuss the purchase. At the end of the year, the Agriculture Department meets to determine how to spend the remaining money in the current year's budget. We usually try to order all of our consumable supplies for the following year at this time. All purchase orders must be signed by the department chairperson as well as an administrator.

I make a large number of purchases that are not part of the department budget. I obtain funding through donations and grants. Depending on the source of the funding, I either go straight to the administration with a completed purchase order or, if needed, go to the department chairperson first. For this type of funding, I do not need departmental approval to spend money.



Linden High School
Agriculture Department



29. Department Chairperson's Duties

I am not the Department Chairperson.



Linden High School
Agriculture Department



30. Department Chart of Responsibilities

Chart of Responsibilities**2014-2015**

I. Departmental	<u>Archer</u>	<u>Dyk</u>	<u>Lemos</u>
A. Budgets			
ROP Budget - Ag Project Construction			●
ROP Budget - Computers	●		
ROP Budget - O.H./Landscaping		●	
District - Agriculture	●	(●)	●
Agriculture Incentive Grant	●	(●)	●
Vocational Education (Perkins)	●	(●)	●
B. Classrooms, Shops, & Laboratory Facilities			
Ag Integrated Science - Room #50	●		
Ag Mechanics - Room #52			●
Ag Biology/ Ag Science - Room #53		●	
ROP Computer Classroom - 19N	●		
Ag Office			●
ROP/Ag Mechanics Shop			●
Greenhouse/Nursery		●	
School Orchard Laboratory		●	(●)
C. Curriculum (Revision and Articulation)			
Ag Integrated Science	●		
Ag Biology		●	
Ag Leadership	●		
ROP O.H./Landscaping		●	
ROP Computers	●		
Ag Power Systems			●
Ag Mechanics 1			●
Ag Mechanics 2			●
ROP Ag Project Construction			●
Plant & Animal Science		●	
New Courses	●	(●)	●
D. Supervision of Projects			
Sheep	●	(●)	●
Beef	●	●	(●)
Swine	(●)	●	●
Rabbits	●	●	(●)
Goats	●	(●)	●
Horticulture		●	
Ag Mechanics			●
Poultry	●	●	(●)
Placement	●	●	●
E. Forms and Applications			
R-2 Report	●	(●)	●
FFA Roster	●	(●)	●
Address Labels	●	●	●

Exemplary Program Applications	● Archer	(●) Dyk	● Lemos
Student Data Sheets	●	●	●
Program Completion Certificates	●	●	●
Scholarships	●	●	●
Ag Incentive Application & Expenditures Report		●	
F. <i>Departmental Relations</i>			
Advisory Committee - Career Technical Education	●	(●)	●
Advisory Committee - ROP	●	●	●
Linden Cherry Festival	●	●	●
Linden Lion's Club Dinners	(●)	●	●
Presentation to LEA	●	●	●
Ag Awareness Events	●	(●)	●
G. <i>Vehicle and Equipment Servicing and Maintenance</i>			
Trucks	●	●	●
Trailers	●	●	●
Shop Equipment			●
AgriScience Equipment	●	●	
Computer Technology Equipment	●		
Livestock Equipment	●	●	●
Horticulture Equipment		●	
H. <i>Professional Involvement</i>			
Sectional Meetings and In-Service	●	●	●
Regional Meetings and In-Service	●	●	●
CATA State Conference	●	●	●
San Joaquin County Fair Meetings	●	●	●
Linden Agriculture Department Meetings	●	●	●
Career Technical Education Department Meetings	●	(●)	●
School Board Meetings	●	●	●
School In-Service Activities	●	●	●
II. FFA Activities			
A. <i>Advisor</i>	●	●	(●)
B. <i>Meetings</i>			
Executive Committee	●	●	(●)
General Meetings	●	●	(●)
C. <i>Activities</i>			
Officer Retreat/Leadership Trip	●	●	●
Ag Mechanics Display - San Joaquin County Fair			●
Livestock Display - San Joaquin County Fair	●	●	●
Raffle Ticket Sales	●	●	●
Linden Cherry Festival Bar-B-Q	(●)	●	●
Cherry Festival Plant Sale		●	
Other Fundraiser(s)	(●)	●	●
Greenhand & Chapter Degree Banquet	(●)	●	●
Annual Awards Banquet	(●)	●	●

	<u>Archer</u>	<u>Dyk</u>	<u>Lemos</u>
D. <i>Teams and Contests</i>			
Best Informed Greenhand	●		
Opening/Closing (Novice)	●		
Opening/Closing (Open)		●	
Opening/Closing (Officer)			●
Creed Speaking	●		
Cooperative Marketing Team	●		
Prepared Public Speaking		●	
Extemporaneous Public Speaking		●	
Impromptu Public Speaking		●	
Job Interview			●
Parliamentary Procedure Team	●		
Ag Mechanics Team			●
Livestock Judging Team		●	
Ornamental Horticulture Team		●	
Creed Speaking Contest	●		
Prepared Public Speaking Contest		●	
Field Days	●	●	●
State FFA Judging Finals	●	●	●
E. <i>Fairs and Shows</i>			
San Joaquin County Fair	●	●	●
California State Fair	●	●	●
F. <i>Awards, Applications, and Forms</i>			
Program of Activities	●	(●)	●
Membership Roster	●	(●)	●
Greenhand FFA Degree	(●)	●	●
Chapter FFA Degree	●	(●)	●
State FFA Degree	●	●	●
American FFA Degree	●	●	●
Proficiency Awards	●	●	●
Newspaper Articles	●	●	●
Student Data Sheets	●	●	●
G. <i>FFA Bookkeeping</i>			
FFA Account	(●)	●	●
FFA Deposits	(●)	●	●
FFA Withdrawals	(●)	●	●
Horticulture Club Account		●	
Ag Mechanics Club Account			●

When more than one instructor is responsible for a given area, the instructor who has major responsibility is denoted by (●). If the major responsibility is not denoted, all instructors share an equal responsibility for that item.



Linden High School
Agriculture Department



31. Substitute Teacher Procedures and Plans

I try to make my substitute teaching plans and procedures as simple as possible. Some teachers have binders for the substitute teachers that are full of information. I used to dislike these when I would substitute teach. I print out a substitute plan that is broken down by period. There are specific instructions for each period. There is a place for the substitute teacher to list any students absent, tardy, or that were a behavior problem. I encourage all substitute teachers to leave me feedback for each class even if it is just a comment such as “worked hard” or “great class”. I try to reward classes that treat the substitute teachers well and deal with and problems accordingly. If I have a problem with a class behaving poorly for a sub, I usually have the entire class write a substitute behavior essay that must be signed by a parent and an administrator. In cases where an individual student mistreats I have the student write an apology letter to the substitute teacher which must be signed by the student, an administrator, and a parent or guardian. In addition to the normal sub plans that I use for planned absences, I have emergency sub plans to be used in case of unexpected absences. Included in the subsequent pages are sample sub plans.

SUBSTITUTE INSTRUCTIONS

Monday April 14

Mr. Lemos

Students should not be out of class without your permission and require that you sign a hall pass in their planner in order to be excused.

Do not allow students into the shop or office areas & Please make sure that the classroom doors are closed and locked before you leave!

Do not allow any eating or drinking in the classroom.

Give a detention to anyone that breaks the rules or shows you ANY disrespect or resistance.

Thank you!

Period 1 Ag Mechanics 1 (Room 52)

- Have the students get out the “Agricultural Mechanics Fundamentals & Applications” textbook from the rear bookcase and read **P. 444-455** and start working on the “Self Evaluation” on 455-456
- If they need more work, have them do Student Activities #1 and 8 on P454.
- At the end of the period, have students return the books to the bookshelf and collect their work.
- You may rely on the following students for assistance: Raymond Lagorio

Period 2 Ag Mechanics 1 (Room 52)

- Have the students get out the “Agricultural Mechanics Fundamentals & Applications” textbook from the rear bookcase and read **P. 444-455** and start working on the “Self Evaluation” on 455-456
- If they need more work, have them do Student Activities #1 and 8 on P454.
- At the end of the period, have students return the books to the bookshelf and collect their work.
- You may rely on the following students for assistance: Lawrence Gideon and Alex Lopez (TA can go in office)

Period 3 – Ag Power Systems (Room 52)

- Have the students get out the “Small Gas Engines” textbook from the rear bookcase and read **P. 311-326** and start working on the “Review Question” on P 327
- Have them define the Key Terms on P 311
- Let them know that they will have a quiz on the chapter next week so they need to pay attention to the chapter.
- At the end of the period, have students return the books to the bookshelf and collect their work.
- You may rely on the following students for assistance: Kylee Camper and Alex Lopez
 - Note Kylee is my TA and is the only student allowed in the shop or office

Period 4 Prep (Room 52)**Period 5 - Ag Mechanics 2** (Room 52)

- Hand out the “Trust Essay” prompt and instruct the students to write a response.
- There is to be no talking at all after you hand out the prompt. Let the students know that they will have additional essays on Monday and Wednesday next week if anyone talks. Please make a note for me if anyone talks during the class.
- At the end of the period, collect their work.
- You may rely on the following students for assistance: Kenneth Watkins

Period 6 - Ag Mechanics 1 (Room 52)

- Have the students get out the “Agricultural Mechanics Fundamentals & Applications” textbook from the rear bookcase and read **P. 444-455** and start working on the “Self Evaluation” on 455-456
- If they need more work, have them do Student Activities #1 and 8 on P454.
- At the end of the period, have students return the books to the book shelf and collect their work.
- You may rely on the following students for assistance: **James Burg, Mark Jarrett** (James is my TA and may go into the shop to clean and organize but may not use any tools while I am gone.),

Period 7 ROP Ag Construction (Room 52)

- Have the students get out the “Agricultural Mechanics Fundamentals & Applications” tex book from the rear bookcase and read **P. 342-363** and start working on the “Self Evaluation” on 364-365
- If they need more work, have them do Student Activities #1 and 8 on P363.
- At the end of the period, have students return the books to the bookshelf and collect their work.
- You may rely on the following students for assistance: **Javier Charre, Alex Lopez, Joe hill**

Please write down the names of those students who are tardy or absent in the space on the following pages. In addition, place any comments regarding the class in the space provided and leave these sub plans and all materials on my desk in Room #52!

Period 1 ROP Ag Construction

Tardy	Absent
_____	_____
_____	_____
_____	_____

Comments: _____

Period 2 Ag Mechanics 1

Tardy	Absent
_____	_____
_____	_____
_____	_____

Comments: _____

Period 3 – Aq Power Systems

Tardy

Absent

Comments:

Period 4 Aq Mechanics 2

Tardy

Absent

Comments:

Period 5 – Aq Mechanics 1

Tardy

Absent

Comments:

Period 6 – Aq Mechanics 1

Tardy

Absent

Comments: _____

Lemos Emergency Sub Plans

Thank you for covering for my classes on such short notice.

Please make sure that **no students are allowed in the shop or office**. Mikala Lagorio (my TA) is allowed to go in the office during fourth period and may work on grading papers or whatever I currently have her working on. Please give any students that misbehave a detention.

Period 1 Ag Mechanics 1:

Please hand out the enclosed crossword puzzle worksheet titled welding. The students may use the agriculture mechanics textbook from the back of the classroom. Please collect these papers at the end of the period. Please make sure that all of the text books are returned to their places. This is not group work.

Trustworthy Students: Raymond Lagorio (TA), Kody Kelso

Period 2 Ag Mechanics 1:

Please hand out the enclosed crossword puzzle worksheet titled welding. The students may use the agriculture mechanics textbook from the back of the classroom. Please collect these papers at the end of the period. Please make sure that all of the text books are returned to their places. This is not group work.

Trustworthy Students: Dalton Parkhurst, Mason Flint

Period 3 ROP Ag Fabrication:

Please hand out the enclosed crossword puzzle worksheet titled welding. The students may use the agriculture mechanics textbook from the back of the classroom. Please collect these papers at the end of the period. Please make sure that all of the text books are returned to their places. This is not group work.

Trustworthy Students: Jozeph Cordeiro, Brandon Carr

Period 4 Ag Mechanics 2:

Please hand out the enclosed crossword puzzle worksheet titled welding. The students may use the agriculture mechanics textbook from the back of the classroom. Please collect these papers at the end of the period. Please make sure that all of the text books are returned to their places. This is not group work.

Trustworthy Students: Mikala Lagorio (TA), Alexa Coltrin

Period 5 ROP Ag Power Systems:

Please hand out the enclosed crossword puzzle worksheet titled Power Systems. The students may use the agriculture mechanics text book from the back of the classroom. Please collect these papers at the end of the period. Please make sure that all of the textbooks are returned to their places. This is not group work.

Trustworthy Students: Alexa Coltrin, Curtis Horn

Period 6 Prep:

Check with the office for other assignments

Period 7 Ag Mechanics 1:

Please hand out the enclosed crossword puzzle worksheet titled welding. The students may use the agriculture mechanics textbook from the back of the classroom. Please collect these papers at the end of the period. Please make sure that all of the text books are returned to their places. This is not group work.

Trustworthy Students: Jessie Frampton, James Mamaril

Please write down the names of those students who are tardy or absent in the space on the following pages. In addition, place any comments regarding the class in the space provided and leave these sub plans and all materials on my desk in Room #52!

Period 1 Ag Mechanics 1

Tardy	Absent
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Comments:

Period 2 Ag Mechanics 1

Tardy	Absent
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Comments:

Period 3 – ROP Aq Fabrication

Tardy

Absent

Comments:

Period 4 Aq Mechanics 2

Tardy

Absent

Comments:

Period 5 – ROP Aq Power Systems

Tardy

Absent

Comments:

Period 7 – Aq Mechanics 1

Tardy

Absent

Comments:

SUBSTITUTE BEHAVIOR ESSAY

Due to YOUR inappropriate behavior for the substitute teacher, you must copy this essay to help you understand what kind of behavior is expected for a substitute teacher. You may print or use cursive, but your copy must be neat and legible, and signed by your parents and the Assistant Principal.

A substitute teacher is an ordinary person, just like you or me. A substitute teacher has an interesting kind of job. Most people know where they will be working each day. A substitute teacher does not. Each day, he or she is called very early in the morning and told where he or she will be working that day. It may be at an elementary school, a junior high school, or a high school. After he or she arrives at the assigned school, the substitute reports to the office to find out for which teacher he or she will be the substitute teacher.

When the substitute teacher reports to the classroom, he or she finds plans written by the regular teacher telling the substitute about the classes and what should be taught that day. A substitute teacher must be very flexible because some teachers have complex plans while others may leave independent work or an activity or a movie. The substitute's job is to follow the regular teacher's plans so that the students can continue with their regular studies.

The substitute teacher has a difficult job. He or she has to work with students that he or she doesn't know, in a classroom he or she is not used to. Sometimes the substitute teacher may not be as familiar with the subject being taught by the regular teacher. Each school's rules may be a little different and the substitute teacher needs to be familiar with those school rules.

Students sometimes think it is funny to be mean to the substitute or disobey him or her. This is rude behavior and is unacceptable. A substitute teacher is an ordinary person just like you or me and must be treated with respect.

A good way to act toward a substitute teacher would be to sit quietly and do what the substitute teacher says to do. A helpful student might ask the substitute teacher if he or she needs anything. A substitute teacher would probably appreciate a pleasant "hello" and a smile. Common courtesy is the key to success with a substitute teacher.

Copy and answer these questions on the reverse side of your paper and obtain the necessary signatures below.

What kind of behavior did I have for the substitute teacher?

How could I have made it a better day for the substitute teacher?

Parent's Signature: _____

Assistant Principal's Signature: _____



Linden High School
Agriculture Department



32. Program Completer Description

A Linden High School Agriculture program completer must have completed at least three years of agriculture classes with a “C” or better in each class and should be proficient in one of the offered pathways. The student must have been active in FFA during all years enrolled in agriculture classes. The student must maintain an active SAE project during years two, three, and, if applicable, four of their FFA membership. Program completers will be given FFA cords to wear during graduation and recognized at the Linden FFA awards banquet during their senior year.



Linden High School
Agriculture Department



33. Community College Articulation Agreements



TECH PREP REGIONAL CONSORTIUM

gomjc.org

MEMORANDUM

Date: May 5, 2011

To: Heather Dyk
Stephanie Markle, Principal

From: Peggy Kroll, Director Early College/Tech Prep
Modesto Junior College

Subject: Articulation Agreements

Enclosed is the copy of the articulation agreement for EHS 50 at MJC. It articulates with the ROP Landscape & Plant Production course at Linden High School. The attached articulations will be honored through Summer 2013.

Thank you for your efforts. 2 + 2 offers a great opportunity for high school students to earn college credits when they enroll at MJC.

Sincerely,

A handwritten signature in black ink that reads 'Peggy Kroll'.

Peggy Kroll
Director, Early College/Tech Prep
Modesto Junior College
435 College Ave.
Modesto CA 95357
krollp@mjic.edu



MODESTO JUNIOR COLLEGE
435 COLLEGE AVENUE MODESTO CA 95350 (209) 575-7858

MODESTO JUNIOR COLLEGE
SECONDARY-POST SECONDARY ARTICULATION
AG TECH PREP PROGRAM AGREEMENT

STATEMENT OF INTENT

FILE COPY

This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

TERMS OF AGREEMENT

This agreement shall remain in force for three years but shall be reviewed for consideration or continuation at the completion of each academic year. This review will include an examination of the current course outlines and final examination. College faculty may require a discussion of current teaching methodologies. Either party may terminate this agreement at the close of any academic year by written notice to the MJC Early College/Tech Prep Officer or the Principal/ROP Director of the high school.

Secondary Institution
Linden High School

agrees to certify those students who have successfully completed the following course with a B or better grade and have met the requirements for agriculture leadership and work experience as outlined below.

ROP Landscape & Plant Production

COLLEGE DATA

Upon receipt of grades for students from the high school/district or ROP teacher from the above named secondary institution, Modesto Junior College agrees to award up to 3 units of college credit for:

EHS 50 – Plants and Gardens (3)

Maximum Articulated Agricultural Units Per Student: 3 units

Contract Date: Fall 2010 – Summer 2013

The appropriate MJC Agriculture faculty member listed on the Student Application for College Credit will award course credit upon completion and review. Credit will be recorded on the student's transcript after s/he completes one semester at MJC and an advanced Agricultural related course.

Modesto Junior College

Gail Brumley 4-3-11
Gail Brumley, Faculty Date

Mark Anglin 4-15-11
Mark Anglin, Dean Date

Peggy Koell 5-4-11
Peggy Koell, Early College/Tech Prep Date

Linden High School

Heather Dyk 4-27-11
Heather Dyk, Faculty Date

Stephanie Markle 4-27-11
Stephanie Markle, Principal Date



San Joaquin Delta College
February 4, 2009

Pam Knapp
Re: Linden High School's 2+2 Articulation
18527 E Front Street
Linden, CA 95236

Dear Pam Knapp,

It is necessary that articulation agreements be updated periodically to maintain validation of course comparability. At this time, our records indicate that the agreement for **Linden High School's ROP Landscape/Plant Production** is due for renewal.

To complete the renewal process, please complete the following:

- 1) Articulation Renewal Form - Parts A, B, and C and signature
- 2) Secondary Articulation Agreement - Signatures from the appropriate representatives

Please return the above completed forms to Sue Anderson. Upon receipt of the Articulation Renewal Form for **ROP Landscape/Plant Production**, it will be forwarded to the discipline faculty for review and action. If the discipline faculty agrees that the curriculum has not changed, you will be notified by US Mail and a copy of the new agreement will be forwarded to you.

Articulation agreement renewal documents must be returned to Delta College no later than March 30, 2009, in order to complete the process by the last day of the current semester, which is May 31, 2009. If the process is not completed by the indicated date, the articulation agreement between Delta College and Linden High School for ROP Landscape/Plant Production will be terminated. At that point, should you wish to continue an articulation for this course, you will need to reapply by following the guidelines for a new course articulation.

It is highly suggested that you make copies of the enclosed document before forwarding to the appropriate instructor of record for **ROP Landscape/Plant Production**. Since you are the primary contact person for your school district, we suggest that the instructor of record return the document to you, so you are aware of the activity occurring with this renewal.

Please submit documentation for processing to:

San Joaquin Delta College
Attn: Sue Anderson
5151 Pacific Avenue

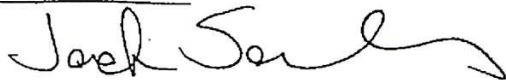
ckton, CA 95207

Page 2

February 4, 2009

If you have questions concerning the renewal process, please contact me at (209) 954-5248 or jsaunders@deltacollege.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Jack Saunders", written over a horizontal line.

Jack Saunders
SJDC Articulation Officer



Articulation Renewal Form
2009-2012

School: Linden High School
HS Course: ROP Landscape/Plant Production
SJDC Course: HORT 001

A. I have reviewed the current 2+2 Agreement for ROP Landscape/Plant Production with the appropriate faculty and wish to report the following:

☒ I verify that our course listed above has no changes in the title, department name, course number, course content, course standards, or other curricular modifications. (Skip Part B and Go to Part C)

☐ I verify that the following changes need to be made:
(Check all that apply, fill in the specific change in the space provided and complete Part B and C)

☐ Title: _____

☐ Department Name: _____

☐ Course Number: _____

☐ Other: _____

B. I verify that changes have been made to the following:
(Current Course Outline and All Examinations are required for any changes made to this section)

☐ Course Content ☐ Curricular Modifications

☐ Course Standards ☐ Not Applicable

C. Please provide all requested information below:

Textbook Title: Intro to Landscaping Author: Ronald J. Boudo & Charles B. Schried

Publication Date: 2003 Edition: 3rd

Instructor of Record for ROP Landscape/Plant Production:

HEATHER BURGIA

Heather Borgia
Secondary High School Chair Signature

2/17/09
Date



Secondary Articulation Agreement
San Joaquin Delta College

San Joaquin Delta College is committed to comprehensive articulation of instructional curricula with secondary institutions, usually referred as 2+2 articulation. This process of articulation links high school programs, adult school programs, and various regional occupational programs (ROP) with comparable San Joaquin Delta College curricula. The focus of this agreement is to allow students to advance from a course to the next course without unnecessary repetition of a similar course for which credit has been earned.

It is agreed that the courses identified below are comparable and will be accepted for credit by San Joaquin Delta College as identified in this agreement. This agreement will remain valid for the terms indicated as long as there is no change to course content by either of the parties involved.

Academic Terms: 2009-2012

School Site: Linden High School

SJDC Class: HORT 001

Secondary Class: ROP Landscape/Plant Production

Grade Criteria:

"Minimum of grade ""B"" or better in both semesters"

SJDC Division Curriculum Committee Date
or Discipline Group

DAK 2/19/08
Secondary Dept. Chairperson Date

SJDC Curriculum Committee Chair Date

Steph Markel 2-19-09
Secondary Principal Date

SJDC Articulation Officer Date

Assistant Superintendent/Vice President Date



Linden High School
Agriculture Department



34. Reimbursement Process for Personal Expenses

At Linden High School, our reimbursement process varies depending on the type of expense that was incurred. If it was an FFA related expense, a request for reimbursement would be submitted to the Associated Student Body (ASB) clerk. This is a very simple process. The teacher requesting reimbursement only needs to give the ASB clerk the receipt for the expense and a brief note explaining the nature of the expense. If the expense is non-FFA related such as expenses tied to many professional development activities, the teacher would need to fill out a school district reimbursement claim form which is subsequently attached. Teachers get paid mileage as well if they use their personal vehicle. I have never needed to use my personal vehicle being that we have three ag trucks and three teachers in the department.



LINDEN UNIFIED SCHOOL DISTRICT

REIMBURSEMENT CLAIM FORM

(Reference Board Policy 4133)

Name _____ Vendor # _____

Home Address _____ City _____ State _____ Zip _____
(required to process for payment)

Conference/Purpose _____
(required to process for payment)

Location/Destination _____ Dates _____

Budget Account Number to be Charged _____

Expenses: DO NOT INCLUDE ITEMS PREPAID BY DISTRICT

Registration Fees (attach original receipt)	\$ _____
Lodging Expenses (attach original receipt) \$130+ tax (maximum)	\$ _____
Contract Transportation (attach original receipt) (Airplane, Train, Bus)	\$ _____
Car Rental Expenses (attach original receipt)	\$ _____
Parking Fees, Bridge Tolls, Bus Fares (attach original receipt)	\$ _____
Other: _____ (Provide explanation and original receipt)	\$ _____

Meal Allowance: ORIGINAL RECEIPTS MUST ACCOMPANY

Meal:	Dates:	Maximum Daily Allowance:	Reimbursement Amount:
Breakfast	_____	\$9.50	\$ _____
Lunch	_____	\$12.50	\$ _____
Dinner	_____	\$22.00	\$ _____
Total Meals			\$ _____
Total Reimbursement			\$ _____

Requestor Signature: _____ Date _____

Administrative Approval: _____ Date _____

District Approval: _____ Date _____



Enter to learn...
Leave as scholars

LINDEN UNIFIED SCHOOL DISTRICT
MILEAGE REIMBURSEMENT
(Due Monthly)

NAME

BUDGET #

ADDRESS (CITY, STATE & ZIP) (MUST HAVE TO PROCESS FOR PAYMENT)

VENDOR #

DATE
TRAVELED**DESTINATION**MILES
TRAVELED[illegible]

TOTAL BUSINESS MILES TRAVELED : _____

Total Miles Miles X \$.56 per mile = \$ _____
(Rate as of 01/01/2014)

I, _____, certify that this claim for mileage reimbursement is true and correct and represents miles traveled in conjunction with my employment with Linden Unified School District.

Employee Signature: _____

Supervisor Approval: _____

Administrative Approval: _____

PLEASE FORWARD TO DISTRICT OFFICE