

**REEDLEY MIDDLE COLLEGE**  
**HIGH SCHOOL**

**Graduate Internship  
in Agriculture Education  
AGED 539 Report and Documentation**

**Presented By:**  
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**California Polytechnic State University San Luis Obispo**  
**Masters of Agriculture Education**

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# **1. Quality Criteria Reflection**

## **Agriculture Incentive Grant Quality Criteria Reflection**

### **Quality Criteria 1 - Curriculum and Instruction**

The Reedley Middle College High School Agriculture Department meets the curriculum and instruction criteria well. For area 1A, we have embedded FFA and SAE into the curriculum of every course that is taught. Our courses are organized based on the agriculture pathway area topic standards and the level (introductory to capstone.) Each course teaches industry relevant skills and content in agriculture science and technology topics. We offer entry level courses in Agriculture Biology, Vet Science, and Agriculture Leadership, and Agriculture Government/Economics.

Meeting criteria 1B, each courses curriculum is centered on the Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector. Course curriculum for entry level courses addresses base level topics in the pathway while advanced level courses build on the base level standards and address the deeper level of understanding expected by the higher level standards. Foundation standards are embedded in the courses at all levels. The course outlines for each course identify the foundation and pathway standards as well as the CCSS the curriculum will address.

Quality criteria 1C is met by the multiple career paths our department has identified and laid out in our pathway flowcharts, departmental brochures, and department information sheets. The pathway flowcharts and the departmental brochures are included in the Program Plan Binder.

Career paths in Agriculture Science, Animal Science, Agriculture Business, are all offered through our program.

In every course, regardless of pathway, agriculture awareness and production agriculture information and applications to the pathway are taught. Within the department I have found that in meeting criteria 1E, students find greater relevance to the specific skills in each pathway course when students understand the application to production agriculture and when students understand where and how their food and fiber are produced.

We meet criteria 1F through the utilization of computer hardware and software to create and present PowerPoint presentations, research information for course topics, present multimedia, and other uses. In my courses, I utilize Google classroom, Google Docs, and Multimedia software as teaching tools.

In engaging our students at the school we provide students with Chromebook in the process of creating Job Resumes and Cover Letters, research papers, Agricultural research, and creation of portfolios, the department meets criteria 1G. Students seem to learn more about how to use the computer from our assignments than from the semester long computer applications course offered at our school site.

Each class learns the FFA record book and all students have a record book that is checked and graded by the instructor. Students are required to maintain their record books and close them out at the end of the year. In entry level courses, the record book is taught as a full unit while in advanced level courses, only a few days of review instruction is needed. Keeping in mind that we utilize the new AET Record book as the online line app allows students to record their SAE at their fingertips. The teaching of the record book lets our department meet criteria 1H.



Criteria 1I is met as evidenced by the record book storage system available for observation in our agriculture department office. Keeping the record books in the district cloud prevents loss of data and allows for quick checking by advisors.

Criteria 1J is easily met as all of our courses have passed curriculum council for graduation requirements and a number of our courses have been submitted and approved for UC approval or 2+2 articulations at the local Junior Colleges.

## **Quality Criteria 2 - Leadership and Citizenship Development**

When examining the areas of quality criteria 2, our department meets or exceeds each area in regard to student leadership and citizenship development. In 2012, our chapter was chartered by the state FFA association, and the chapter has held this charter continuously since its first year. Our approved charter meets criteria 2A. Our chapter is very proud of our FFA charter.

Each year, the chapter advisor and chapter officer team work diligently to plan the following year's FFA meetings, activities, CDE participation and travel, field trips, and other events. The planning for the year results in the annual Reedley Middle College FFA Program of Activities (program of work) which is distributed to students, advisors, parents, and administrators annually. Our department meets quality 2B by providing a copy to our regional supervisor well in advance of the December 15th deadline.

The requirement for student participation in FFA leadership activities is found in our departmental grading policy as well as my course outline and syllabus for each class. Each student is required to participate in a minimum of three activities per semester, but many will do more activities because of the ability to earn extra points and to be eligible for the point award trip. Because the students receive a grade for their participation, our department meets criteria 2C.

Each year, during our school site budgeting meeting, we set aside the funds required to pay for all students FFA association dues so that each and every student will be associated with the California State FFA Association. Students cannot participate in above chapter level activities at the section, region, and state level if they are not affiliated with the FFA association, so meeting quality criteria 2D is very important to the members of our department. Even students who transfer in to the department after the initial R-2 is submitted are instructed how to complete the student data sheet and are entered into the R-2 system.

Our department participated in many more than the minimum required 12 activities on the FFA activities check sheet. Our students hold three to four community service events, nine chapter meetings with activities, attend both sectional activity nights, attend both sectional meetings, attend and participate in both regional meetings, and participate in multiple school level local events. Many of our students participate in CDE competitions throughout the year, show livestock competitively through sanctioned FFA shows at local fairs, and a few students each year run for sectional FFA office. While we are only able to count sixteen of the activities our students participate in, we far exceed criteria 2E.

Students are involved in such a wide variety of activities and events through the Agriculture Department that it is easy for eighty percent of them to participate in three or more FFA activities. A large number of students participate in as many activities as they possibly can. For those students our chapter has a top 15 reward system in place to reward the most active students. Very few members of the chapter are

unable to complete at least three FFA activities per year. Through the work of the advisors and officer team in planning engaging meetings, activities, and opportunities for students to get involved, as well as our encouragement for those hesitant students to "get out there," our department easily meets criteria 2F

### **Quality Criteria 3 - Practical Application of Agricultural Skills**

Quality criteria 3 deals with the application of skills students learn in their Agriculture Education courses to a real world project supervised by the advisor. The Reedley Agriculture Department does not meet all of quality criteria 3; however, the reasons for not meeting these criteria areas are being worked on. For criteria 3 A, our department does meet the standard because students are required to participate in Supervised Agricultural Experience Projects and have ten percent of their Agriculture Education class grade attached to their SAE projects. Each student must verify their project with their advisor and have up to date records to receive full credit.

During student data sheet instruction each year, green hand (first year) students are educated on what an SAE is and assisted in planning their first SAE if they do not already have one in place. Many students engage the department with a qualifying project already planned (market animals for example) and only need assistance to transfer their project to FFA. A number of students are unsure of what an SAE project is and need to have extra explanation to get the concept. When the data sheets are completed, every student has either an active SAE or plans to begin one. This SAE planning process allows our department to meet criteria 3B.

Falling short of meeting criteria 3C, our department instructor cannot force students to engage in a qualifying SAE or to maintain records of projects they are engaged in. Therefore, while we suspect that at least eighty percent of our students are engaged in SAE projects, we cannot verify as many active SAE projects as are required to fully meet this section of the quality criteria. This area is of particular concern to many agriculture departments as it seems to be more difficult to motivate students to engage in or keep records of SAE projects each year. Despite the consequences to their course grade and their eligibility for degrees and awards, some students with an active SAE refuse to keep and maintain records.

Students with active SAE projects are either visited at home, at their place of work, or at the school farm or shop facilities at least twice per year in our department. Livestock projects are visited as often as daily, as but seldom less than once per week, even when kept off-campus. SAE project visitation forms are used by department personnel for at least the first two visits off- campus. Students with placement SAE's are visited only twice annually but their record books are checked often. Because of the visitation by advisors, the department meets criteria 3D.

Our department was able to meet criteria 3E in the past, There is a fleet of district SUV's available for use by the instructor. Without a minimum number of miles and prior approval, there is no compensation for instructors using their own vehicle. A proposal was written and approved to acquire a 1 ton six passenger truck; however, it has not yet been purchases nor received.

### **Quality Criteria 4 - Qualified and Professional Personnel**

The department fully meets all areas of quality criteria four which is intended to ensure that instructors in the agriculture department are highly qualified to teach agriculture topics and professional in their daily

operations. For area 4A, each of the instructors in our department possesses the appropriate credential for teaching the subjects assigned. Copies of the credentials are in the Comprehensive Program Plan.

Based on the previous year's records, an instructor teaching at least half time has attended a minimum of four professional development activities. My department head and I each attend many more than the minimum of four professional development activities. Because of our department's professional development participation, instructors are able to keep their skills and content knowledge as well as teaching methods, up to date and relevant to the students. This participation also qualifies our department to meet criteria 4B.

Each month there are two designated time slots for district Ag department and PLC meetings, occurring every other Wednesday when our department is able to meet and discuss current operations, concerns, farm issues, coordinate transportation, and relay other important, department relevant information. Through these meetings our department meets criteria 4C.

During formal Agriculture/Science Department meetings, written minutes are kept to record action taken on planning, budgetary, and other issues occurring in the meeting. These minutes are kept in the program plan as well as stored on the District PLC computer files. Having the records of action taken during meetings is important to verify department opinion, stand, or position on issues relating to the department operations, school issues, or community involvement. These minutes also help our department meet criteria 4D.

As long as proper procedures are followed and correct forms are submitted and approved, teachers are reimbursed for personal expenses incurred while participating in integral activities associated with FFA, SAE, and CATA activities. When expenses are expected, pre-approval is the best way to proceed for reimbursement. Teachers need to submit the necessary forms and have them approved before the expenses are incurred. Then they turn in their receipts to the finance office for a reimbursement of the exact amount. For unexpected expenses, teachers can sometimes get reimbursed as long as the expense is approved with a justification and explanation. Because teachers are reimbursed for these expenses, our department meets criteria 4E.

### **Quality Criteria 5 - Facilities, Equipment and Materials**

Our department takes pride in keeping our facilities up to date and functioning. We work hard to ensure that facilities are available to meet the needs of all of the students in our courses. Quality Criteria 5 addresses facilities, equipment, and materials concerns within the department.

Criteria 5 A has been met multiple times over as facility improvements, shop improvements, and technology improvements have taken place as needed to meet the needs of students. The department will continue to modify facilities and equipment as the need arises.

Having adequate storage space for materials, records, equipment, and supplies, our department meets criteria 5B. Over time, our department has purchased or constructed improved storage systems to better utilize the space available. This past year, four new cabinets, two new shelving units, and c-train systems were acquired to improve storage in the agriculture classroom and farm.

Our department far exceeds criteria 5C by having all of the school based lab facilities to accommodate students who have no place for their SAE projects including an operational school farm laboratory complete with animal barns, exercise area, and pastures.

In meeting the requirements set by the high school to communicate via email, our department meets criteria 5 D. District technology department resources provide department instructors with computer equipment and email accounts and software to have email capabilities.

When the regional supervisor or any other visitor comes and observes the facilities, he or she will visually see that they are kept neat, clean, and orderly. Although this is generally an area met during an on-site review, our department meets criteria 5E at this time as well.

Through district maintenance personnel, industry supporters, hired consultants, or agriculture instructors' efforts, department equipment is regularly maintained. Equipment that is broken throughout the operating year is repaired as needed, and when equipment is broken beyond repair or outdated to the point of irrelevance, it is replaced. The equipment maintenance, repair, or replacement lets our department meet criteria 5F.

### **Quality Criteria 6 - Community, Business, and Industry Involvement**

Our community and local industries are the driving force behind our department operations. They are also our biggest supporters. We work together with community and industry partners to design curriculum, instruction, and projects that meet the needs of community, business, and industry supporters. In return the local supporters provide resources of materials, tools, time, and finances to help ensure positive, relevant experiences for students.

Our department has an operational Agriculture Advisory Committee made up of business and industry persons from the surrounding community who advise and assist the department throughout the year. This committee meets criteria 6A.

As our advisory committee meets multiple times per year, our department exceeds criteria 6B and the minutes from the meetings are available in the department records.

Our agriculture advisory committee has assisted in the development or revision of the comprehensive program plan throughout the years as evidenced by past meeting minutes. Their input has been extremely valuable in defining and directing the operation of the department.

Their suggestions have led to the development of new courses, facility improvements, equipment acquisitions, and SAE projects. Their assistance qualifies our department to meet criteria 6C.

The contact information for the committee chair, Adelfa Lorenzano, is available upon request from agriculture staff, and would be submitted on the checklist if this were a true review, meeting 6D.

### **Quality Criteria 7 -Career Guidance**

A major goal of the Agriculture Education program is to teach students about the career opportunities within Agriculture. As a single person department I design our curriculum around the recognized career pathways in Agriculture and Natural Resources, and in each course, instruction and guidance are given to students on the career opportunities in the pathway area the course represents. Students are exposed to the careers and the necessary high school and college coursework to reach the careers specific to each pathway. Often, students in second and third level pathway courses will ask "can I go to college for this?" It is our goal as instructors to give the students guidance on what road to take after high school to reach their desired career objective. Through this guidance, we meet criteria 7A.

Each student selects a pathway area when filling out their student data sheet each year through Calaged.org. Students may take multiple different courses within a pathway, however, the data sheet documents their career plan and how it changes over their high school years as it is updated annually. The documentation of student career pathway selection and goals helps our department meet quality criteria 7B.

To assist the students "jump" from high school to college, the 2 + 2 articulation system has been implemented in our community college district and a few of our department courses have been approved and articulated with Fresno City College and Reedley College. Students taking the articulated courses and passing them within the requirements of the agreement will receive college credit in addition to high school credit upon completion. They will already have some units completed when they move on from high school to the local community college program that offers their pathway. This satisfies criteria 7C.

### **Quality Criteria 8 -Program Promotion**

Program promotion is important because it advertises the program and reaches out to the students so that they can become aware of and participate in agriculture education. The agriculture department meets criteria 8A by utilizing informational recruitment brochures to promote the program. Brochures are provided to future students and parents at the eighth grade level to create awareness and develop interest in the program and to direct future students into the agriculture pathways. Brochures are also available at open house and other functions for students and parents.

Our agriculture department meets criteria 8B by providing alternative means of overcoming financial barriers to participating in program activities. Rabobank and Wonderful Educational programs offer loans to students for larger SAE projects. Students can get part time work with the instruction of their advisor to help finance projects as needed. There are also several department owned projects that the students can

be involved in, including agriculture mechanics projects, plant projects, and farm breeding animal projects.

Our department meets criteria 8C through promotion activities at the feeder school sites including elementary and junior high schools. Our instructors and FFA members travel to school sites, 4-h meetings, Fresno Fair and Back to School Night to promote agriculture education and FFA.

### **Quality Criteria 9 -Program Accountability and Planning**

The Agriculture Department works to plan ahead each year and create a quality program that meets the needs of our students, school, community, and industry. In the pursuit of a quality program, we keep and maintain a comprehensive program plan and we have furnished our regional supervisor with a copy for his files as well. This satisfies quality criteria 8A

Each year we update our program plan for any changes that are necessary or that occur annually. Some areas that are updated annually are the Five Year Acquisition Plan, The Staff Responsibilities Chart, the FFA Program of Activities, the Roster of Members of the Agriculture Advisory Committee, and the minutes from Advisory Committee meetings. Each of these updates is submitted to our regional supervisor to update his copy of our program plan. This year we will completely revise the chart of staff responsibilities due to the addition of a fourth staff member. By submitting our updates to the supervisor by November fifteenth of each year, our department meets criteria 9B.

A graduate follow-up survey instrument is on file and in use by the department that collects information about what graduates are doing currently. There are questions on the survey to determine current employment status, education and college attendance, value of the information learned in their high school agriculture courses, relevance to what they are doing now, and suggestions for improvements to the program and/or courses. While we technically use a graduate follow-up system to collect data from program completers, our department has not tabulated graduate survey results in a meaningful way to be able to relay the graduate information to the instructors or the Advisory Committee. The department meets the minimum standards for 9C but plans are being developed to utilize the graduate follow-up instrument to its full potential.

The basic information from the graduate surveys is input into the R-2 Roster Data System each year before the beginning of our Fresno Fair as the due date of October fifteenth is generally during our fair time. This satisfies criteria 9D.

Each year Agriculture Department compiles and evaluates student retention data to determine the effectiveness of recruitment and retention strategies. Students that stay involved in the Agriculture Program for multiple years generally have in common a defined career pathway, active SAE's, and are generally active FFA members. Strategies developed from these analyses have been successful when addressing the commonalities with persistent students. The analysis of student retention data satisfies criteria 9E.

Each year, the department head collects all of the student data sheets so that the R-2 and FFA roster can be completed by October fifteenth for submission to the regional supervisor. The Agriculture Incentive Grant Expenditure report from the previous year's expenditures is also due at the same time to the supervisor, so the department head relies on Agriculture Department Staff to do their part in helping

complete the FFA roster and R-2 data that they are responsible for collecting. Completion of these reports by the deadline each year allows our department to meet quality criteria 9F. The items in quality criteria 9 keep the agriculture departments accountable to the standards set forth for quality agriculture education.

#### **Quality Criteria 10 - Class Sizes and Student to Teacher Ratios**

The average class size for our Agriculture Department courses is 19 students with some courses having as many as 31 students and some as few as 12. For the classroom-based classes of Agriculture Biology and Veterinary Science, 16 students were not far above the recommended 24 student maximum.

The class sizes in our Agriculture Department are too large to meet quality criteria 10A.

As our department consists of 146 students in 4 sections spread between 1 full time agriculture educator, I do not meet quality criteria 10B. As the Agriculture Biology instructor has approximately 25 students, This far exceeds the 75 students per teacher criteria for student to teacher ratio.

#### **Quality Criteria 11 - Full Year Employment**

In our Agriculture Department of nearly 146 students, we have one full time instructor with a year round contract; however, therefore our department does not meet quality criteria 11A as we don't have student teachers. In the future our district planning to hire another instructor to begin in we hope that we will be able to meet the criteria in the future.

While it is becoming less common, some schools still have a project supervision period scheduled for Agriculture Instructors. The project supervision period is scheduled or compensated time for instructors to visit SAE projects, assist students, and advise on the progress of projects. Our department does have a supervision period or compensation for supervision. Discussions have taken place with the site principal, district personnel, and the department head to get a supervision period back for at least the department head, but at this time, our department does not meet criteria 11B, and it is doubtful that we will in the near future.

#### **Quality Criteria 12 - Program Achievement**

Agriculture Departments are measured by a few indicators to determine how well they are performing as a whole. Standards for high performing departments are set by CDE staff and are meant to be met by programs that operate high quality programs. Each of the areas in criteria 12 are performance-based factors and meeting a minimum level of performance on these criteria areas can earn Agriculture Departments additional funding as an incentive to be good quality, high performing departments.

Our department meets criteria 12A which requires at least one UC approved course be taught in the department. The four courses are UC approved for a-g requirements, with three approved courses being taught this year. Having UC approved courses allows Agriculture Sector students to maintain college eligibility while pursuing their pathway of choice.

Criteria 12B is intended to encourage programs to be active in their FFA sections and provide ample opportunities for students to develop leadership and personal growth. The number of activities on the approved FFA activity list that our chapter is able to count toward criteria 12B is sixteen activities,

however our department provides over fifty opportunities for students to engage in leadership development annually.

Criteria 12C encourages departments to assist at least five percent of the total eligible students to apply for and earn their State FFA Degree each year. Students learn many skills through SAE projects and in striving to have high earning SAE's, as well as through the State Degree application process; students learn the value of hard work and dedication. Our department did not meet the five percent mark; however State Degree Applicants are increasing each year as we encourage students to finish their projects and finalize their record books and applications.

Criteria 12D encourages department instructors to keep up their professional development and stay current on the industry areas in which they teach. Through continued professional in-service, instructors grow and improve as professional educators. As a single person department I teach multiple courses and attended over the minimum of five approved professional activities to meet this criteria area.

Criteria 12E is intended to ensure that the Advisory Committee is active and involved in the continuing development and improvement of departments. Our committee met three times in the past year, satisfying 12E. An active Advisory Committee is a terrific asset to any program.

Area 12F evaluates the number of students who have completed two or three years of Agriculture Education and who are continuing in their pathways. I have struggled in years past to have even five percent of third and fourth year students due to course requirements placed on incoming freshman limiting their ability to enroll in introductory level Agriculture Education courses

Area 12G examines the percentage of graduates who continue to be involved in agriculture through employment or education or who enlist as active members of the military. Six of our 19 graduates are currently employed in the industry, enrolled in higher education, or members of the military this year, exceeding the minimum of seventy five percent in this category.

While the department has room for improvement in a few of the quality criteria areas, I understand how to proceed and am developing plans to be able to meet the areas in which we currently fall short. The department is dedicated to providing the highest quality Agriculture Education experience to our students possible. My actions are driven by the desire to engage my students in the Agriculture industry and develop their leadership abilities.



## **2.**

# **Student Data Sheets**



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Declaration/Certification

Go to  
Degree/Application

## Student Details

[Transfer Student](#)

### Contact Information

First Name: \*   
Last Name: \*   
Address: \* 11287 s temperence  
City: \* selma  
State: \* CA  
Zip Code: \* 93654  
Grad Year: \* 2020  
Email:   
Home Phone:   
Cell Phone:   
Cell Carrier: Verizon  
Gender: \* Male  
Ethnicity: Hispanic  
Race: Hispanic/Latino  
DOB:

### FFA/AET Information

Member Status: FFA Member  
FFA ID: 602513638  
FFA Inv Code: PWF81B  
AET ID: benavides, raziel (AET ID: 1365483)

### Post Graduate Information

Status: Not Entered

### FFA Membership History

YEAR	DATE
2016-2017 FFA Membership	11/2/2016

### 2016-2017 Course Enrollment \*

Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.

New Course  
Ag Communications & Leadership (Castro)

	Class	Semester
1		1st Semester

Manager

COURSE



Agricultural Biology (Castro)

CLASS

1

SEMESTER

1st Semester

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Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree/Application

## Student Details

Profile [Transfer Student](#)

### Contact Information

First Name:

Last Name:

Address:

City: Reedley

State: CA

Zip Code: 93654

Grad Year: 2020

Email:

Home Phone:

Cell Phone:

Cell Carrier: T-Mobile

Gender: Female

Ethnicity: Hispanic

Race: White

DOB:

### FFA/AET Information

Member Status: FFA Member

FFA ID: 602513645

FFA Inv Code: BPVE60

AET ID: Hoffman, Diana (AET ID: 1365491)

### Post Graduate Information

Status: Not Entered

### FFA Membership History

YEAR	DATE
2016-2017 FFA Membership	11/2/2016

### 2016-2017 Course Enrollment \*

Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.

New Course

Ag Communications & Leadership (Castro)

Class	Semester
1	1st Semester

Manager

COURSE



Agricultural Biology (Castro)

CLASS

1

SEMESTER

1st Semester

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Account

Go to NFFA  
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Go to  
Degree/Application

## Student Details

Profile [Transfer Student](#)

### Contact Information

First Name:

Last Name:

Address:

City: \* Dinuba

State: \* CA

Zip Code: \* 93618

Grad Year: \* 2019

Email:

Home  
Phone:

Cell Phone:

Cell Carrier: --

Gender: \* Male

Ethnicity: Hispanic

Race: Two or more

DOB:

### FFA/AET Information

Member  
Status: FFA Member

FFA ID: 601789359

FFA Inv  
Code: SUBVJR

AET ID: Mariscal, Justin (AET ID: 1137984)

### Post Graduate Information

Status: Not Entered

### FFA Membership History

YEAR

DATE

2015-2016 FFA Membership

2016-2017 FFA Membership

11/2/2016

### 2016-2017 Course Enrollment \*

Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.

New Course

Agricultural Biology (Castro)

	Class	Semester
1		1st Semester

Manager

COURSE

CLASS

SEMESTER

1

1st Semester



Veterinary Science (Castro)

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FFA Membership



Post Graduate Data



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Livestock Insurance



State Course  
Summary



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Degree/Application

**[REDACTED] Profile**

[Transfer Student](#)

### Contact Information

First Name: \* [REDACTED]  
Last Name: \* [REDACTED]  
Address: \* [REDACTED]  
City: \* Reedley  
State: \* CA  
Zip Code: \* 93654  
Grad Year: \* 2017  
Email:  
Home  
Phone:  
Cell Phone:  
Cell Carrier: --  
Gender: \* Female  
Ethnicity: Hispanic  
Race: Black  
DOB: [REDACTED]

### FFA/AET Information

Member  
Status: FFA Member  
FFA ID: 601048574  
FFA Inv  
Code: HQDFTX  
AET ID: Luna, Katelyn (AET ID: 1137982)

### Post Graduate Information

Status: Not Entered

### FFA Membership History

YEAR	DATE
2013-2014 FFA Membership	
2014-2015 FFA Membership	
2015-2016 FFA Membership	
2016-2017 FFA Membership	11/2/2016

### 2016-2017 Course Enrollment \*

Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.

New Course	Class	Semester	<a href="#">Add Course</a>
Agricultural Biology (Castro)	1	1st Semester	



Manager

COURSE

CLASS

SEMESTER



Ag Economics (Castro)

1

1st Semester

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3961

## Our Mission

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

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# Reedley - Middle College

CA0556

## Complete Student Enrollment

Student Name	Grad Year	Account Type	Years In Ag	FFA ID	FFA Inv Code
	2020	Member	1	602513703	OF2T1Y
	2018	Member	2	601789339	MVWOOD
	2020	Member	1	602513695	8SXRNY
	2020	Member	1	602513651	5X\$HJ
	2019	Member	2	601789340	QPHCHZ
	2020	Member	1	602513697	Z2G4BD
	2020	Member	1	602513650	TM1ET4
	2018	Member	3	601355443	
	2018	Member	3	601355444	
	2020	Member	1	602513689	5P8DLN
	2019	Member	2	601789341	AJDY\$A
	2018	Member	3	601355445	
	2017	Member	4	601048553	1MOEBC
	2019	Member	2	601789342	L5GRKL
	2018	Member	3	601356760	RKWDH
	2020	Member	1	602513691	1V17EF
	2019	Member	2	601789343	ITR39\$
	2019	Member	2	601789344	2VXRIE
	2020	Member	1	602513639	XBT50I
	2016	Member	5	600724505	
	2020	Member	1	602513696	5PYLNN
	2020	Member	1	602513648	PH7IYO
	2020	Member	1	602513642	V0CMAK
	2017	Member	4	601048554	PYEIE9
	2020	Member	1	602513638	PWF8IB
	2020	Member	1	602513716	5Q5QIH
	2017	Member	4	601048555	8T1GOO
	2019	Member	2	601789345	HP93O2
	2020	Member	1	602513644	VVAD\$O
	2017	Member	4	601048556	FABABH

2018	Member	3	601356761	
2020	Member	1	602513641	WJV\$B9
2017	Member	4	601048557	WTMO8F
2018	Member	3	601356763	
2020	Member	1	602513685	8NYE28
2019	Member	2	601789346	G556B0
2018	Member	3	601356764	
2017	Member	4	601048558	NB3CQQ
2017	Member	4	601048559	51BK40
2019	Member	2	601789347	LFBQLO
2019	Member	2	601789348	5\$UUAU
2019	Member	2	601789349	5HRVHV
2020	Member	1	602513657	1XP0B7
2018	Member	3	601356766	
2020	Member	1	602513710	HUD1P0
2019	Member	2	601789350	76UTGU
2018	Member	2	601789351	AI18ZM
2020	Member	1	602513656	5J1O@B
2017	Member	1		
2017	Member	4	601048561	6NBPMQ
2019	Member	1	602517064	OXWEC0
2018	Member	3	601356767	
2017	Member	4	601048562	2B6KAN
2020	Member	1	602513711	TXLW3H
2020	Member	1	602513718	B\$2Q7G
2020	Member	1	602513698	0SH1
2020	Member	1	602513649	SCT4H4
2019	Member	2	601789352	MFN3XM
2020	Member	1	602513705	7YFVMT
2017	Member	4	601048563	GLLOSG
2019	Member	2	601642355	NPOTAS
2017	Member	4	601048564	NAH56U
2019	Member	1	602517063	R1KFPV
2020	Member	1	602513704	DRQUTQ
2018	Member	3	601356768	
2019	Member	1	602517061	0185VT
2020	Member	1	602513660	9BXRFR

2020	Member	1	602513646	6IRYMK
2019	Member	2	601789363	MOI1W0
2019	Member	2	601789364	USHZD1
2016	Member	5	600724516	
2018	Member	3	601356779	
2019	Member	1	602517062	VY6YWX
2018	Member	3	601356781	
2017	Member	4	601048365	Z5BL43
2018	Member	3	601356782	
2019	Member	2	601789502	RKBJ5F
2020	Member	1	602513694	42RE9
2019	Member	2	601789504	ACFMLY
2019	Member	2	601789505	NTF75E
2018	Member	3	601356783	
2020	Member	1	602513687	BKLBY4
2019	Member	2	601789508	6ISJ4K
2020	Member	1	602513659	LJAQA
2017	Member	4	601048367	J26WLU
2018	Member	3	601356787	
2020	Member	1	602513643	@P200\$
2020	Member	1	602513719	YHI84D
2017	Member	4	601048368	PG86DH
2020	Member	1	602513655	VQNG29
2019	Member	2	601789509	MU%VPD
2020	Member	1	602513717	8E7X33
2018	Member	3	601356788	
2019	Member	2	601789510	OSR9QU
2020	Member	1	602513640	VP542I
2020	Member	1	602513690	JMELQT
2019	Member	2	601789511	UAB7MP
2019	Member	2	601789512	PUUEWH
2018	Member	3	601356791	
2017	Member	4	601048369	\$IO@8H
2017	Member	4	601048370	KNZ9ST
2019	Member	2	601789513	HY3EUI
2018	Member	3	601356792	
2018	Member	3	601356793	

2020	Member	1	602513692	H1YHVV
2018	Member	3	601356771	
2019	Member	2	601789353	5HTV9Z
2017	Member	4	601048567	ZUTBXR
2020	Member	1	602513707	S@7II3
2018	Member	3	601356772	
2020	Member	1	602513645	BPVE60
2020	Member	1	602513653	QI57IV
2018	Member	3	601356773	
2019	Member	2	601789354	B7PUTM
2017	Member	4	601048569	JKBSPJ
2020	Member	1	602513708	8L8JKI
2019	Member	2	601789355	VRIT\$E
2020	Member	1	602513658	6UEFSV
2019	Member	1	602517060	8UWIGR
2020	Member	1	602513712	70CL4U
2019	Member	2	601789356	ST8GRW
2019	Member	2	601789357	DX0CME
2017	Member	4	601048571	BE\$LFG
2017	Member	4	601048573	7R9DV6
2020	Member	1	602513700	Q1WIU0
2020	Member	1	602513693	IONJL7
2018	Member	2	601789358	XSZ1NL
2017	Member	4	601048574	HQDFTX
2020	Member	1	602513654	LIOG7W
2020	Member	1	602513661	\$9QG\$
2017	Member	4	601048575	XOMSWN
2019	Member	2	601789359	SUBVJR
2020	Member	1	602513720	PIMO0X
2020	Member	1	602513652	61O@2A
2018	Member	3	601356774	
2018	Member	3	601356775	
2018	Member	3	601356776	
2020	Member	1	602513686	NOTWS4
2017	Member	4	601048362	BJIS8U
2020	Member	1	602513647	8JHJGI
2018	Member	3	601356777	

2019	Member	2	601789514	8XTRBJ
2019	Member	2	601789515	Y8K77T
2017	Member	4	601048371	@3AFQY
2019	Member	2	601789516	BZHTQF
2020	Member	1	602513688	9V2NS
2019	Member	2	601789517	MCIY\$Q
2020	Member	1	602513709	\$V7LX
2019	Member	2	601789519	RMMYTM

# **3.**

## **Agriculture Student Files**

{ Record keeping of Ag Department files containing Ag Incentive Grant information, CATA data of meetings, operations and functions; with site budgets in binders in the Ag Office.

{ The FFA R2 information needs to be kept in secured files which contain all their data. Also with these, the members' data sheet, ag policies, yearly record books and any awards applied for should be kept here.

{ With the new online format for all record books and applications, it would be best to keep copies of each member's financial and income summaries too.



# **4. Course Outlines**

## VALLEY ROP COURSE OUTLINE

**COURSE TITLE:** Ag Government

**VALLEY ROP #:** AG-4098-AgGov

**CDE #:** 1400

**CBED TITLE:** Other Agriculture & Natural Resources

**CBED #:** 4098

**CTE SECTOR:** Agriculture & Natural Resources

**CTE PATHWAY:** Agriculture Business

**JOB TITLES:** Related Agriculture Jobs OOH ONET Codes: 45-2011.00, 45-2041.00, 45-2091.00, 45-2092.01, 45-2092.02, 45-2093.00, 45-2099.99

### COURSE DESCRIPTION:

This course is designed to familiarize students with the structure and processes of the United States Government system. Students will learn about the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Students will also learn about state powers as it compares to the national government powers and be introduced to world leadership. Students will study and discuss agricultural issues and what role the government system plays in the agricultural industry.

**DATE APPROVED:** November 2000

**REVISED DATE(S):** September 2004 / March 2009 / Oct 2009/March 2014

**HOURS:** One Semester – 90 Hours

**CREDITS:** 5 per Semester

**PREREQUISITES:** Previous Agriculture Class or Permission by Instructor

**GRADE LEVEL:** 12

**ARTICULATION:** UC "g" approved

**TEXTBOOKS:** Magruder's American Government, by William A. McClenaghan, Publisher: Magruder

### **COURSE COMPETENCIES:**

Upon completion of this course, the student will:

- Understand the activities that lead to the development of our government, the evolution of the Constitution, and the essential principles of the structure of our government.
- Distinguish between the branches of government and identify the duties of each branch.
- Identify the social context and public opinion of our government system.
- Outline the process of election.
- Understand the Bill of Rights and explain the meaning and implication of each right in our society.
- Distinguish between the powers of state government and the national government.
- Identify and explain the structure and purposes of world government and leadership.
- Explain the affect of government in regards to agricultural issues.

### **INSTRUCTIONAL METHODS:**

- Lecture
- Demonstrations
- Audio-visual
- Internet
- Guest Speakers
- Field Trips

### **EVALUATION METHODS:**

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Quizzes
- Unit exams
- Semester exams
- Homework
- Class discussions
- Special assignments and projects
- Demonstrations

### **STUDENT ASSIGNMENTS:**

- Primary instructional methods/strategies
  - Students will work independently through the text as a primary resource. Students will summarize each unit and answer questions about each unit.
  - Students will write well-developed essays that indicate their achievement of the state standards for U.S. Government. Essay questions are modeled after those recommended in History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve (California Department of Education, 2000).

- Video Projects: Students will view and analyze in writing two videos on U.S. Government topics. Videos will be selected by the students and approved by the supervising teacher.
- Current Events Project: Students will select, read, and analyze in writing at least three articles related to government topics from current newspapers, magazines, etc.
- Research Project: Students will complete a research project on a topic related to government. The project may take a variety of formats according to the interests of each student: a formal written report, a series of book reports on one topic, a poster, and a historical fiction story, a newspaper, a play, a series of letters, etc. Each report must have at least three resources. One of the resources should be electronic (i.e. CD-Rom, Internet, course-specific software). The project should be completed using technology (i.e. word processing desktop publishing, presentation software, graphic design software, etc.)

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
<b>The Constitution</b> <ul style="list-style-type: none"> <li>• Development of Government <ul style="list-style-type: none"> <li>○ Civic republicanism</li> <li>○ Religious tolerance</li> <li>○ Spirit of <b>individualism</b></li> <li>○ Philosophy of natural rights</li> <li>○ Established church</li> <li>○ Wide ownership of land</li> <li>○ Rural society</li> </ul> </li> <li>• Evolution of the Constitution <ul style="list-style-type: none"> <li>○ Majority rule/ Minority rights</li> <li>○ Large states/ Small states</li> <li>○ Popular rule/ knowledgeable elite rule</li> <li>○ Equality/Liberty</li> </ul> </li> <li>• Essential Principles <ul style="list-style-type: none"> <li>○ Separation of powers</li> <li>○ Checks and <b>balances</b></li> <li>○ Federalism</li> <li>○ Equal representation</li> <li>○ Due process</li> <li>○ Popular sovereignty</li> <li>○ Individual rights/ responsibilities</li> </ul> </li> </ul>	<p>Understand the activities that lead to the development of our government, the evolution of the Constitution, and the essential principles of the structure of our government.</p> <p>Create your own bill of rights in your imaginary country.</p>	1.0 2.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0	E4.7 E13.1 E13.2 E13.3 E13.4	RSLT-11-12.3, 11-12.4 WS-11-12.4, 11-12.7, 11-12.9, 11-12.10 G-MD-3 G-MG-2 S-IC 1,5 S-ID 1,2,7 SEP-1,2,4,5,6,7,8 CC-1-7 LS2.C ESS3.C ETS2.A,B PE-12.1.4, US-11.11.5

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Common shared values				
<b>American Government</b> <ul style="list-style-type: none"> <li>• <b>Structure</b> <ul style="list-style-type: none"> <li>○ <b>Congress</b></li> <li>○ <b>Presidency</b></li> <li>○ <b>Bureaucracy</b></li> <li>○ <b>Judiciary</b></li> <li>○ Other political parties</li> </ul> </li> <li>• <b>Civil Liberties</b> <ul style="list-style-type: none"> <li>• <b>Social Context</b> <ul style="list-style-type: none"> <li>○ <b>Socioeconomic statue</b></li> <li>○ <b>Race</b></li> <li>○ <b>Sex</b></li> <li>○ <b>Religion</b></li> <li>○ <b>Age</b></li> <li>○ <b>Region</b></li> </ul> </li> <li>• <b>Public Opinion</b> <ul style="list-style-type: none"> <li>○ <b>Party identification</b></li> <li>○ <b>Political ideology</b></li> <li>○ <b>Attitudes</b></li> </ul> </li> <li>• <b>Elections</b> <ul style="list-style-type: none"> <li>○ <b>Nomination process</b></li> <li>○ <b>Voting</b></li> <li>○ <b>Volunteerism</b></li> <li>○ <b>Democratic features</b></li> <li>○ <b>Funding</b></li> </ul> </li> <li>• <b>Bill of Rights</b> <ul style="list-style-type: none"> <li>○ <b>Freedom of Speech</b></li> </ul> </li> </ul> </li> </ul>	Distinguish between the branches of government and identify the duties of each branch.  Pick a President to research and write a paper on.  Create a coin: Money doesn't grow on tree's  Identify the social context and public opinion of our government system.  Outline the process of election.  Understand the Bill of Rights and explain the meaning and implication of	1.0 2.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0	A6.0 A6.1	WS11-12.7, 11-12.9

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
<ul style="list-style-type: none"> <li>○ <b>Freedom of Press</b></li> <li>○ <b>Right to Assembly</b></li> <li>○ <b>Freedom of Religion</b></li> <li>○ Due Process</li> <li>○ Protection Against Discrimination</li> <li>○ Limit of Power</li> </ul>	<p>each right in our society.</p> <p>Process and evaluate Supreme court cases</p> <p>Create a media journal on how the media effects the government</p>			
<b>Federalism</b> <ul style="list-style-type: none"> <li>• Structure <ul style="list-style-type: none"> <li>○ Federal government officers</li> <li>○ State government officers</li> <li>○ Local government officers</li> <li>○ Functions</li> <li>○ <b>Court systems</b></li> <li>○ Law enforcement</li> </ul> </li> <li>• <b>Federal and State Government</b> <ul style="list-style-type: none"> <li>○ <b>Reserve powers</b></li> <li>○ Incorporation</li> <li>○ <b>Jurisdiction</b></li> <li>○ Resources</li> </ul> </li> <li>• Federal and State Legal Systems <ul style="list-style-type: none"> <li>○ Criminal and civil matters</li> <li>○ Family and juvenile law</li> </ul> </li> <li>• Role of Local Government <ul style="list-style-type: none"> <li>○ <b>Education</b></li> <li>○ Crime</li> <li>○ <b>Taxes</b></li> <li>○ Regulation</li> </ul> </li> <li>• Basis of Taxation</li> </ul>	<p>Distinguish between the powers of state government and the national government.</p>	1.0 2.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0	A1.3 A2.6 A3.0 ALL A4.2 A4.3 A4.4 A4.6 A6.1 A6.3 A7.3	RLST-11-12.4 WS11-12.4, 11-12.7, 11-12.9, 11-12.10 F-IF-4 S-IC-1,3,5 S-ID-1,2,7 PE-12.1.1-4,12.2.1-6, 12.2.8, 12.2.10, 12.4.3
	Research an agriculture law			

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
<ul style="list-style-type: none"> <li>Laws Affecting Agricultural Enterprise</li> </ul>	and make a ppt presentation on it to present to the class.			
<b>Comparative Governments</b> <ul style="list-style-type: none"> <li> <b>World Government</b> <ul style="list-style-type: none"> <li>Structure</li> <li>Goals</li> <li>Objectives</li> </ul> </li> <li> <b>National Policy and World Leadership</b> <ul style="list-style-type: none"> <li>War</li> <li>Treaties</li> <li>Trade</li> </ul> </li> </ul>	Identify and explain the structure and purposes of world government and leadership.          Identify Current Events/Articles	1.0 2.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0	A9.2 A9.3 A9.5 A9.6	WS-11-12.4, 11-12.7, 11-12.9, 11-12.10 LS4.C,D PE-12.2.3, 12.2.4, 12.2.5, 12.2.7, 12.4.4, 12.6.1, 12.6.2, 12.6.3, 12.6.4
<b>Agricultural Policy</b> <ul style="list-style-type: none"> <li>Domestic and International issues</li> <li>Preoccupation with security</li> <li>Government influence</li> </ul>	Explain the affect of government in regards to agricultural issues    Ag Issues forum/FFA Contest	1.0 2.0 4.0 5.0 6.0 7.0 8.0 9.0 10.0	A5.0 ALL	WS11-12.4, 11-12.7, 11-12.9, 11-12.10 PE-12.2.3

## **CAREER PREPARATION STANDARDS:**

**A. PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.

1. Demonstrate an understanding of classroom policies and procedures.
2. Discuss importance of the following personal skills in the business environment:
  - a. positive attitude
  - b. self-confidence
  - c. honesty
  - d. perseverance
  - e. self-management/work ethic
  - f. pride in product/work
  - g. dependability
3. Identify acceptable work attire.
4. Establish goals for self-improvement and further education/training.
5. Prioritize tasks and meet deadlines.
6. Understand the importance of initiative and leadership.
7. Understand the importance of lifelong learning in a world of constantly changing technology.

**B. INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.

1. Identify and discuss behaviors of an effective team.
2. Explain the central importance of mutual respect in the workplace relations.
3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.

**C. THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.

1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
2. Read, write, and give directions.
3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
  - a. Work as a team member in solving problems.
  - b. Diagnose the problem, its urgency, and its causes.
  - c. Identify alternatives and their consequences.
  - d. Explore possible solutions.



- e. Compare/contrast the advantages and disadvantages of alternatives.
  - f. Determine appropriate action(s).
  - g. Implement action(s).
  - h. Evaluate results of action(s) taken.
- D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
    - a. Prepare written material.
    - b. Analyze written material.
  2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
  3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
  4. Demonstrate active listening through oral and written feedback.
  5. Give and receive feedback.
  6. Demonstrate assertive communications (both oral and written).
  7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
  8. Demonstrate writing/editing skills as follows:
    - a. Write, proofread, and edit work.
    - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
    - c. Select and use appropriate forms of technology for communication.
  9. Exhibit a proficiency in the use of reference books.
  10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
    - a. personal
    - b. lab
    - c. fire
    - d. electrical
    - e. equipment
    - f. tools
    - g. interpretation of Material Safety Data Sheets (MSDSs)
    - h. Environmental Protection Agency (EPA)
    - i. Occupational Safety and Health Administration (OSHA)
    - j. American Red Cross Standards (ARC)
    - k. Networking Safety Standards
  2. Apply sound ergonomic principles in organizing one's work space.

F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.

1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
2. Identify steps for setting goals and writing personal goals and objectives.
3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
4. Develop a career portfolio, including the following documents:
  - a. job application
  - b. resume(s)
  - c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.

G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.

1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
3. Understand the importance of lifelong learning in adapting to changing technology.

H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.

1. Discuss social and ethical responsibilities in the industry.
2. Demonstrate ethical choices in workplace situations.

## VALLEY ROP COURSE OUTLINE

<b>COURSE TITLE:</b>	Ag Economics
<b>VALLEY ROP #:</b>	AG-4098-AgEcon
<b>CDE #:</b>	1399
<b>CBEDS TITLE:</b>	Other Agriculture & Natural Resources
<b>CBEDS #:</b>	4098
<b>CTE SECTOR:</b>	Agriculture & Natural Resources
<b>CTE PATHWAY:</b>	Agricultural Business
<b>JOB TITLES:</b>	Related Agriculture Jobs OOH ONET Codes: 45-2011.00, 45-2091.00, 45-2092.01, 45-2092.02, 45-2093.00, 45-2099.99; Economists 19-3011.00
<b>COURSE DESCRIPTION:</b>	<p>This course is designed for the student interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry - agriculture. Units of instruction include basic economic concepts, comparative economic systems, individual and aggregate economic behavior and international trade and policy. Instruction is also given in leadership, citizenship, and career education. This course meets the State economics graduation requirement.</p>
<b>DATE APPROVED:</b>	November 2000
<b>REVISED DATE(S):</b>	September 2004 / March 2009 / Oct 2009/March 2014
<b>HOURS:</b>	90 Hours
<b>CREDITS:</b>	5 per Semester
<b>PREREQUISITE:</b>	Previous Agriculture course or permission by teacher
<b>GRADE LEVEL:</b>	12
<b>ARTICULATION(S):</b>	UC "g" approved
<b>TEXTBOOKS:</b>	<u>Essentials of Economics</u> ; Bradley R. Schiller
<b>Publisher:</b>	McGraw - Hill <u>Introduction to Agricultural Economics</u> ; John B. B. Penson, Oral Caps, C. Parr Rosson Publisher: Prentice Hall

## **COURSE COMPETENCIES:**

Upon completion of this course, the student will:

- Demonstrate understanding of leadership and cooperation skills by participating in at least five FFA activities.
- Demonstrate the ability to understand the scope of American agriculture by explaining the role of economics as it relates to the agricultural industry as a whole.
- Demonstrate the ability to understand career opportunities in agribusiness and industry by comparing them.
- Demonstrate the ability to understand the difference between the final goods and services that an economy produces and the productive resources that are used to produce the goods and services by comparing and contrasting the relationships of labor, capital, and technology.
- Demonstrate the ability to understand how resources affect an economic system by explaining the role through oral, written, or visual expression.
- Demonstrate the ability to understand the difference between industrial production and agricultural production by comparing and contrasting them.
- Demonstrate the ability to understand the economic systems by comparing the advantages and disadvantages of each system.
- Demonstrate the ability to analyze the concepts of microeconomics by comparing and contrasting them.
- Demonstrate the ability to analyze macroeconomic concepts by using indicators and policies to understand how they relate to economic goals.
- Demonstrate the ability to analyze international economics by comparing and contrasting past, present, and future policy on international trade.

## **INSTRUCTIONAL METHODS:**

- Lecture
- Demonstrations
- Audio-visual
- Internet
- Guest Speakers
- Field Trips

## **EVALUATION METHODS:**

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Quizzes
- Unit exams
- Semester exams
- Homework
- Class discussions
- Special assignments and projects
- Demonstrations

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
<b>Role of Economics</b> <ul style="list-style-type: none"> <li>Historical development of the role of agricultural economic policy in the United States.</li> <li>Relationships of the agricultural economy to the general U.S. economy.</li> </ul>	Demonstrate the ability to understand the scope of American agriculture by explaining the role of economics as it relates to the agricultural industry as a whole.	1.0 6.0 7.0 10.0	A 1.0-9.0	RLST-11-12.4, 11-12.7, 11-12.9 WS-11-12.4, 11-12.7, 11-12.9, 11-12.10 F-IF- 4 S-IC- 1,3,5 S-ID-1,2,7 LS4.C, D
<b>Introduction for Economics, Agricultural Economics, and Economic Growth</b> <ul style="list-style-type: none"> <li>Scarcity</li> <li>Role of labor</li> <li>Role of capital</li> <li>Role of technology</li> </ul>	Create Vocabulary 4 squares- all chapters  Demonstrate the ability to understand the difference between the final goods and services that an economy produces and the productive resources that are used to produce the goods and services by comparing and contrasting the relationships of labor, capital, and	1.0 2.0 4.0 5.0 6.0 7.0 10.0	A1.1, 1.2 A2.3 A2.4 A8.1 A8.3	RLST-11-12.4 WS-11-12.4, 11-12.7, 11-12.9, 11-12.10 F-IF-4 S-IC-1,3,5 S-ID-11,2,7 PE-12.1.1-4, 12.2.1-1

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
	technology.			
<b>Role of Natural Resources in Economic Growth</b> <ul style="list-style-type: none"> <li>Land</li> <li>Mineral resources</li> </ul>	Demonstrate the ability to understand how resources affect an economic system by explaining the role through oral, written, or visual expression.	1.0 2.0 4.0 5.0 6.0 7.0 10.0	A1.1, 1.2 A2.3 A2.4 A8.1 A8.3	RLST-11-12.4 WS-11-12.4, 11-12.7, 11-12.9, 11-12.10 F-IF-4 S-IC-1,3,5 S-ID-11,2,7 PE-12.1.1-4, 12.2.1-1
<b>Production Principles</b> <ul style="list-style-type: none"> <li>Elements of production process</li> <li>Differences between agriculture and industrial production</li> <li>Efficiency</li> </ul>	Demonstrate the ability to understand the difference between industrial production and agricultural production by comparing and contrasting them.  Create a company- list out factors producing goods/service s	1.0 2.0 4.0 5.0 6.0 7.0 10.0	A8.0 ALL	WS- 11-12.7, 11-12.9 LS1.D PE-12.2.3

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
<b>Economic Systems</b> <ul style="list-style-type: none"> <li>• Market</li> <li>• Traditional</li> <li>• Command</li> <li>• Influences on the system               <ul style="list-style-type: none"> <li>◦ Technology</li> <li>◦ Values</li> <li>◦ Population</li> </ul> </li> <li>• Government policy</li> </ul>	Demonstrate the ability to understand the economic systems by comparing the advantages and disadvantages of each system.	1.0 2.0 4.0 5.0 6.0 7.0 10.0	A1.0 ALL A7.1 A7.2	WS-11-12.4, 11-12.7, 11-12.9, 11-12.10 F-IF-4 S-IC-1, 3, 5 S-ID-1,2,7 PE-12.2.2-6, 12.2.8,
<b>Microeconomics</b> <ul style="list-style-type: none"> <li>• Demand               <ul style="list-style-type: none"> <li>◦ Utility</li> <li>◦ Consumer behavior</li> <li>◦ Food Products</li> </ul> </li> <li>• Supply               <ul style="list-style-type: none"> <li>◦ Types of input costs</li> <li>◦ Effect of technology on costs</li> <li>◦ Revenue considerations</li> </ul> </li> <li>• Business Organization               <ul style="list-style-type: none"> <li>◦ Single proprietorship</li> <li>◦ Partnerships</li> <li>◦ Corporations</li> <li>◦ Cooperatives</li> </ul> </li> <li>• Markets and their structure               <ul style="list-style-type: none"> <li>◦ Commodities</li> <li>◦ Futures</li> <li>◦ Stocks and bonds</li> <li>◦ International</li> </ul> </li> <li>• Distribution of Income               <ul style="list-style-type: none"> <li>◦ Differences</li> <li>◦ Determining factors</li> <li>◦ Governmental role</li> </ul> </li> <li>• Market Structures               <ul style="list-style-type: none"> <li>◦ Monopolistic competition</li> <li>◦ Perfect competition</li> <li>◦ Role of government</li> <li>◦ Planning and zoning</li> </ul> </li> </ul>	Demonstrate the ability to analyze the concepts of microeconomics by comparing and contrasting them.  Create an agriculture business proposal for a new product.	1.0 2.0 4.0 5.0 6.0 7.0 10.0	A2.0 ALL A6.0 ALL A7.2 A8.0 ALL A9.0	RLST-11-12.4 WS-11-12.4, 11-12.7, 11-12.9, 11-12.10 F-IF-4 S-IC-1,3,5 S-ID-1,2,7 LS4.C, D

Unit of Instruction	Key Assignments	Anchor Standard s	Pathway Standard s	Common Core Standards
<b>Macroeconomics</b> <ul style="list-style-type: none"> <li>Indicators <ul style="list-style-type: none"> <li>Consumer price index</li> <li>Gross National Product deflator</li> <li>Employment</li> <li>Cost of living</li> <li>Inflation</li> <li>Trade balance</li> <li>Cycles of production</li> </ul> </li> <li>Government programs and policies <ul style="list-style-type: none"> <li>Budget process</li> <li>Spending/taxing</li> <li>Monetary policy <ul style="list-style-type: none"> <li>Money</li> <li>Federal reserve</li> <li>Financial intermediaries</li> </ul> </li> <li>Ag programs <ul style="list-style-type: none"> <li>Loans</li> <li>Subsidies</li> <li>Alternatives</li> </ul> </li> </ul> </li> </ul>	<p>Demonstrate the ability to analyze macroeconomic concepts by using indicators and policies to understand how they relate to economic goals.</p> <p>Complete a Reality Check on Life Decisions based on living your ideal life style.</p>	1.0 2.0 4.0 5.0 6.0 7.0 10.0	A3.0 ALL A4.0 ALL A5.0 ALL	WS-11-12.4, 11-12.7, 11-12.9, 11-12.10 PE-12.2
<b>International Economics</b> <ul style="list-style-type: none"> <li>Agricultural trade and economic development</li> <li>Foreign trade policy <ul style="list-style-type: none"> <li>Tariffs</li> <li>Quotas</li> <li>Food as a weapon</li> </ul> </li> <li>Importance of exports</li> <li>The problem solving approach and policy formulation <ul style="list-style-type: none"> <li>Goals of policy</li> <li>Criteria of policy formulation</li> <li>Problem solving environment</li> <li>Problem solving approach</li> </ul> </li> <li>Problems in resource development <ul style="list-style-type: none"> <li>United States <ul style="list-style-type: none"> <li>Rural</li> <li>Urban</li> </ul> </li> <li>Developing countries</li> </ul> </li> </ul>	<p>Demonstrate the ability to analyze international economics by comparing and contrasting past, present, and future policy on international trade.</p> <p>Describe the incentives that encourage trade, voluntary trade and trading activity.</p>	1.0 2.0 4.0 5.0 6.0 7.0 10.0	A9.0 ALL	WS-11-12.4, 11-12.7, 11-12.9, 11-12.10 LS4.C,D PE-12.2.3, 12.2.4, 12.2.5, 12.2.7, 12.4.4, 12.6.1, 12.6.2-4



Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
<b>FFA Activities - student choice of:</b> <ul style="list-style-type: none"> <li>Judging activities</li> <li>Leadership activities</li> <li>Cooperative activities</li> </ul>	Demonstrate understanding of leadership and cooperation skills by participating in at least five FFA activities.	2.0 3.0 9.0 10.0 11.0	A1.4 A3.3 A4.0 ALL A5.0 ALL	WS-11-12.4, 11-12.7, 11-12.9, 11-12.10 F-IF- 4 S-IC-1, 3, 5, 7 PE-12.2.2, 12.2.3, 12.2.5, 12.2.8
<b>Career Opportunities in Agribusiness and Industry</b> <ul style="list-style-type: none"> <li>Personal requirements</li> <li>Differences in the career ladder</li> <li>Specific job titles, responsibilities and duties</li> <li>Post-high school educational institutions offering agribusiness classes</li> </ul>	Demonstrate the ability to understand career opportunities in agribusiness and industry by comparing them.	3.0	A1.4 A3.3 A4.0 ALL A5.0 ALL	WS-11-12.4

## **CAREER PREPARATION STANDARDS:**

- A. PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
  2. Discuss importance of the following personal skills in the business environment:
    - a. positive attitude
    - b. self-confidence
    - c. honesty
    - d. perseverance
    - e. self-management/work ethic
    - f. pride in product/work
    - g. dependability
  3. Identify acceptable work attire.
  4. Establish goals for self-improvement and further education/training.
  5. Prioritize tasks and meet deadlines.
  6. Understand the importance of initiative and leadership.
  7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
  2. Explain the central importance of mutual respect in the workplace relations.
  3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
  4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
  5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
  6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
  2. Read, write, and give directions.
  3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
    - a. Work as a team member in solving problems.
    - b. Diagnose the problem, its urgency, and its causes.

- c. Identify alternatives and their consequences.
- d. Explore possible solutions.
- e. Compare/contrast the advantages and disadvantages of alternatives.
- f. Determine appropriate action(s).
- g. Implement action(s).
- h. Evaluate results of action(s) taken.

**D. COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.

1. Use communication concepts in application of skills, techniques, and operations.
  - a. Prepare written material.
  - b. Analyze written material.
2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
4. Demonstrate active listening through oral and written feedback.
5. Give and receive feedback.
6. Demonstrate assertive communications (both oral and written).
7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
8. Demonstrate writing/editing skills as follows:
  - a. Write, proofread, and edit work.
  - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
  - c. Select and use appropriate forms of technology for communication.
9. Exhibit a proficiency in the use of reference books.
10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.

**E. OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.

1. Discuss and implement good safety practices, including the following (if applicable to course):
  - a. personal
  - b. lab
  - c. fire
  - d. electrical
  - e. equipment
  - f. tools
  - g. interpretation of Material Safety Data Sheets (MSDSs)
  - h. Environmental Protection Agency (EPA)
  - i. Occupational Safety and Health Administration (OSHA)

- j. American Red Cross Standards (ARC)
- k. Networking Safety Standards
- 2. Apply sound ergonomic principles in organizing one's work space.
- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
  - 1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
  - 2. Identify steps for setting goals and writing personal goals and objectives.
  - 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
  - 4. Develop a career portfolio, including the following documents:
    - a. job application
    - b. resume(s)
    - c. appropriate cover and follow-up correspondence
  - 5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
  - 1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
  - 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
  - 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
  - 1. Discuss social and ethical responsibilities in the industry.
  - 2. Demonstrate ethical choices in workplace situations.

## VALLEY ROP COURSE OUTLINE

**COURSE TITLE:** Veterinary Science 1

**VALLRY ROP #:** AG-4020-Vet1  
**CDE #:** 454

**CBEDS TITLE:** Animal Science  
**CBEDS #:** 4020

**CTE SECTOR:** Agriculture & Natural Resources  
**CTE PATHWAY:** Animal Science

**JOB TITLES:**

NonFarm Animal Caretakers	39-2021.00
Farm Workers, Farm & Ranch Animals	45-2093.00
First-line Supervisor/Managers of	
Animal Husbandry & Care-works	45-1011.08
Animal Breeders	45-2021.00
Horse Rancher	
Sheep Rancher	
Livestock Rancher	
Sales Representative, Wholesale &	
Manufacturing, Technical & Scientific	
Products	41-4011.00
Sales Representative, Wholesale &	
Manufacturing, Except Technical &	
Scientific Products	41-4012.00
Retail Sales Person (pet shop)	41-2031.00

**DATE APPROVED:** January 2004  
**REVISED DATE(S):** December 2008 / March 2009/Oct 2009/March 2014

**HOURS:** 180 per year

**CREDITS:** 10 per year

**PREREQUISITES:** Agriculture Biology or Biology

**ARTICULATION(S):** None

## **COURSE DESCRIPTION:**

This course provides students with knowledge and hands-on application with both large and small animals. It covers anatomy and physiology, basic animal skills, animal health and sanitation, infectious diseases identification and control, breeding and breeding systems, feed and nutrition, environment and ecology, marketing of animals/livestock evaluation, financial planning and record keeping, and clinical practices. It explores careers in veterinary sciences. The course takes the students from basic through advanced training and experience in services related to raising and caring of animals.

- Animal Health and Sanitation
- Reproductive Physiology
- Large and Small Animal Anatomy and Physiology
- Breeding and Breeding Systems
- Parturition
- Feeds & Nutrition
- Infectious Disease Identification & Control
- Livestock Evaluation
- Animal Handling
- Career Opportunities and Portfolio Development
- Genetics
- Cell Biology
- Marketing of Animals
- Financial Business Planning and Record Keeping

## **TEXTBOOKS:**

Introduction to Veterinary Sciences, Meecee Baker, James Lawhead Del Mar Publishers, 2005  
The Science of Agriculture, A Biological Approach, Ray Herren, Del Mar Publishers, 1998  
Delmar's Veterinary Technician Dictionary, Ray Herron, Janet Amunndson Romich Del Mar Publishers, 2000

## **COURSE COMPETENCIES:**

Upon completion of this course, the student will:

- Students will demonstrate knowledge of the systems that make up the anatomy and physiology of animals
- Students will demonstrate knowledge of history/evolution, care and management of the systems of various animal species
- Students will be able to demonstrate knowledge of breeding and genetics as it relates to animals and humans
- Students demonstrate clinical practices as it relates to veterinarian care to animals
- Students will demonstrate knowledge of common diseases and disease prevention as it relates to animal care
- Student will be exposed to educational and industry opportunities as it relates to the field of study in this course
- Students will develop a portfolio and use it in for higher education and employment
- Students will be prepared academically and technically for: four year college, technical training and employment

## **INSTRUCTIONAL METHODS:**

- Lecture
- Discussion
- Demonstration
- Group and Individual Research Projects through use of technology
- Content Based Exams
- Field Trips
- Guest Speakers
- Hands on Application through Lab Procedures

## **EVALUATION METHODS:**

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. Students will be expected to demonstrate knowledge and skill competencies in a variety of ways. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Quizzes
- Unit Exams
- Semester Exams
- Homework
- Class Discussion
- Special Assignments and Projects
- Specialty Project
- Lab Exercises
- Demonstration
- Portfolio and Interactive Notebook

## COURSE OUTLINE:

Unit of Instruction	Estimated Hours	
	Class	Lab
<b>Introduction</b>	3	3
<ul style="list-style-type: none"> <li>Purpose of course/outline</li> <li>Grading, Tests and Classroom/Laboratory Procedures</li> <li>Introduction to Portfolio and Inter Active Notebook</li> <li>Attitude and Ethics in classroom and industry</li> </ul>	3	3
<b>Basic Animal Skill</b>		
<ul style="list-style-type: none"> <li>Safety (animals, medications, chemicals, first aid and fire)</li> <li>Handling, transporting, and restraint of large and small animals</li> <li>Basic breed and external anatomy identification of large and small animals</li> </ul>		
<b>Anatomy and Physiology</b>	3	1
<ul style="list-style-type: none"> <li>Cell Biology <ul style="list-style-type: none"> <li>Cell Makeup, Structure and Function</li> <li>Mitosis and Cancer</li> <li>Mammal Reproduction</li> <li>Clinical Practices</li> </ul> </li> </ul>	3	1
<ul style="list-style-type: none"> <li>Tissue Types and Functions <ul style="list-style-type: none"> <li>Epithelial</li> <li>Connective</li> <li>Muscle</li> <li>Nerve</li> <li>Clinical Practices</li> </ul> </li> </ul>	3	1
<ul style="list-style-type: none"> <li>Musculoskeletal System <ul style="list-style-type: none"> <li>Bone Structure</li> <li>Joint types and Movement</li> <li>Axial and Appendicular Skeletons</li> <li>Bone Growth and Remodeling</li> <li>Clinical Practices</li> </ul> </li> </ul>	3	1
<ul style="list-style-type: none"> <li>Circulatory System <ul style="list-style-type: none"> <li>Blood Components and Functions</li> <li>Mammal Heart Functions</li> <li>Blood Vessels and Blood Flow</li> <li>Electrocardiograms, Heart Sounds and Blood Pressure</li> <li>Clinical Practices</li> </ul> </li> </ul>	3	1
<ul style="list-style-type: none"> <li>Respiratory System <ul style="list-style-type: none"> <li>The Respiratory Tract</li> <li>Mechanism of Breathing</li> <li>Clinical Practices</li> </ul> </li> </ul>	3	1
<ul style="list-style-type: none"> <li>Renal System <ul style="list-style-type: none"> <li>Renal Functions</li> <li>Kidney Structures and Urine Regulation</li> <li>Urine and Blood Evaluation</li> <li>Clinical Practices</li> </ul> </li> </ul>	3	1
<ul style="list-style-type: none"> <li>Digestive System <ul style="list-style-type: none"> <li>Digestive System Structures</li> <li>Monogastric and Ruminant Digestion</li> <li>Clinical Practice</li> </ul> </li> </ul>	3	1



• Endocrine System	3	1
○ Function of Glands and Hormones	3	1
• Nervous System	3	1
○ Brain Functions	3	1
• Lymphatic System	5	2
○ Functions of the Lymphatic System	5	2
<b>Reproductive Physiology</b>		
• Genetics		
○ Gene Transfer		
○ Animal Breeding		
○ Social Concerns		
○ Terminology		
• Male Anatomy		
○ Parts of the male reproductive system		
○ Functions of the male reproduction		
○ Spermatogenesis		
• Female Anatomy		
○ Parts of the female reproductive system		
○ Functions of the female reproduction		
○ Oogenesis	6	2
<b>Gestation and Parturition</b>		
• Pre-Partum Care		
• Difficult Births		
• Normal Births		
• Post-Partum Care	10	5
<b>Animal Health and Sanitation</b>		
• Animal Health Evaluation		
○ Posture and Stance		
○ Movement and Voice		
○ Appetite		
○ Sexual Activity		
• Maintaining Animal Health		
○ Disease Concept		
○ Animal Management Steps		
▪ Housing		
▪ Exercise and Sunlight		
▪ Sanitation of eating utensils		
▪ Pasture Rotation		
○ Proper Feeding Techniques		
○ Disease Prevention and Control		
• Cleaning and Disinfectants		
○ Procedures and Disinfections		
○ Types of Disinfections		
○ Applying Disinfectants		
<b>Infectious Diseases Identification &amp; Control</b>	20	9
• Non-Living Agents		
○ Trauma		
○ Toxins		

- Bacterial Toxins
- Zootoxins
- Phytotoxins
- Living Agents
  - Bacteria
  - Fungi
  - Virus
  - Protozoa
  - Internal Parasites
  - External Parasites
- Spread of Disease
  - Direct Contact
  - Indirect Contact
  - Carrier Animals
  - Contaminant Soils
  - Contaminated Food or Water
  - Air-born Infection
  - Vector Infections
- Protection against Disease
  - Resistance
  - Immunity
- First Line of Defense
  - Bleeding
  - Phagocytes
- Inflammation
- Secondary Defense
- Disease Control

3 2

### **Bacteria and Disease**

- General Characteristics
  - Diplococcus
  - Staphylococcus
  - Streptococcus
- Bacteria and their Structure
- Bacterial Spores
- Bacterial Diseases

3 2

### **Viruses and Viral Disease**

- Classification of Viruses
- Control of Viruses
- Characteristics

3 2

### **External Parasites**

- External Parasites and Disease
- Types
- Life Cycles
- Prevention and Management

5 2

### **Internal Parasites**

- Types
- Characteristics and Life Cycles
- Prevention and Management
- Internal Parasite and Disease
- Internal Parasites in Small and Large Animals

5 2

### **Other Disease Factors**

- Nutrition and Disease
- Poison and Disease
- Stress and Disease
- Heredity and Disease
- Environment and Disease

### **Breeding and Breeding System** 2      2

- Types of Breeding
- Management
- Clinical Practices

### **Feed and Nutrition** 7      4

- Digestive Systems of Animal and Poultry
- Ration Formulation
- Roughages and Concentrates
- Macro/Micro Nutrients
- Feed Labels and Labeling
- Pet Food Labels
- Basic Feeds and Feeding
- Nutrients
  - Protein, Fats and Carbohydrates
  - Minerals
  - Fibers
  - Vitamins

### **Environment and Ecology** 5      2

- Environmental Relationships
- Wildlife Management
- Plant/Animal Relationships

### **Marketing of Animals/Livestock Evaluation**

- Finished Animals
- Weaned Animals
- Yearlings
- Breeding Stock Types
- Livestock Evaluation
  - Breeding Stock
  - Market Animals
  - Carcass Evaluation and Breakdown

### **Financial Planning & Record Keeping** 2      2

- Loans
- Tax Planning
- Profit and Loss
- Public Relations

### **Career Opportunities &**

#### **Portfolio Development** 5      3

- Career Opportunities
  - Careers in Veterinary Sciences
  - Further Education
  - Industry Opportunities
- Portfolio Development
  - Higher Education Application
  - Employment Applications
  - Letters of Introduction

- Resume
- Interview Practices
- Work Samples
- Interactive Notebooks

7 3

### **Clinical Practices**

- Medical Terminology
- Lab Skills
- Pharmacology
- Radiology
- Medical Records
- Administration of Medications
- Common Surgical Practices

**Total Hours** 123 Class Hours 57 Lab Hours

### **Other Course Information**

- Key Assignments
  - Specialty Area Assignment
  - Animal Dissections
  - Construct a Model of DNA
  - Speech on Animal Rights
  - Vaccinations of various animals for diseases
  - Study of Internal Parasites
- Certificates
  - To earn ROP Certification for this course, the student must complete one full year (two semesters) with a grade of C or better.

### **Academic Standards**

State high school standards applicable to ROP Veterinary Science I  
*Biology/Life Sciences Content Standards*

#### **Cell Biology**

Standard 1.0 The fundament

# Course Outline and State Standards

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
<b>Introduction</b> <ul style="list-style-type: none"> <li>Purpose of course/outline</li> <li>Grading, Tests and Classroom/Laboratory Procedures</li> <li>Introduction to Portfolio and Inter Active Notebook</li> <li>Attitude and Ethics in classroom and industry</li> </ul>				WS 9-10.4,7,8 WS11-12.4,7 WS11-12.9-10 LS1.D PE 12.4.3
<b>Basic Animal Skill</b> <ul style="list-style-type: none"> <li>Safety (animals, medications, chemicals, first aid and fire)</li> <li>Handling, transporting, and restraint of large and small animals</li> <li>Basic breed and external anatomy identification of large and small animals</li> </ul>	Students are introduced to animal safety. Handling, herding and restraining the farm domesticated farm animals. Students will then demonstrate skills learned on the animals on the school farm. Students will the critic each other on the positive methods that work for them and were human for the animals.	3 5 6 7 9 11	D1.1-4	RLST 9-10.5,7 RLST 1-12.4 WS 9-10.4,7-9 WS 11-12.4,7,9,10 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 LS1.D PE 12.1.1-4 PE 12.2.1-6,8,10 PE 12.4.3
<b>Anatomy and Physiology</b> <b>Cell Biology</b> Cell Makeup, Structure and Function <ul style="list-style-type: none"> <li>Mitosis and Cancer</li> <li>Mammal Reproduction</li> <li>Clinical Practices</li> </ul> Tissue Types and Functions <ul style="list-style-type: none"> <li>Epithelial</li> <li>Connective</li> <li>Muscle</li> <li>Nerve</li> <li>Clinical Practices</li> </ul> Musculoskeletal System <ul style="list-style-type: none"> <li>Bone Structure</li> <li>Joint types and Movement</li> <li>Axial and Appendicular Skeletons</li> <li>Bone Growth and Remodeling</li> <li>Clinical Practices</li> </ul> Circulatory System	Students will review the biological and anatomy and physiology of the animal system. Students will then observe and manipulate the different body systems as they butcher animals for meat production. They observe the different muscles, skeletal, circulatory, respiratory, and renal and digestive systems when butchering animals in class. Students will also cut and wrap the animals	3 4 6 7 8 11	D3.1-3	RLST 9-10.5 RLST 1-12.4 WS 9-10.4,7-9 WS 11-12.4,7,9,10 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 LS4:C,D PE 12.2.1-10 PE 12.4.3-4 PE 12.6.1-4

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
<ul style="list-style-type: none"> <li>o Blood Components and Functions</li> <li>o Mammal Heart Functions</li> <li>o Blood Vessels and Blood Flow</li> <li>o Electrocardiograms, Heart Sounds and Blood Pressure</li> <li>o Clinical Practices</li> </ul> Respiratory System <ul style="list-style-type: none"> <li>o The Respiratory Tract</li> <li>o Mechanism of Breathing</li> <li>o Clinical Practices</li> </ul> Renal System <ul style="list-style-type: none"> <li>o Renal Functions</li> <li>o Kidney Structures and Urine Regulation</li> <li>o Urine and Blood Evaluation</li> <li>o Clinical Practices</li> </ul> Digestive System <ul style="list-style-type: none"> <li>o Digestive System Structures</li> <li>o Monogastric and Ruminant Digestion</li> <li>o Clinical Practice</li> </ul> Endocrine System <ul style="list-style-type: none"> <li>o Function of Glands and Hormones</li> </ul> Nervous System <ul style="list-style-type: none"> <li>o Brain Functions</li> </ul> Lymphatic System <ul style="list-style-type: none"> <li>o Functions of the Lymphatic System</li> </ul>	butchered for customers and they will see further manipulation of the systems for human use.			
<b>Reproductive Physiology</b> Genetics <ul style="list-style-type: none"> <li>o Gene Transfer</li> <li>o Animal Breeding</li> <li>o Social Concerns</li> <li>o Terminology</li> </ul> Male Anatomy <ul style="list-style-type: none"> <li>o Parts of the male reproductive system</li> <li>o Functions of the male reproduction</li> <li>o Spermatogenesis</li> </ul> Female Anatomy <ul style="list-style-type: none"> <li>o Parts of the female reproductive system</li> <li>o Functions of the female reproduction</li> </ul>	Students will review animal breeding and the anatomy of the male and female. Students will be in charge of a ewe heard and will set up a breeding schedule for the season. Students will set up a care and feed regiment, treatment schedule for the entire gestation period.	3 4 8	D4.1-5	RLST 9-10.5,7 WS 9-10.4,7-9 WS 11-12.4,7,9 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 PE12.2.2,3,5,8

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
o Ogenesis				
<b>Gestation and Parturition</b> Pre-Partum Care Difficult Births Normal Births Post-Partum Care	Students will share responsibilities for the Pre-partum care set schedules to care for the birthing time. Students will observe the biting time and will be instructed on help that they can do for the difficult or abnormal births. Students will set schedule's for post partum care of the lambs and the ewes	3 4 5 6 8 10	D4.1-5	RLST 9-10.5 RLST 1-12.4 WS 9-10.4,7-9 WS 11-12.4,7,9,10 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 PE 12.2.1-10 PE 12.4.3
<b>Animal Health and Sanitation</b> Animal Health Evaluation o Posture and Stance o Movement and Voice o Appetite o Sexual Activity Maintaining Animal Health o Disease Concept o Animal Management Steps Housing Exercise and Sunlight Sanitation of eating utensils Pasture Rotation o Proper Feeding Techniques o Disease Prevention and Control Cleaning and Disinfectants o Procedures and Disinfections o Types of Disinfections o Applying Disinfectants	Students will perform bi-weekly-monthly physical exams on different types of animals. They will perform regular tests and use equipment and tools used in the Veterinary Industry.	3 4 5 6 8 10 11	D.1.1-4 D.8.1-3	RLST 9-10.5,7 WS 9-10.4,7-9 WS 11-12.4,7,9 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 PE12.2.2,3,5,8

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
<b>Infectious Diseases</b> <b>Identification &amp; Control</b> Non-Living Agents <ul style="list-style-type: none"> <li>o Trauma</li> <li>o Toxins</li> </ul> Bacterial Toxins <ul style="list-style-type: none"> <li>Zootoxins</li> <li>Phytotoxins</li> </ul> Living Agents <ul style="list-style-type: none"> <li>o Bacteria</li> <li>o Fungi</li> <li>o Virus</li> <li>o Protozoa</li> <li>o Internal Parasites</li> <li>o External Parasites</li> </ul> Spread of Disease <ul style="list-style-type: none"> <li>o Direct Contact</li> <li>o Indirect Contact</li> <li>o Carrier Animals</li> <li>o Contaminant Soils</li> <li>o Contaminated Food or Water</li> <li>o Air-born Infection</li> <li>o Vector Infections</li> </ul> Protection against Disease <ul style="list-style-type: none"> <li>o Resistance</li> <li>o Immunity</li> </ul> First Line of Defense <ul style="list-style-type: none"> <li>o Bleeding</li> <li>o Phagocytes</li> </ul> Inflammation Secondary Defense Disease Control	Students will review Infectious diseases and parasites. Students will plan a schedule for disease and parasite control for the sheep herd. Students will put in to use the above plan and implement it. They will give the dosed to the sheep with a drench or injection methods. Students are taught and shown the need to quarantine animals introduced or coming into the herd.	3 4 5 6 7 8 10	D.6.1-7	ELA-11-12.3, 11-12.4 RLST-11-12.3 WS-11-12.4, 11-12.7 11-12.10 F-IF- 4 S-IC-3 G-MG-2 CC-1-7 SEP- 1-8 PS3.D
<b>Bacteria and Disease</b> General Characteristics <ul style="list-style-type: none"> <li>o Diplococcus</li> <li>o Staphylococcus</li> <li>o Streptococcus</li> </ul> Bacteria and their Structure Bacterial Spores Bacterial Diseases <b>Viruses and Viral Disease</b> Classification of Viruses Control of Viruses Characteristics		3 4 5 6 7 8 10	D.6.1-7	RLST 9-10.5 RLST 1-12.4 WS 9-10.4,7-9 WS 11-12.4,7,9,10 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 PE 12.2.1-10 PE 12.4.3-4



Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
<b>External Parasites</b> External Parasites and Disease Types Life Cycles Prevention and Management	Students are to incorporate there control plan to control external parasites. They will learn their life cycles and how to break the cycle.	4 5 6 7 11	D.6.1-7	ELA-11-12.3, 11-12.4 RLST-11-12.3 WS-11-12.4, 11-12.711-12.9, 11-12.10 F-IF- 4 S-IC-3 G-MG-2 CC-1-7 SEP- 1-8 PS3.D
<b>Internal Parasites</b> Types Characteristics and Life Cycles Prevention and Management Internal Parasite and Disease Internal Parasites in Small and Large Animals	Students are to incorporate their control plans to include the prevention and preventative control of internal parasites	4 5 6 7 11	D.6.1-7	ELA-11-12.3, 11-12.4 RLST-11-12.3 WS-11-12.4, 11-12.711-12.9, 11-12.10 F-IF- 4 S-IC-3 G-MG-2 CC-1-7 SEP- 1-8 PS3.D
<b>Other Disease Factors</b> Nutrition and Disease Poison and Disease Stress and Disease Heredity and Disease Environment and Disease	Students will be exposed to the other disease factors as: stress, poisonous plants, feed and other environmental factors.	4 5 6 7 11	D.6.1-7	ELA-11-12.3, 11-12.4 RLST-11-12.3 WS-11-12.4, 11-12.711-12.9, 11-12.10 F-IF- 4 S-IC-3 G-MG-2 CC-1-7 SEP- 1-8 PS3.D
<b>Breeding and Breeding System</b> Types of Breeding Management Clinical Practices	Students are taught the different options of breeding systems and clinical, management need and practices. Natural Artificial insemination Embryo transfer	3 4 5 10	D4.1-5	RLST9-10.3, 9-10.5, 9-10.7, 11-12.3-4 WS9-10.4, 9-10.7-9, 11-12.4, 11-12.7, 11-12.9-10 IF4 S-ID1, 2, 7 G-MG2 SEP8  CC1 LS1.D PE12.1.1-4,

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
				12.2.1-6, 12.2.8, 12.2.10
<b>Feed and Nutrition</b> Digestive Systems of Animal and Poultry Ration Formulation Roughages and Concentrates Macro/Micro Nutrients Feed Labels and Labeling Pet Food Labels Basic Feeds and Feeding Nutrients <ul style="list-style-type: none"> <li>o Protein, Fats and Carbohydrates</li> <li>o Minerals</li> <li>o Fibers</li> <li>o Vitamins</li> </ul>	Students learn about different animals and their nutritional need. Students are assigned a week in which they are responsible for all the nutritional need of a group of lambs. Students must understand the feed needs and the feed label of the feed and understand the nutritional needs and quantity of feed the lambs need to gain weight. They will also learn about a feeding schedule and the important of feeding regularly.	2 3 5 7 8 9 11	D.2.1-4	RLST9-10.3, 9-10.5, 9-10.7, 11-12.3-4 WS9-10.4, 9-10.7-9, 11-12.4, 11-12.7, 11-12.9-10 LS1.D
<b>Environment and Ecology</b> Environmental Relationships Wildlife Management Plant/Animal Relationships	Students will understand the importance pasture animal relationship and the balance needed	5 8	D.7.1-4	RLST9-10.3, 9-10.5, 9-10.7, 11-12.3-4 WS9-10.4, 9-10.7-9, 11-12.4, 11-12.7, 11-12.9-10
<b>Marketing of Animals/Livestock Evaluation</b> Finished Animals Weaned Animals Yearlings Breeding Stock Types Livestock Evaluation <ul style="list-style-type: none"> <li>o Breeding Stock</li> <li>o Market Animals</li> <li>o Carcass Evaluation and Breakdown</li> </ul>	Students with the feeder lamb project will have to finish a set of lambs for butcher and then be able to market those animals to the local and regional market place. Students in the market project evaluate the lambs with external evaluations with their hands and ultrasound. They also evaluate the	2 3 4 5 6 7 9	D.9.1-3	RLST9-10.3, 9-10.5, 9-10.7, 11-12.3-4 WS9-10.4, 9-10.7-9, 11-12.4, 11-12.7, 11-12.9-10 IF4 S-ID1, 2, 7 G-MG2 SEP8 CC1 LS1.D PE12.1.1-4,

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
	lambs carcasses before the cut and wrap process. With the breeding ewe project they learn the importance of creep feeding and then the weaning process.			12.2.1-6, 12.2.8, 12.2.10
<b>Financial Planning &amp; Record Keeping</b> Loans Tax Planning Profit and Loss Public Relations	Students are required to keep a record book on these projects.	2 4 5 7 11	D.1.1-3	RLST9-10.3-5, 9-10.7, 11-12.3-4 WS9-10.7-9, 11-12.7,
<b>Career Opportunities &amp; Portfolio Development</b> Career Opportunities o Careers in Veterinary Sciences o Further Education o Industry Opportunities Portfolio Development o Higher Education Application o Employment Applications o Letters of Introduction o Resume o Interview Practices o Work Samples Interactive Notebooks	Students will prepare collection of work that will include a resume, cover letter and job application. Students will answer questions through an interview and do a demonstration on basic skills and practices through veterinary science. Students will compile score sheets and rubrics through this process.	1 2 3 4 7 9 10	D1.5 D2.4 D3.3 D9.3 D10.1-5 D11.1-4	RLST9-10.3-5, 9-10.7, 11-12.3-4 WS9-10.7-9, 11-12.7, 11-12.9-10 G-CO12 G-MD3 G-MG2 G-SRT8 SEP1-8 CC1-7 PS3.D LS1A-C, 2A-C, 3A-B ETS1-2
<b>Clinical Practices</b> Medical Terminology Lab Skills Pharmacology Radiology Medical Records Administration of Medications Common Surgical Practices	N/A	N/A	N/A	N/A

### CAREER PREPARATION STANDARDS:

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
  2. Discuss importance of the following personal skills in the business environment:
    - a. positive attitude

- b. self-confidence
  - c. honesty
  - d. perseverance
  - e. self-management/work ethic
  - f. pride in product/work
  - g. dependability
3. Identify acceptable work attire.
  4. Establish goals for self-improvement and further education/training.
  5. Prioritize tasks and meet deadlines.
  6. Understand the importance of initiative and leadership.
  7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
  2. Explain the central importance of mutual respect in the workplace relations.
  3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
  4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
  5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
  6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
  2. Read, write, and give directions.
  3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
    - a. Work as a team member in solving problems.
    - b. Diagnose the problem, its urgency, and its causes.
    - c. Identify alternatives and their consequences.
    - d. Explore possible solutions.
    - e. Compare/contrast the advantages and disadvantages of alternatives.
    - f. Determine appropriate action(s).
    - g. Implement action(s).
    - h. Evaluate results of action(s) taken.
- D. COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
    - a. Prepare written material.
    - b. Analyze written material.
  2. Understand and implement written instructions, from technical manuals, written communications, and reference books.

3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
4. Demonstrate active listening through oral and written feedback.
5. Give and receive feedback.
6. Demonstrate assertive communications (both oral and written).
7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
8. Demonstrate writing/editing skills as follows:

- a. Write, proofread, and edit work.
- b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
- c. Select and use appropriate forms of technology for communication.

9. Exhibit a proficiency in the use of reference books.
10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.

E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.

1. Discuss and implement good safety practices, including the following (if applicable to course):

- a. personal
- b. lab
- c. fire
- d. electrical
- e. equipment
- f. tools
- g. interpretation of Material Safety Data Sheets (MSDSs)
- h. Environmental Protection Agency (EPA)
- i. Occupational Safety and Health Administration (OSHA)
- j. American Red Cross Standards (ARC)
- k. Networking Safety Standards

2. Apply sound ergonomic principles in organizing one's work space.

F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.

1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.

2. Identify steps for setting goals and writing personal goals and objectives.

3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.

4. Develop a career portfolio, including the following documents:

- a. job application
- b. resume(s)
- c. appropriate cover and follow-up correspondence

5. Identify and demonstrate effective interviewing techniques.

G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new

technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.

1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
  2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
  3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.
  2. Demonstrate ethical choices in workplace situations.

# **5. Grade Book**

S1	Quote of the Day Aug 17, 2015 PTS 100 x 1.00	Course Outline Aug 18, 2015 PTS 50 x 1.00	Chapter 1 Notes Aug 24, 2015 PTS 50 x 1.00	QOD #2 Aug 24, 2015 PTS 100 x 1.00	Chapter 1 Quiz Aug 27, 2015 PTS 10 x 1.00	Chapter 1 Test Aug 31, 2015 PTS 100 x 1.00	QOD #3 Sep 7, 2015 PTS 100 x 1.00	QOD #4 Sep 14, 2015 PTS 100 x 1.00	Binder Check Sep 18, 2015 PTS 10 x 1.00	Chapter 2 Test Oct 8, 2015 PTS 100 x 1.00	Section 1 Quiz Nov 4, 2015 PTS 50 x 1.00	Section 2 Quiz Nov 4, 2015 PTS 50 x 1.00	Section 3 Quiz Nov 5, 2015 PTS 50 x 1.00	Test Nov 5, 2015 PTS 100 x 1.00
B-84%	100	50	50	100	10	100	100	100	10	62	50	50	50	78
C-75%	100	50	50	100	8	91	100	100	10	27	42	50	48	82
B-88%	100	50	50	100	6	72	100	100	8	55	50	50	48	86
B-81%	100	50	50	100	8	90	100	100	10	52	50	50	50	87
B-83%	100	50	50	100	10	100	100	100	10	81	50	50	50	95
A-90%	100	50	50	100	2	4	100	100	8	52	48	50	42	48
C-71%	100	50	50	100	5	34	100	100	10	32	50	50	50	80
C-75%	100	50	50	100	8	77	100	100	10	64	48	50	50	95
C-77%	100	50	50	100	6	101	100	100	10	74	50	50	50	83
B-88%	100	50	50	100	7	87	100	100	10	58	48	50	48	63
B-84%	100	50	50	100	8	94	100	100	10	75	50	50	50	68
B-86%	100	50	50	100	6	47	100	100	10	65	48	50	46	96
C-76%	100	50	50	100	4	59	100	100	10	70	50	50	50	92
B-80%	100	50	50	100	7	101	100	100	10	72	50	50	50	64
A-90%	100	50	50	100	8	100	100	100	10	73	50	46	50	72
A-90%	100	50	50	100	7	71	100	100	10	42	50	46	50	87
C-77%	100	50	50	100	4	68	100	100	10	59	50	48	50	
C-77%	100	50	50	100	8	100	100	100	10	72	50			
A-90%	100	50	50	100			100	100						

Ag ~~more~~ <sup>more</sup> per 1



QOD 5 Dec 11, 2015 PTS 100 x 1.00	Chapter 4 Test Dec 14, 2015 PTS 100 x 1.00	Chapter Videos Dec 15, 2015 PTS 225 x 1.00	Industry Project Boards Dec 15, 2015 PTS 100 x 1.00	Opening and Closing Dec 15, 2015 PTS 0 x 1.00	Semester 1 Final Dec 15, 2015 PTS 200 x 1.00	Dec 17, 2015 PTS 100 x 1.00
100	92	160	100	0	55	100
100	86	160	50	200	82	100
100	98	185	100	200	100	100
100	55	160	50	200	114	80
100	88	185	100	200	69	100
100	65	200	100	200	113	80
100	28	170	100	200	100	100
100	15	200	100	200	76	80
100	49	170	50	200	68	100
100	86	185	50	200	98	100
100	71	190	100	200	88	80
100	77	170	100	0	112	100
100	40	170	0	200	82	100
100	47	185	100	200	88	100
100	98	200	50	0	110	100
100	97	200	50	0	112	100
100	50	200	100	200	96	80
100	15	160	100	200	102	80
100	88	200	100	200	118	100

S1	Course Outline Aug 18, 2015 PTS 50 x 1.00	Quote of the day #1 Aug 24, 2015 PTS 10 x 1.00	Influence Paper Aug 25, 2015 PTS 100 x 1.00	Quote of the day #2 Aug 31, 2015 PTS 10 x 1.00	FFA Workbook Sep 11, 2015 PTS 175 x 1.00	FFA test Sep 11, 2015 PTS 100 x 1.00	Food Web/ Chain Animoto Sep 29, 2015 PTS 50 x 1.00	Cycles of matter Oct 21, 2015 PTS 200 x 1.00	Ecosystem Vocabulary Oct 22, 2015 PTS 50 x 1.00	Chapter Test #2 Nov 9, 2015 PTS 100 x 1.00	Review Workbook Dec 18, 2015 PTS 150 x 1.00	Test #3 Dec 18, 2015 PTS 100 x 1.00	n Dec 18, 2015 PTS 100 x 1.00	Classmet Dec 18, 2015 PTS 100 x 1.00
C 75%	50	10	100	10	158	36	50	200	50	48	150	10	100	100
B 86%	50	10	100	10	192	57	50	200	50	70	150	42	100	100
B 88%	50	10	100	10	174	70	50	200	50	72	150	51	100	100
C-72%	50	10	100	10	107	24	50	200	40	34	150	30	100	100
B-80%	50	10	100	10	117	32	50	200	50	61	150	45	100	100
B 86%	50	10	100	10	123	75	50	200	50	58	150	62	100	100
B-81%	50	10	100	10	105	80	50	200	50	70	150	14	100	100
B 85%	50	10	100	10	171	66	50	200	50	66	150	33	100	100
A-92%	50	10	100	10	152	61	50	200	50	92	150	83	100	100
B-83%	50	10	100	10	168	64	50	200	50	62	150	30	100	100
A-90%	50	10	100	10	166	36	50	200	50	88	150	51	100	100
B 86%	50	10	100	10	164	63	50	200	50	92	150	76	100	100
A-92%	50	10	100	10	158	71	50	200	50	74	150	60	100	100
B-84%	50	10	100	10	115	85	50	200	50	60	150	62	100	100
B-82%	50	10	100	10	175	49	50	200	50	72	150	26	100	100
B-81%	50	10	100	10	172	48	50	200	50	68	150	52	100	100
D-63%	50	10	100	10	0	8	50	200	40	4	150	50	100	100
C 77%	50	10	100	10	103	48	50	200	50	70	150	18	100	100
C 76%	50	10	100	10	102	30	50	200	50	44	150	32	100	100
C-74%	50	10	100	10	11	41	50	200	50	61	150	30	100	100

Ag Bio per 3

Osmosis Jones Dec 18, 2015 PTS 100 x 1.00	QOD #3 Dec 18, 2015 PTS 100 x 1.00	QOD #4 Dec 18, 2015 PTS 100 x 1.00	Semester Final Dec 18, 2015 PTS 100 x 1.00
100	100	100	46
100	100	100	77
100	100	100	79
100	100	100	46
100	100	100	73
100	100	100	76
100	100	100	65
100	100	100	80
100	100	100	92
100	100	100	62
100	100	100	81
100	100	100	85
100	100	100	77
100	100	100	74
100	100	100	53
100	100	100	58
100	100	100	79
100	100	100	26
100	100	100	54
100	100	100	70
100	100	100	62
100	100	100	

S1	Course Outline Aug 17, 2015 PTS 50 x 1.00	Quote of the day #1 Aug 24, 2015 PTS 100 x 1.00	Influence Paper Aug 25, 2015 PTS 100 x 1.00	Quote of the Day #2 Aug 31, 2015 PTS 100 x 1.00	FFA Test Sep 11, 2015 PTS 100 x 1.00	FFA Workbook Sep 11, 2015 PTS 175 x 1.00	Food web/ Chain Sep 29, 2015 PTS 50 x 1.00	Cycles of Matter Oct 21, 2015 PTS 200 x 1.00	Ecosystem Vocabulary Oct 21, 2015 PTS 50 x 1.00	Test #2 Nov 9, 2015 PTS 100 x 1.00	Participatio n Dec 18, 2015 PTS 100 x 1.00	Organism want ads Dec 18, 2015 PTS 100 x 1.00	Jones Worksheet Dec 18, 2015 PTS 100 x 1.00	Organism want ads Dec 18, 2015 PTS 100 x 1.00
A- 90%	50	100	100	100	80	168	50	200	50	86	100	100	100	100
B 88%	50	100	100	100	82	171	50	200	50	58	100	100	100	100
B 85%	50	100	100	100	82	114	50	200	50	78	100	100	100	100
A- 92%	50	100	100	100	86	192	50	200	50	70	100	100	100	100
B 86%	50	100	100	100	77	155	50	200	50	42	100	100	100	100
B- 81%	50	100	100	100	65	167	50	200	50	74	100	100	100	100
B- 84%	50	100	100	100	78	105	50	200	50	78	100	100	100	100
B 86%	50	100	100	100	64	169	50	200	50	88	100	100	100	100
B 85%	50	100	100	100	90	174	50	200	50	90	100	100	100	100
A 96%	50	100	100	100	70	137	50	200	50	62	100	100	100	100
B+ 89%	50	100	100	100	56	126	50	200	50	88	100	100	100	100
B- 81%	50	100	100	100	85	159	50	200	50	84	100	100	100	100
A- 91%	50	100	100	100	76	174	50	200	50	90	100	100	100	100
A- 92%	50	100	100	100	95	192	50	200	50	96	100	100	100	100
A 98%	50	100	100	100	90	144	50	200	50	76	100	100	100	100
A 96%	50	100	100	100	69	175	50	200	50	64	100	100	100	100
B 88%	50	100	100	100	80	165	50	200	50	66	100	100	100	100
B+ 89%	50	100	100	100	77	176	50	200	50	42	100	100	100	100
B 88%	50	100	100	100	59	169	50	200	50					
B- 84%	50	100	100	100			50	200	50					

Ans per A

QOD #4 Dec 18, 2015 PTS 100 x 1.00	Semester Final Dec 18, 2015 PTS 100 x 1.00	Test #3 Dec 18, 2015 PTS 100 x 1.00
100	80	57
	69	61
100	60	85
100	83	58
100	67	51
100	47	49
100	73	51
100	76	39
100	86	90
100	88	57
100	71	48
100	81	63
100	68	84
100	93	88
100	97	92
100	75	54
100	84	61
100	75	56
100	79	56

S1	Course Outline Aug 18, 2015 PTS 50 x 1.00	Quote of the day Aug 24, 2015 PTS 100 x 1.00	Influence Paper Aug 25, 2015 PTS 100 x 1.00	Quote of the Day #2 Aug 31, 2015 PTS 100 x 1.00	FFA Test Sep 11, 2015 PTS 100 x 1.00	FFA Workbook Sep 11, 2015 PTS 175 x 1.00	Quote of the day #3 Sep 14, 2015 PTS 100 x 1.00	Food Web/Food Chain Sep 29, 2015 PTS 50 x 1.00	Cycles of Matter Oct 21, 2015 PTS 200 x 1.00	Ecosystem Vocab Oct 21, 2015 PTS 50 x 1.00	Test #2 Nov 9, 2015 PTS 100 x 1.00	FFA Participatio n Dec 18, 2015 PTS 100 x 1.00	Organelle Want ad Dec 18, 2015 PTS 100 x 1.00	Jones workshoe Dec 18, 2015 PTS 100 x 1.00
B-83%	50	100	100	100	83	48	100	50	200	50	88	100	100	100
A-92%	50	100	95	100	79	163	100	50	200	50	90	100	100	100
A-90%	50	100	100	100	91	170	100	50	200	45	74	100	100	100
A-90%	50	100	95	100	78	159	100	50	200	48	86	100	100	100
A-90%	50	100	100	100	76	167	100	50	200	50	75	100	100	100
A-90%	50	100	100	100	45	161	100	50	200	50	84	100	100	100
B-86%	50	100	100	100	87	183	100	50	200	50	90	100	100	100
A-91%	50	100	100	100	90	161	100	50	200	50	92	100	100	100
A-91%	50	100	100	100	89	165	100	50	200	50	94	100	100	100
A-95%	50	100	100	100	101	188	100	50	200	48	72	100	100	100
A-96%	50	100	95	100	55	155	100	50	200	50	84	100	100	100
B-82%	50	100	80	100	81	151	100	50	200	50	70	100	100	100
B-87%	50	100	95	100	90	116	100	50	200	48	86	100	100	100
A-91%	50	100	90	100	80	93	100	50	200	50	96	100	100	100
B-82%	50	100	100	100	101	182	100	50	200	40	72	100	100	100
A-99%	50	100	100	100	76	160	100	50	200	46	86	100	100	100
B-83%	50	100	100	100	80	150	100	50	200	50	86	100	100	100
B-85%	50	100	100	100	77	170	100	50	200	50	84	100	100	100
A-91%	50	100	100	100	56	140	100	50	200	48	80	100	100	100
B-84%	50	100	98	100	91	177	100	50	200	50	88	100	100	100
A-91%	50	100	90	100	80	115	100	50	200	50	88	100	100	100
B-87%	50	100	90	100	80	115	100	50	200	50	88	100	100	100

AP Bio Paper 5

QOD #4 Dec 18, 2015 PTS 100 x 1.00	Semester Final Dec 18, 2015 PTS 100 x 1.00	Test #3 Dec 18, 2015 PTS 100 x 1.00
100	70	50
100	83	75
100	92	24
100	80	70
100	73	65
100	87	53
100	64	65
100	74	53
100	84	83
100	90	68
100	75	25
100	87	33
100	97	80
100	54	42
100	87	98
100	60	25
100	63	26
100	82	66
100	63	46
100	86	53
100	90	47

S1	Course Outline Aug 19, 2015 PTS 50 x 1.00	Quote of the Day #1 Aug 24, 2015 PTS 100 x 1.00	Influence Paper Aug 25, 2015 PTS 100 x 1.00	Quote of the day week 2 Aug 31, 2015 PTS 100 x 1.00	Quote of the day #3 Sep 7, 2015 PTS 100 x 1.00	FFA Workbook Sep 11, 2015 PTS 175 x 1.00	Test #1 Sep 11, 2015 PTS 100 x 1.00	Food Web/Chain Animoto Sep 29, 2015 PTS 50 x 1.00	Cycles of Matter Diagram Oct 21, 2015 PTS 200 x 1.00	Ecosystem Vocabulary Worksheet Oct 21, 2015 PTS 50 x 1.00	Test #2 Nov 9, 2015 PTS 100 x 1.00	Test #3 Dec 14, 2015 PTS 100 x 1.00	Participation Dec 18, 2015 PTS 100 x 1.00	Classified Ads Dec 18, 2015 PTS 150 x 1.00
B-84%	50	100	98	100	100	135	31	50	200	50	74	66	100	150
B-85%	50	100	85	100	100	151	44	48	200	50	62	64	100	150
C+79%	50	100	100	100	100	126	25	50	200	50	70	40	100	150
B-86%	50	100	90	100	100	139	48	30	200	50	60	83	100	150
C-78%	50	100	80	100	100	175	36	48	200	50	56	32	100	150
C-73%	50	100	90	100	100	130	20	48	200	50	32	14	100	150
B-88%	50	100	90	100	100	176	46	50	200	50	74	86	100	150
B-82%	50	100	90	100	100	105	46	48	200	50	76	51	100	150
B-87%	50	100	90	100	100	172	63	48	200	50	82	46	100	150
D-65%	50	100	75	100	100	170	27	48	200	50	10	18	50	150
C-76%	50	100	98	100	100	95	20	48	200	50	52	53	100	150
A-92%	50	100	100	100	100	165	90	50	200	50	72	84	100	150
B-87%	50	100	90	100	100	170	60	48	200	50	76	66	100	150
C-76%	50	100	100	100	100	170	61	48	200	50	0	34	100	150
A-93%	50	100	100	100	100	175	60	50	200	50	100	75	100	150
A-90%	50	100	98	100	100	150	60	50	200	50	80	70	100	150
A-98%	50	100	98	100	100	175	71	50	200	50	100	92	100	150
C-78%	50	100	70	100	100	160	94	50	200	50	100	22	100	150
C-77%	50	100	80	100	100	100	50	30	200	50	56	65	100	150
C-73%	50	100	80	100	100	100	37	48	200	50	54	33	100	150
C-73%	50	100	80	100	100	32	46	48	200	50	50	33	100	150

Ag Bio Per 6



	Osmosis Jones Dec 18, 2015 PTS: 100 x 1.00	QOD #4 Dec 18, 2015 PTS: 100 x 1.00	Semester Final Dec 18, 2015 PTS: 100 x 1.00	Test #3 Workbook Dec 18, 2015 PTS: 100 x 1.00
	100	100	84	100
	100	100	86	100
	100	100	63	100
	100	100	88	100
	100	100	47	100
	100	100	70	100
	100	100	75	100
	100	100	74	100
	100	100	80	100
	100	100	50	100
	100	100	62	100
	100	100	73	100
	100	100	51	100
	100	100	93	100
	100	100	81	100
	100	100	97	100
	100	100	72	100
	100	100	48	100
	100	100	66	100

# **6.**

# **SAE Supervision**

# **Forms**

# SAE Student Visitation Form

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

## Project type

Ownership \_\_\_\_\_ Placement \_\_\_\_\_ Unpaid \_\_\_\_\_

Scope/size \_\_\_\_\_

Weight \_\_\_\_\_ Ear tag # \_\_\_\_\_ Scrapie # \_\_\_\_\_

## Area appearance

Feed area \_\_\_\_\_

Pen area \_\_\_\_\_

Animal or Job appearance:

Other Notes:

# SAE Student Visitation Form

Name \_\_\_\_\_

## Project type

Ownership X Placement \_\_\_\_\_ Unpaid \_\_\_\_\_

Ownership As

Scope/size single market Boer goat

Weight 85-13 Ear tag # BFF 245 Scrapie # CA013652

### Area appearance

**Area appearance**

Feed area empty bag chewed by goat. Litter of cups/bottle

Pen area litter of cups/water bottles, Too much TRASH

Animal or Job appearance:

Animal or Job appearance:  
Boer goat looks healthy; walks ~~good~~<sup>well</sup> on chain  
braces fine. more definition needed on rear hips

Other Notes: Need to clean up area & maintain it!

# SAE Student Visitation Form

Name \_\_\_\_\_

Date \_\_\_\_\_

## Project type

Ownership X Placement \_\_\_\_\_ Unpaid \_\_\_\_\_

Scope/size single market goat - BDER

Weight 75 lb Ear tag # BFF 245 Scrapie # CA 013652

## Area appearance

Feed area CLEAN, BAGS food stored inside trash can

Pen area water is clean; feeding electrolytes; has fan to help keep cool

## Animal or Job appearance:

CLEAN & Healthy; hooves are fine

## Other Notes:

# SAE Student Visitation Form

Name \_\_\_\_\_

## Project type

Ownership \_\_\_\_\_ Placement X Unpaid \_\_\_\_\_

Scope/size 10 acres of assorted vegetables to be sold  
at fruit stand

Weight \_\_\_\_\_ Ear tag # \_\_\_\_\_ Scrapie # \_\_\_\_\_

## Area appearance

Feed area \_\_\_\_\_

Pen area \_\_\_\_\_

Animal or Job appearance:

CLEAN work equipment; PICKING BOXES ORDERLY; field  
watered; almost end of season

Other Notes: Sales are up; profit good from last  
year looking to expand for next year

# SAE Student Visitation Form

Name \_\_\_\_\_

Date \_\_\_\_\_

## Project type

Ownership \_\_\_\_\_ Placement X Unpaid \_\_\_\_\_

Scope/size 10 acres of assorted vegetables to be sold  
at fruit stand

Weight \_\_\_\_\_ Ear tag # \_\_\_\_\_ Scrapie # \_\_\_\_\_

## Area appearance

Feed area \_\_\_\_\_

Pen area \_\_\_\_\_

Animal or Job appearance:

crop is almost gone - two weeks of sales to go  
Will have it all disc under by Sept 10<sup>th</sup>

Other Notes: Aphid issue of squash, but too late in  
growth to be harmful

**7.**  
**SAE Requirement**  
**Reference in**  
**Course Syllabus**



# AGRICULTURE FFA/SAE GRADING POLICY

Agriculture Education Department  
Reedley Middle College High School

Your grade in Agriculture Classes will include the following:

1. Regular Classwork/Homework/Tests.....80%
2. FFA Participation.....10%
3. Supervised Agriculture Experience.....10%

According to the California State Curriculum Standards for Agricultural Education, Agriculture classes are to include in the curriculum opportunities for students to participate in both leadership development and vocational skills development activities. The foundation Standards for agriculture education courses are implemented in each course. Students gain valuable skills, lifelong friendships, work experience, and can make money along the way only by actively participating fully in the curriculum.

Every student in Reedley Middle College High School Agriculture Classes is required to conduct and maintain an on-going Supervised Agricultural Experience Program or "project". The project may encompass any field of agriculture; sales and service; production; processing; mechanics; business; nursery/landscaping; etc. The projects may be owned by the student or they may be work experience, paid or unpaid. The project is selected by the student and can be career related. All work on projects shall be done outside of the classroom and must be recorded in the student's record book for credit.

Every student is required to participate in a minimum of two FFA activities per semester in order to fulfill the FFA requirement. The activities may include meetings, contest, leadership sessions, community service activities, or a host of others.

## Eligibility for FFA Activities

It is a policy at Reedley Middle College High School that all students participating in out-of-class activities including FFA, maintain at least 2.0 grade point average. The Agriculture Education Department supports this policy and applies it to all FFA activities outside of class time. There may be an exception to this policy if the FFA activity does not interfere with school time. The decision in this case shall be made by the Agriculture Education Department Chairman, with advisement from the Principal at Reedley Middle College High School.

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

\_\_\_\_\_  
Date

**8.**  
**FFA Requirement**  
**Reference in**  
**Course Syllabus**

# AGRICULTURE FFA/SAE GRADING POLICY

Agriculture Education Department  
Reedley Middle College High School

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## Eligibility for FFA Activities

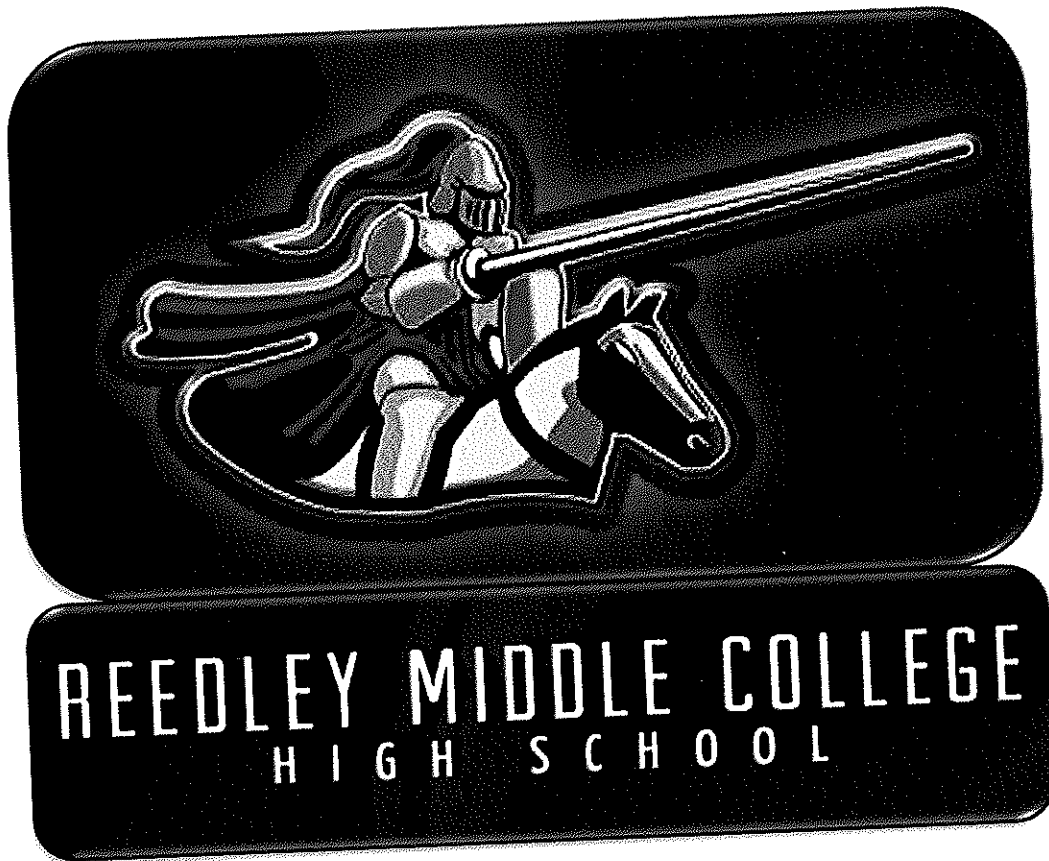
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\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# **9.**

## **FFA Program of Activities**



**Reedley Middle College FFA  
Program of Activities 2016-2017**

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## President's Message

Hello FFA members!

My name is Hadley Ciceroni and I am excited to be serving as your 2016-2017 Reedley Middle College FFA Chapter President. As a senior, some of the activities I am involved in include, competing in Natural Resource, and Vet Science, and showing Market Goats cattle. I also plan on participating in a Opening/Closing team as well as applying for proficiency awards. The FFA organization has encouraged me to grow in many areas and continuously challenges me to become both a better leader, and a better person. The FFA has surrounded me with amazing people and aids in the development of the life skills necessary to be successful in life.

The officer team and I have been working very hard to ensure that this year will be full of success and life long memories. FFA is an organization that incorporates classroom instruction, career preparation, and hands on learning. Our Ag Department has been gifted with a plot of land that will one day be our school farm that will provide our chapter with a strong foundation. Our chapter's main goal this year is to increase the involvement of our current members and due to the size of our chapter we also make it a goal to add more members to the team. I hope you all enjoy this year and if you have any questions don't hesitate to ask.

Thank you,

Hadley Ciceroni

Reedley Middle College FFA  
FFA Executive Committee Members  
2016-2017

<b>President</b>	Hadley Ciceroni
<b>Vice-President</b>	Luis Vargas
<b>Secretary</b>	Anna Sipes
<b>Treasurer</b>	Navneet Sandhu
<b>Reporter</b>	Justin Mariscal
<b>Sentinel</b>	Jacob Torres

**Advisor** Mr. Martin Castro

Agriculture Department Class Offerings

Agriculture Biology, Agriculture Government/Economics,  
Agriculture Leadership, Veterinary Science

Agriculture Department Staff

Mr. Martin Castro – Department Head



# FFA Information

## Reedley Middle College FFA Mission

Reedley Middle College FFA makes a positive difference in the lives of its members by developing their potential for premier leadership, personal growth, and career success through agricultural education foundation.

To accomplish this mission, FFA

- Develop 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 occupational 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

## Agriculture Education Mission

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

## FFA Official Dress

Students must be dressed according to the National FFA Manual for all official FFA events when specified.

Official dress for females includes FFA jacket, zipped to the top; FFA scarf; white collared blouse; black, business-style, knee-length skirt; black, closed toe shoes; and natural or nude colored nylons.

Male's attire includes FFA jacket, zipped to the top; FFA tie; white collared shirt; black dress slacks; black shoes and black socks.

Certain events may allow for a modification of the official dress. Please contact the advisors for any questions.

## The FFA Emblem



The National FFA Emblem is a representative of the history, goals, and future of the Organization. Each of the five elements possesses a unique significance.

The Cross Section of the Ear of Corn provides the foundation of the emblem, just as corn has served as the foundation crop of American agriculture. It signifies unity, as corn is grown in every state of the nation.

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

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

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

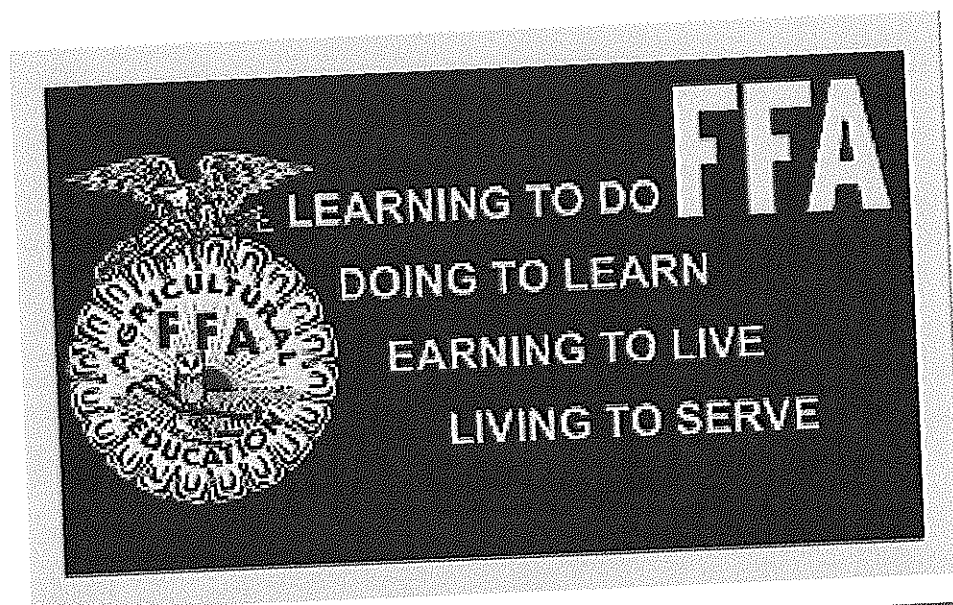
**The Owl**, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.

The words "**Agricultural Education**" and "**FFA**" signify the combination of learning and leadership necessary for progressive agriculture.

## FFA Livestock Show Attire

Students involved in any livestock show must be outfitted for safety and proper FFA attire to be allowed in the show ring. Students must meet all Official Dress requirements with the FFA jacket, FFA scarf or tie, and white collared shirt. White pants are substituted for black pants and skirts. Shoes must be appropriate for working with livestock.

## FFA Motto



## FFA Creed

*Written 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.

FFA Members statement for Opening Ceremonies

**FFA members, why are we here....**

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

# Reedley Middle College FFA Membership

Active members in the Reedley Middle College FFA strive to obtain the four degrees of active membership. Graduates of Reedley Middle College HS and the FFA Chapter may be eligible for Alumni membership status.

## FFA Active Membership Degree Requirements

### Greenhand Degree

1. Be enrolled in a Vocational Agriculture course
2. Have in existence, or have plans for, an Supervised Agricultural Experience Project
3. Demonstrate knowledge of FFA History, Creed, Motto, and other leadership information by obtaining a score of 70% or higher on the FFA Leadership Exam

### Chapter Farmer Degree

1. Hold the Greenhand Degree
2. Be enrolled in a Vocational Agriculture course
3. Be actively involved in the workings of the chapter
4. Have in place an active Supervised Agricultural Experience Project
5. Earn and invest at least \$150, or work at least 45 unpaid hours in a SAE
6. Give a 4-6 minute speech on an agriculture related topic, or lead a 15 minute group discussion
7. Demonstrate knowledge of Parliamentary Procedure
8. Complete application by deadline
9. Community service hours totaling 10 minimum.

### State Farmer Degree

1. Hold the Chapter FFA Degree
2. Be an active member for at least 24 months
3. Complete at least 2 years of agricultural course work
4. Earn or invest at least \$1000, or work at least 300 unpaid hours in a SAE
5. Demonstrate knowledge of Parliamentary Procedure
6. Give a 6 minute speech on an agriculture topic, or lead a group discussion for 40 minutes
7. Serve as an officer, committee chairperson, or a participating member of a committee
8. Community service hours totaling 30 minimum in three separate activities/events.
9. Complete application by deadline

### American Farmer Degree

1. Hold the State FFA Degree
2. Be an active FFA Member for at least 36 months
3. Complete at least 3 years of agricultural course work
4. Graduate from high school at least 12 months prior to receiving the degree
5. Have in operation, with accurate records substantiating, an SAE
6. Earn \$8000, or earn and invest \$1500 and work at least 2250 unpaid hours in the SAE
7. Community service hours totaling 50 minimum in three separate activities/events.
8. Complete application by deadline.



There are many other potential projects for FFA Members, including Work Experience. Any paid or unpaid work related to agriculture may qualify as an SAE. Please speak with an advisor if you have any questions.

# Reedley Middle College FFA Goals and Objectives

Students in the Reedley Middle College FFA chapter have the opportunity to become an active member through many types of activities. From Livestock projects, to community service activities, to judging teams, to fundraising, students may be involved in many different ways. The following is a partial list of activities:

## Community Service Activities

**Goal:** To encourage students to become involved in community activities by becoming a part of the community.

The Reedley Middle College FFA would like to get involved in the following activities:

- Local Community Service Organization Speaking Engagements
- School and Community Awareness and Ag Literacy
- Food drives with local churches

## Judging Teams & Contests (CDEs = Career Development Events)

**Goal:** To train students in Vocational Agriculture skills through competition in the various judging areas and to expand members' understanding and knowledge in agriculture with practical training.

The Reedley Middle College FFA could offer the following Judging Teams and Contests at this time, while there are over 47 contests:

- Livestock Judging
- Opening and Closing
- Public Speaking
- Veg Crop Judging
- Nursery Landscape
- Job Interview

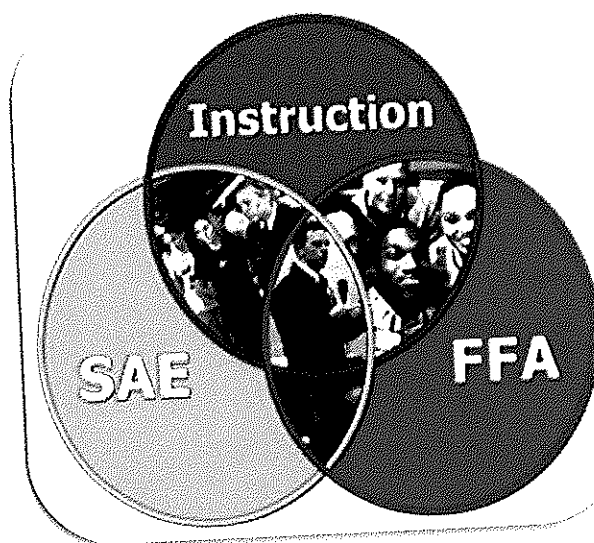
- Natural Resources
- Meats Judging
- Vet Science
- Land Judging
- Pest Management

## Supervised Agricultural Experience Projects (SAEs)

**Goal:** To improve the hands on aspect of any field of agricultural endeavor and encourage more students to become involved in FFA by participating in projects they find interest in.

Examples:

- Market Beef
- Breeding Beef
- Market Swine
- Breeding Swine
- Market Lamb
- Market Goat
- Poultry
- Work Experience
- Nursery Development
- Fruit Tree Experience
- Vegetable Crops
- Ornamental Horticulture
- Nursery work – moving lawns, weeding yards, landscape work
- Packing house work – packing fruit, picking fruit, driving forklifts for sheds,
- Fruit trees – pruning trees, shredding trees, tying trees, harvesting and packing shed work.
- Tractor work – disking, vineyard, trees, alfalfa, corn, wheat, oats
- Work experience – welding, yard work, office work, tire service, shop mechanic



# Achievement Points Award System

The Point Award System was developed to influence members to be active participants in the Reedley Middle College FFA Chapter, and will be used to recognize members that are extremely active. The top 14 members in the chapter, identified at the end of the school year at the Annual Awards Banquet in May, will be awarded with a recreational trip to be determined by the Advisor(s) and Executive Committee. It is the responsibility of the FFA member to track their activities in their FFA Record Book. It is the responsibility of the member to make sure their points are accurate, complete the application and submit (by the designated due date) their application. To be qualified, the member **MUST** have participated in at **LEAST 2** fund-raising activities or projects.

## I. Leadership

A. Degrees (current year only)	20
1. Greenhand	20
2. Chapter Farmer	100
3. State Farmer	
B. Proficiency Awards	10
1. Local Application	15
Silver recipient	20
Gold recipient	
2. Sectional Winner	25
Silver recipient	30
Gold recipient	50
3. Regional Winner	50
4. State finalist	100
Winner	150
5. National Finalist	200
6. National Winner	
C. Offices Held	15
1. Applied for Chapter Office	25
2. Chapter Officer	20
3. Applied for Sectional Office	30
4. Sectional Officer	35
5. Applied for Regional Office	50
6. Regional Officer	50
7. Applied for State Office	150
8. State Officer	
D. Conventions	20
1. Attend State Convention – ONE day	50
Full participant	60
Delegate	100
2. Attend National Convention	200
Delegate	
E. Committees	20
1. Active Committee Member	40
2. Active Committee Chairperson	

## F. Meetings

1. Attend Chapter Meeting	20
Officer	50
FFA member (Non-officer)	60
In FFA shirt - non-officer	100
In full dress uniform (non-officer)	
2. Attend Sectional Meeting	20
Officer	40
Non-officer	
3. Attend Regional Meeting	25
Officer	50
FFA member, non-officer	

## II. Fairs and Shows

(Limited to three shows/Jackpot events per year & ONLY 'Best' single animal. Other wise it qualifies under SAE project.)

### A. Exhibitor

1. Show an animal at the Fresno Fair	100
2. Any Breed or FFA Champion	50

### B. Outstanding Showman

1. Top 10 in Showmanship Division (overall)	75
2. Top 5 in Showmanship Division (class)	50
2. Top 5 in Market class	50

## III. Judging Teams and Speaking Contests

A. Participate as an active team member	100
B. Member of 1 <sup>st</sup> High Team at Contest	50
C. 1 <sup>st</sup> High Individual at Contest	50
D. Member of State Winning Team	100
E. Member of National Team	200
F. National Winners	300

## IV. Activity Points

A. Community Service Activity - each one	30
B. Fund Raiser Activity - each one	25

## V. SAE Projects

A. SAE Project - work experience	100
B. SAE Project - Ownership (non fair animal)	100

## VI. Scholarship

A. GPA by Semester (must be verified by administration)	40
1. 4.0 - 3.5	30
2. 3.49 - 3.0	15
3. 2.99 - 2.5	



## Student Point Chart Record

Name: \_\_\_\_\_ School Year: \_\_\_\_\_

[illegible]

Total Points: \_\_\_\_\_

# Reedley Middle College FFA Chapter Constitution

## ARTICLE I NAME AND PURPOSES

Section A The name of this organization shall be the "Reedley Middle College Chapter of the Future Farmers of America." The letters "FFA" may be used to designate the chapter, its activities, or members thereof.

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

1. To develop competent, aggressive agricultural leadership.
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of agriculture education in themselves and their work.
4. To create more interest in agricultural occupations.
5. To encourage member to improve their home and its surroundings.
6. To encourage members in the development of Supervised Agricultural Experience Programs (SAEP).
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative efforts.
10. To encourage improvement in scholarship.
11. To encourage and practice thrift.
12. To provide and encourage the development of organized recreational activities.

## ARTICLE II ORGANIZATION

Section A The Reedley Middle College Chapter of the FFA is a chartered local unit of the California Association of FFA, which is chartered by the National FFA Organization.

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

## ARTICLE III MEMBERSHIP

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

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

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

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

1. They attend local chapter meetings with reasonable regularity.
2. They show an interest in, and take part in the affairs of the chapter.
3. Are properly affiliated with the state and national FFA organizations.

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

#### ARTICLE IV EMBLEM

Section A The emblem of the National FFA Organization shall be the emblem of this chapter.

Section B Emblems used by the members shall be designated by the national organization of FFA.

#### ARTICLE V MEMBERSHIP DEGREES AND PRIVILEGES

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

1. Greenhand Degree
2. Chapter Degree
3. State FFA Degree
4. American Farmer Degree

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

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

1. Be regularly enrolled in a class in vocational education course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agricultural occupational experiences.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe the FFA emblem, colors, and symbols.
4. Explain the proper use of the FFA jacket.
5. Have satisfactory knowledge of the history of the organization.
6. Know the duties and responsibilities of the FFA members.
7. Personally own or have access to Official FFA Manual.
8. Submit written application for the Degree for Chapter records.

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

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

Section D State FFA Degree: Minimum qualifications for election:

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

Section E American FFA Degree. Minimum qualifications for election:

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

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

## ARTICLE VI OFFICERS

Section A The officers of the chapter shall be as follows:

1. President
2. Vice President
3. Secretary
4. Treasurer
5. Reporter
6. Sentinel
7. Chaplain

The officers shall perform the regular duties of their respective office as outlined in the Official FFA Manual.

Section B Officers shall be elected semi-annually or annually by a majority vote of the members present at a regular meeting.

Section C The officers of the chapter together with the chairmen in charge of the major sections of the annual program of activities shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or bylaws adopted from time to time.

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

Section E Chapter officers must hold the Chapter FFA Degree, except during the first year after the chapter is organized.

## ARTICLE VII MEETINGS

Section A Regular chapter meeting shall be held once a month or as needed at such time and place as is designated by the Reedley Middle College FFA Executive Committee.

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

Section C Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Leadership Conference. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.

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

Section E All Chapter meetings shall include an invocation before Opening Ceremonies and after Closing Ceremonies.

#### ARTICLE VIII Dues

Section A Local dues in this chapter shall be fixed annually by a majority vote of the active members.

Section B Full local, state, and national dues shall be paid by all active members.

Section C No member shall be considered as active and in good standing unless he pays full local, state, and national FFA dues.

#### ARTICLE IX Amendments

Section A This constitution may be amended by a vote of two-thirds (2/3) of the active members in good standing present at a regular chapter meeting providing a quorum is present. Amendments may in no way conflict with the constitutions of either the State FFA or National FFA Organization.

Section B Bylaws or amendments may be adopted by a vote of two-thirds (2/3) of the active members in good standing present at a regular chapter meeting providing a quorum is present. Bylaws may in no way conflict with the constitutions of either the State FFA or National FFA Organization.

# FFA Calendar 2016-2017

## August

- a . Chapter meeting
  - 1 . Ice cream social
  - 2 . Water balloon fight
  - 3 . Ice breakers
- b . FFW activity
  - 1 . Wednesday
  - 2 . Burlap sack races

## September

- a . Chapter meeting
  - 1 . Hot wheels races
  - 2 . Pizza
- b . FFW activity
  - 1 . Wednesday
  - 2 . Bocce ball

## **October**

- a. Chapter meeting
  - 1. Hobb's Grove
- b. FFW activity
  - 2. Wednesday
  - 3. Corn-hole

## **November**

- a. Chapter meeting
  - 1. Thanksgiving potluck
    - Dinuba High, Reedley High, and Reedley Middle
- b. FFW activity
  - 1. Wednesday
  - 2. Ladder toss

## **December**

- a. Chapter meeting
  - 1. Cookie decorating
  - 2. Christmas tree decorating contest
- b. FFW activity
  - 1. Wednesday
  - 2. Makeup challenge with Christmas colors



## **January**

- a . Chapter meeting
  - 1 . Name the song (jelly beans)
  - 2 . Tacos
- b . FFW activity
  - 1 . Wednesday 13<sup>th</sup>
  - 2 . Shoe pile

## **February**

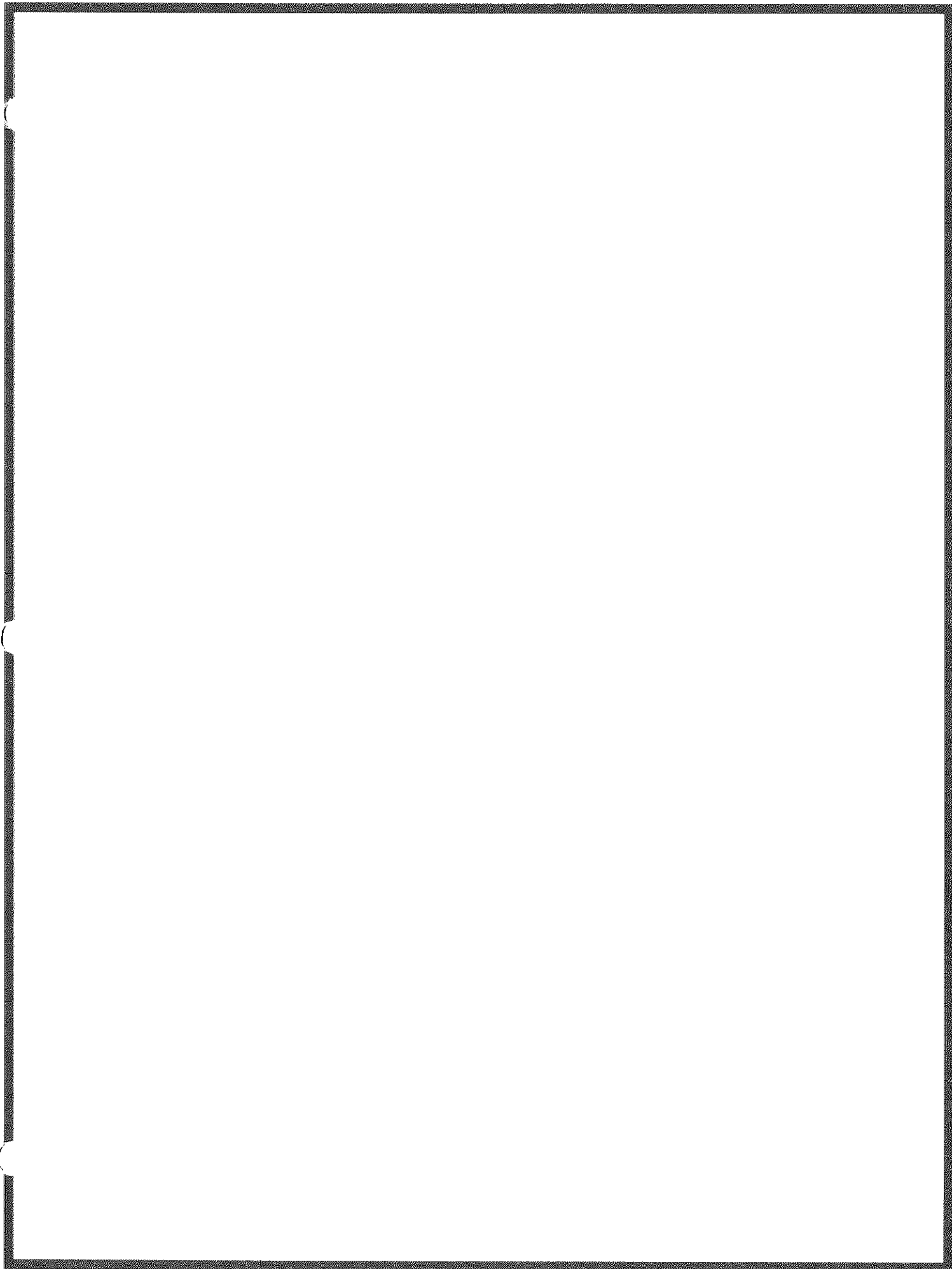
- a . Chapter meeting
  - 1 . Human knot
  - 2 . Through the hoop
  - 3 . Spaghetti
- b . National FFA week
  - 1 . Tug o' war
  - 2 . Pie-eating contest
  - 3 . Dodge-ball
  - 4 . Wiffle-ball
  - 5 . Stomp-it

## **March**

- a . Chapter meeting
  - 1 . Winners basketball
  - 2 . Nachos
- b . FFA activity
  - 1 . Wednesday 9<sup>th</sup>
  - 2 . Guy's revenge (toilet)

## **April**

- a . Chapter meeting
  - 1 . Bowling
- b . FFA activity
  - 2 . Wednesday 13<sup>th</sup>
  - 3 . Rob the nest



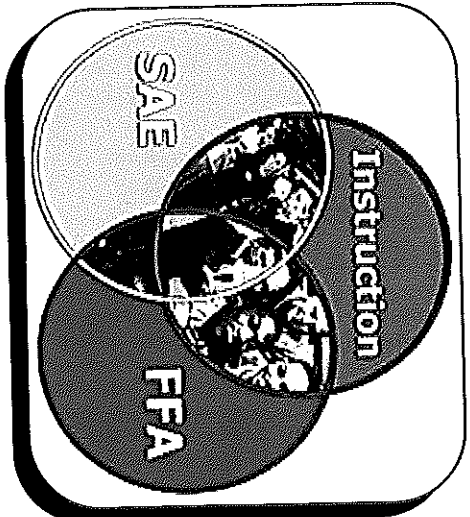
# **10. Recruitment Program**

### Reedley Middle College Agriculture Recruitment Program

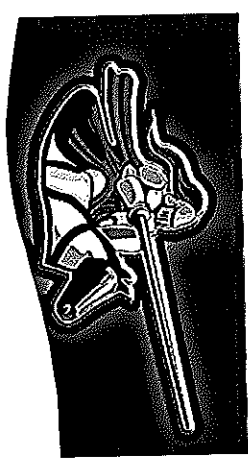
The instructor and FFA members of the Reedley Middle College Agriculture department engage in a variety of recruitment activities to encourage new students to enroll in Agriculture Education classes. Instructor will travel to the junior high feeder schools within the district and present the accompanying materials to 7-8<sup>th</sup> grade students. Often with permission from the site administration, FFA members accompany the instructors and examples of in class and SAE projects are presented to potential new members.

Other places that recruitment activities occur are during the Fresno Fair, Kings Canyon District Fair, Back to school night, FFA week activities held at RMCHS. Additionally, FFA members help 4-H members in hopes of encouraging members to join as incoming new members.

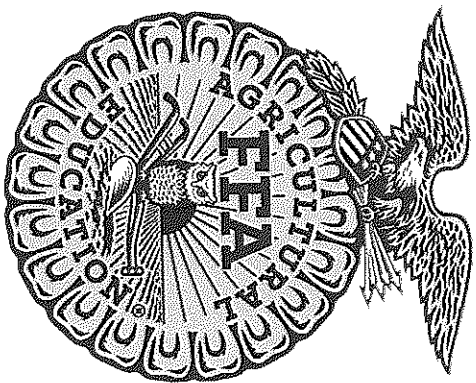
# The 3 Circles of an Agricultural Education Program



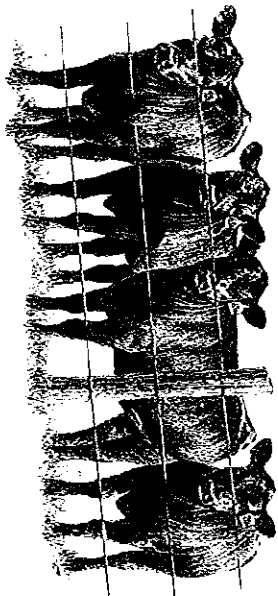
# Reedley Middle College High School



AGRICULTURE  
EDUCATION  
PROGRAM



995 N. Reed  
Reedley, CA. 93654  
(559) 305-7050 ext. 2605



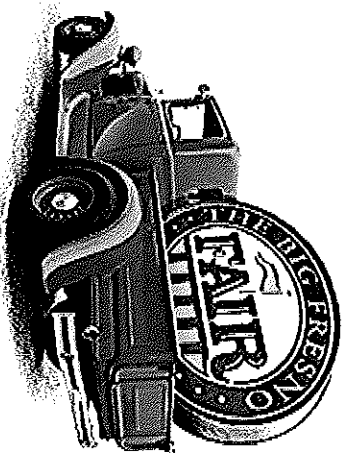
Reedley Middle College  
High School  
  
Ag Teacher:  
Mr. Martin Castro

## Livestock Projects

Students can exhibit at

## THE BIG FRESNO FAIR

- Market Beef Cattle
- Breeding Cattle
- Feeder Cattle
- Market Lambs
- Market Boer Goats
- Market Dairy Goats
- Market Hogs
- Market Poultry
- Market Rabbits



## Course Offerings

### Livestock Business Management

#### Pathway:

.....

9th Grade

Agriculture Bilogy

10th Grade

Veterinary Science

11th Grade

Agriculture Leadership

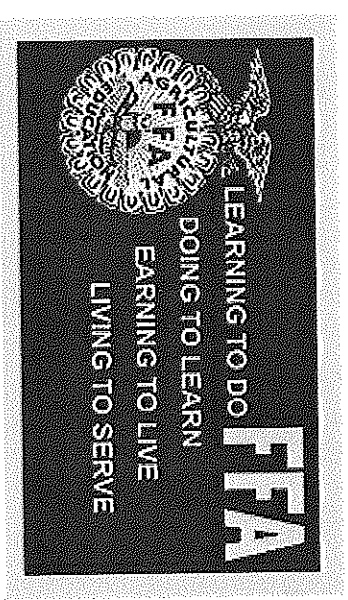
12th Grade

Agriculture Government

## FFA Leadership Opportunities

### Career Development Teams

- Opening and Closing
- Meats Judging
- Vet Science
- Land Judging
- Natural Resources
- Nursery Landscape
- Livestock Judging



# **11.**

## **FFA Chapter Scrapbook**



## Reedley Middle College High School Agriculture Department Chapter Scrapbook

Our FFA chapter does not have a traditional scrapbook at this time. Since the cost of producing a physical scrapbook has increased to the point that our chapter has elected no to create one. Instead a digital scrapbook is maintained through our chapter Instagram page and through a slideshow specific per year. The Chapter page in Instagram is called RMCHSFFA. Each year, with the help of our chapter reporter. I put a slide show presentation and present it at the annual FFA Awards banquet. The slide show consists of an average of 10 minutes' worth of photos that highlight our years activities. Music clips from the school appreciate songs that are popular with the student during that year, or that were "theme songs" to CDE teams are played through the video. We keep the digital copy of file in the AG Department.

**12.**

**Summer Activities  
Calendar**

# May 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
					EFM FFA Off Apps Due	Cal Poly State Finals
7	8	9	10	11	12	13
	EFM FFA Off Int- Kingsburg			E/WFM CATA/FFA Mtg-Kingsburg		
14	15	16	17	18	19	20
Mother's Day	Pick up Grain at Penny Newman for Steers					
21	22	23	24	25	26	27
			American Degree Scoring-Fresno			Purchase 26 Market Hogs and 5 Lambs from Dave Lopes Reedley College
28	29	30	31			
	Memorial Day	State Staff Mtg-Galt	→			

june 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Sheep Practice 6pm-7:30pm	2 Beef Showmanship Practice 6pm-7:30pm Hog Practice 8-9pm	3
4	5	6	7	8 Sheep Practice 6pm-7:30pm	9 Beef Showmanship Practice 6pm-7:30pm Hog Practice 8-9pm	10 Goat Practice 6pm - 7:30pm
11	12 Pick up Grain at Penny Newman	13 Deworm Market Animals and Breeding Stock	14	15 Sheep Practice 6pm-7:30pm	16 Beef Showmanship Practice 6pm-7:30pm Hog Practice 8-9pm	17 Goat Practice 6pm - 7:30pm
18	19	20	21	22 Sheep Practice 6pm-7:30pm	23 Beef Showmanship Practice 6pm-7:30pm Hog Practice 8-9pm	24 Goat Practice 6pm - 7:30pm
25	26	27	28	29	30	
CATIA Conference-SLO →						

# July 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 All Species Showmanship w/ Guest Judge 6pm - 8:30pm
2	3	4	5	6 Sheep Practice 6pm-7:30pm	7 Beef Showmanship Practice 6pm-7:30pm Hog Practice 8-9pm	8 Goat Practice 6pm - 7:30pm
9	10 Pick up Grain at Penny Newman	11 Deworm Market Animals and Breeding Stock	12	13 Sheep Practice 6pm-7:30pm	14 Beef Showmanship Practice 6pm-7:30pm Hog Practice 8-9pm	15 Goat Practice 6pm - 7:30pm
16	17	18	19	20 Sheep Practice 6pm-7:30pm	21 Beef Showmanship Practice 6pm-7:30pm Hog Practice 8-9pm	22 Goat Practice 6pm - 7:30pm
23	24	25	26	27 Sheep Practice 6pm-7:30pm	28 Beef Showmanship Practice 6pm-7:30pm Hog Practice 8-9pm	29 Haul Sheep/Goats to BFF Weigh In 8am Goat Practice 6pm - 7:30pm
30	31					

**13.**  
**Graduate Follow-**  
**Up Survey**  
**Instrument**

# Class of 2016 Reedley Middle College HS Graduate Follow-up Survey

Greetings Reedley Middle College Graduates. I hope post high school is going great for you. This survey is designed to keep track of our RMCHS graduates.

Please answer the following questions to the best of your ability. If the area doesn't apply to you then type N/A

Best Regards - Mr. Castro Reedley Middle College High School Agriculture Instructor

\* Required

Student Name \*

Choose 

Where are you attending school Fall 2016? \*

Your answer

What is your anticipated Degree \*

Choose 

What is your area of study? \*

Your answer



What is your current employment status? \*

what is your current employment status:

- ☐ Full-time (32 hours or more a week)
- ☐ Part-time (less than 32 hours a week)
- ☐ Seeking employment
- ☐ Not working and not seeking work

Where are you working? \*

Your answer

Are you enlisted in the military? \*

- ☐ Yes
- ☐ No

Best Email Address to get ahold of you \*

Your answer

Best Phone Number to get ahold of you (phone number will not be shared with anyone)

Your answer

SUBMIT

Never submit passwords through Google Forms.





**14.**  
**Results of**  
**Graduate Follow-**  
**Up Surveys**

A graduate follow-up survey instrument is on file and in use by the department that collects information about what graduates are doing currently. There are questions on the survey that determine current employment status, education and college attendance, value of the information learned in their high school agriculture courses, relevance to what they are doing now, and suggestions for improvements to the program and/or courses. Copies of survey instruments are in the previous section,

While we technically use a graduate follow-up system to collect data from program completers, our department has not tabulated graduate survey results in a meaningful way to be able to relay the graduate information to advisory committee. Because of the low level of information included in the online graduate activity report available through [calaged.org](http://calaged.org), plans are being developed to utilize the graduate follow up instrument in a more meaningful way. With all of the information relative to how well our program has served out graduates, we hope to be able to form a strong picture of the positive, helpful areas of our program and to be able to identify areas for improvement. As I complete a plan to use the survey to its full potential, the value of the survey results will increase greatly.

# RMCHS Graduate Follow-up Survey

QUESTIONS

RESPONSES 15

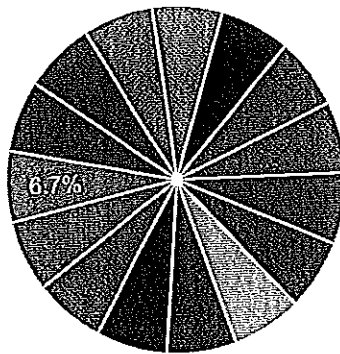
15 responses

SUMMARY

INDIVIDUAL

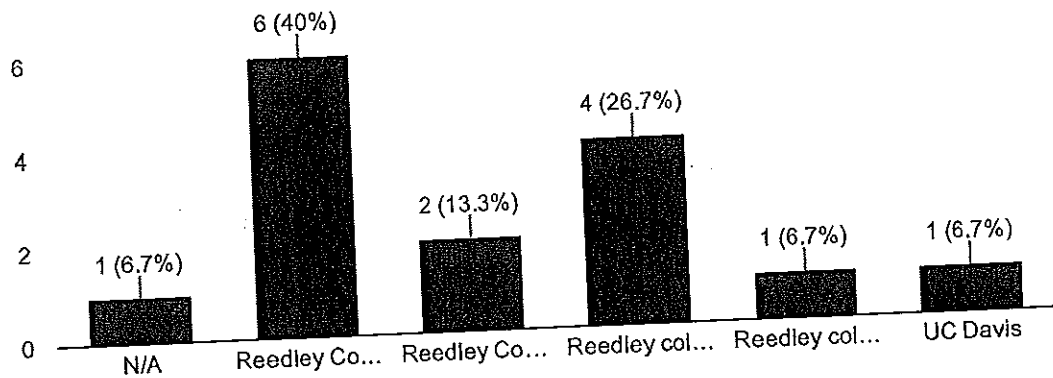
Accepting responses

Student Name (15 responses)

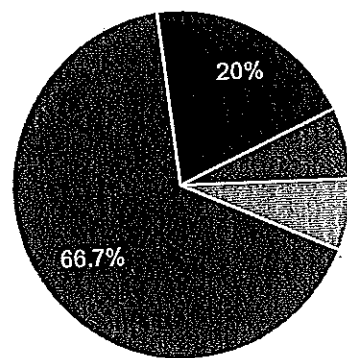


1/3 ▼

Where are you attending school Fall 2016? (15 responses)



What is your anticipated Degree (15 responses)



- None
- Apprenticeship
- Certificate or Technical Diploma
- Associates Degree
- Bachelors Degree
- Graduate Degree

What is your area of study? (15 responses)

Agriculture Business

Nursing

Psychology

Liberal studies (Maybe 3rd Grade)

Computer Engineering / Computer Science

Pre-RN nursing

Business

AG

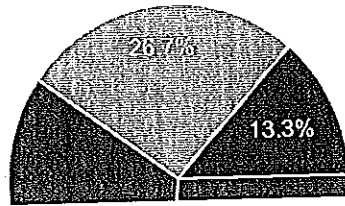
Fashion

Nursing

psychology

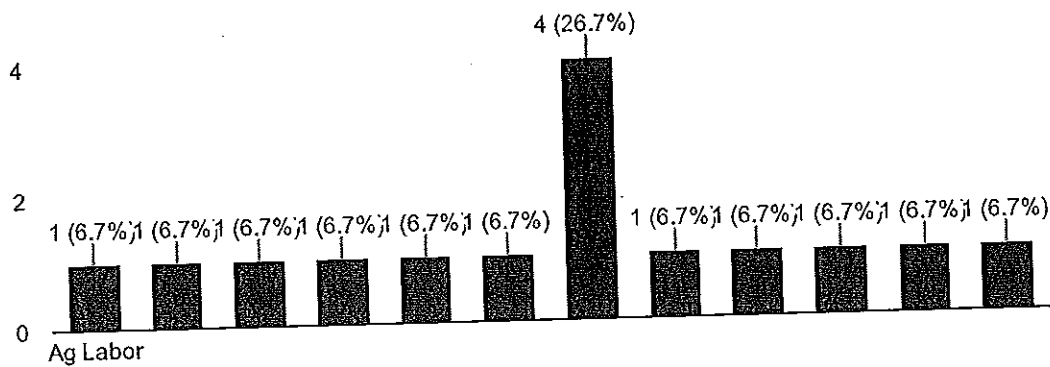
Liberal Studies

What is your current employment status? (15 responses)

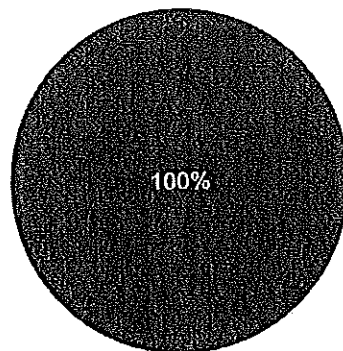


- Full-time (32 hours or more a week)
- Part-time (less than 32 hours a week)
- Seeking employment
- Not working and not seeking work

Where are you working? (15 responses)



Are you enlisted in the military? (15 responses)



- Yes
- No

Best Email Address to get ahold of you (15 responses)

[Redacted email addresses]



Responses cannot be edited

## Class of 2016 Reedley Middle College HS Graduate Follow-up Survey

Greetings Reedley Middle College Graduates. I hope post high school is going great for you. This survey is designed to keep track of our RMCHS graduates.

Please answer the following questions to the best of your ability. If the area doesn't apply to you then type N/A

Best Regards - Mr. Castro Reedley Middle College High School Agriculture Instructor

Student Name \*

[REDACTED] ▼

Where are you attending school Fall 2016? \*

Reedley college

What is your anticipated Degree \*

Associates Degree ▼

What is your area of study? \*

Agriculture Business

What is your current employment status? \*

- ☐ Full-time (32 hours or more a week)
- ☐ Part-time (less than 32 hours a week)
- ☒ Seeking employment
- ☐ Not working and not seeking work

Where are you working? \*

n/a

Are you enlisted in the military? \*

- ☐ Yes
- ☒ No

Best Email Address to get ahold of you \*

[REDACTED]

Best Phone Number to get ahold of you (phone number will not be shared with anyone)



Responses cannot be edited

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Please answer the following questions to the best of your ability. If the area doesn't apply to you then type N/A

Best Regards - Mr. Castro Reedley Middle College High School Agriculture Instructor

Student Name \*

[REDACTED]

Where are you attending school Fall 2016? \*

Reedley College

What is your anticipated Degree \*

Associates Degree

What is your area of study? \*

Nursing

What is your current employment status? \*

- ☒ Full-time (32 hours or more a week)
- ☐ Part-time (less than 32 hours a week)
- ☐ Seeking employment
- ☐ Not working and not seeking work

Where are you working? \*

Valley Foods

Are you enlisted in the military? \*

- ☐ Yes
- ☒ No

Best Email Address to get ahold of you \*

[REDACTED]

Best Phone Number to get ahold of you (phone number will not be shared with anyone)

[REDACTED]

Responses cannot be edited

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Please answer the following questions to the best of your ability. If the area doesn't apply to you then type N/A

Best Regards - Mr. Castro Reedley Middle College High School Agriculture Instructor

Student Name \*

[REDACTED]

Where are you attending school Fall 2016? \*

Reedley College

What is your anticipated Degree \*

Associates Degree

What is your area of study? \*

Psychology

What is your current employment status? \*

- ☐ Full-time (32 hours or more a week)
- ☒ Part-time (less than 32 hours a week)
- ☐ Seeking employment
- ☐ Not working and not seeking work

Where are you working? \*

Fresno

Are you enlisted in the military? \*

- ☐ Yes
- ☒ No

Best Email Address to get ahold of you \*

[REDACTED]

Best Phone Number to get ahold of you (phone number will not be shared with anyone)

[REDACTED]

Responses cannot be edited

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Please answer the following questions to the best of your ability. If the area doesn't apply to you then type N/A

Best Regards - Mr. Castro Reedley Middle College High School Agriculture Instructor

Student Name \*

[REDACTED]

Where are you attending school Fall 2016? \*

Reedley college

What is your anticipated Degree \*

Bachelors Degree


What is your area of study? \*

Liberal studies (Maybe 3rd Grade)

What is your current employment status? \*

- ☐ Full-time (32 hours or more a week)
- ☒ Part-time (less than 32 hours a week)
- ☐ Seeking employment
- ☐ Not working and not seeking work

Where are you working? \*

Blush 

Are you enlisted in the military? \*

- ☐ Yes
- ☒ No

Best Email Address to get ahold of you \*

[REDACTED]

Best Phone Number to get ahold of you (phone number will not be shared with anyone)

5596729348

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Google Forms

Responses cannot be edited

## Class of 2016 Reedley Middle College HS Graduate Follow-up Survey

Greetings Reedley Middle College Graduates. I hope post high school is going great for you. This survey is designed to keep track of our RMCHS graduates.

Please answer the following questions to the best of your ability. If the area doesn't apply to you then type N/A

Best Regards - Mr. Castro Reedley Middle College High School Agriculture Instructor

Student Name \*

[REDACTED]

Where are you attending school Fall 2016? \*

UC Davis

What is your anticipated Degree \*

Graduate Degree

What is your area of study? \*

Computer Engineering / Computer Science

What is your current employment status? \*

- ☐ Full-time (32 hours or more a week)
- ☒ Part-time (less than 32 hours a week)
- ☐ Seeking employment
- ☐ Not working and not seeking work

Where are you working? \*

Freelance Web Developer

Are you enlisted in the military? \*

- ☐ Yes
- ☒ No

Best Email Address to get ahold of you \*

[REDACTED]

Best Phone Number to get ahold of you (phone number will not be shared with anyone)

[REDACTED]

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Responses cannot be edited

## Class of 2016 Reedley Middle College HS Graduate Follow-up Survey

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Please answer the following questions to the best of your ability. If the area doesn't apply to you then type N/A

Best Regards - Mr. Castro Reedley Middle College High School Agriculture Instructor

Student Name \*

[REDACTED]

Where are you attending school Fall 2016? \*

Reedley College

What is your anticipated Degree \*

Associates Degree

What is your area of study? \*

Pre-RN nursing

What is your current employment status? \*

- ☐ Full-time (32 hours or more a week)
- ☐ Part-time (less than 32 hours a week)
- ☒ Seeking employment
- ☐ Not working and not seeking work

Where are you working? \*

N/A

Are you enlisted in the military? \*

- ☐ Yes
- ☒ No

Best Email Address to get ahold of you \*

[REDACTED]

Best Phone Number to get ahold of you (phone number will not be shared with anyone)

[REDACTED]

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Please answer the following questions to the best of your ability. If the area doesn't apply to you then type N/A

Best Regards - Mr. Castro Reedley Middle College High School Agriculture Instructor

Student Name \*

[REDACTED]

Where are you attending school Fall 2016? \*

Reedley College

What is your anticipated Degree \*

Associates Degree

What is your area of study? \*

Business

What is your current employment status? \*

- ☒ Full-time (32 hours or more a week)
- ☐ Part-time (less than 32 hours a week)
- ☐ Seeking employment
- ☐ Not working and not seeking work

Where are you working? \*

Ag Labor

Are you enlisted in the military? \*

- ☐ Yes
- ☒ No

Best Email Address to get ahold of you \*

[REDACTED]

Best Phone Number to get ahold of you (phone number will not be shared with anyone)

[REDACTED]

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Please answer the following questions to the best of your ability. If the area doesn't apply to you then type N/A

Best Regards - Mr. Castro Reedley Middle College High School Agriculture Instructor

Student Name \*

[REDACTED]

Where are you attending school Fall 2016? \*

Reedley college

What is your anticipated Degree \*

Associates Degree

What is your area of study? \*

AG

What is your current employment status? \*

- ☒ Full-time (32 hours or more a week)
- ☐ Part-time (less than 32 hours a week)
- ☐ Seeking employment
- ☐ Not working and not seeking work

Where are you working? \*

My Uncle

Are you enlisted in the military? \*

- ☐ Yes
- ☒ No

Best Email Address to get ahold of you \*

[REDACTED]

Best Phone Number to get ahold of you (phone number will not be shared with anyone)

[REDACTED]

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Greetings Reedley Middle College Graduates. I hope post high school is going great for you. This survey is designed to keep track of our RMCHS graduates.

Please answer the following questions to the best of your ability. If the area doesn't apply to you then type N/A

Best Regards - Mr. Castro Reedley Middle College High School Agriculture Instructor

Student Name \*

[REDACTED]

Where are you attending school Fall 2016? \*

N/A

What is your anticipated Degree \*

Certificate or Technical Diploma ▾

What is your area of study? \*

Fashion

What is your current employment status? \*

- ☐ Full-time (32 hours or more a week)
- ☐ Part-time (less than 32 hours a week)
- ☐ Seeking employment
- ☒ Not working and not seeking work

Where are you working? \*

N/A

Are you enlisted in the military? \*

- ☐ Yes
- ☒ No

Best Email Address to get ahold of you \*

[REDACTED]

Best Phone Number to get ahold of you (phone number will not be shared with anyone)

[REDACTED]

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Google Forms



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## Class of 2016 Reedley Middle College HS Graduate Follow-up Survey

Greetings Reedley Middle College Graduates. I hope post high school is going great for you. This survey is designed to keep track of our RMCHS graduates.

Please answer the following questions to the best of your ability. If the area doesn't apply to you then type N/A

Best Regards - Mr. Castro Reedley Middle College High School Agriculture Instructor

Student Name \*

[REDACTED]

Where are you attending school Fall 2016? \*

Reedley College

What is your anticipated Degree \*

Associates Degree

What is your area of study? \*

Nursing

What is your current employment status? \*

- ☐ Full-time (32 hours or more a week)
- ☐ Part-time (less than 32 hours a week)
- ☐ Seeking employment
- ☒ Not working and not seeking work

Where are you working? \*

N/A

Are you enlisted in the military? \*

- ☐ Yes
- ☒ No

Best Email Address to get ahold of you \*

[REDACTED]

Best Phone Number to get ahold of you (phone number will not be shared with anyone)

[REDACTED]

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**15.**  
**Comprehensive  
Program Plan**

Leave blank

**16.**  
**Advisory**  
**Committee**  
**Meeting Agenda**



## REEDLEY MIDDLE COLLEGE HIGH SCHOOL

### ADVISORY BOARD AGENDA

October 28, 2015

LRC 104 - 5:30 p.m.

- I. Welcome – Lori Botkin, Principal; Rich Ishimaru, Learning Director;  
Adelfa Lorenzano, Program Coordinator
- II. Working Dinner
  - a. Administrator Announcement (s):
    1. Introduction of New Staff
    2. Facilities
    3. New Clubs at RMCHS
    4. Attendance Rates
- III. New Business
  - a. Fall 2015
    1. Enrollment/Registration
    2. Fresno Fair Update
  - b. Class of 2016 Information
    1. Completion
    2. Graduation Events and Festivities
  - c. Upcoming Events:
    1. Spring Registration – All Grades
    2. College Registration for Seniors
    3. Open/Closing Ceremonies at Reedley College – November 18, 2015
- IV. Old Business:
  - a. Paramount/Wonderful Update
  - b. Academic Awards Night
  - c. PIQE (Parent Institute for Quality Education) – MOU/November 2015
- V. Group Discussion – Board Members
  1. Scholarships
  - 2.
- VI. Closing: Next Meeting, January 2016



REEDLEY MIDDLE COLLEGE HIGH SCHOOL

**ADVISORY BOARD AGENDA**

**January 13, 2016**

- I. Welcome – Lori Botkin, Principal; Adelfa Lorenzano, Program Coordinator
- II. Working Dinner
  - a. Administrator Announcement (s):
    - 1. Introductions
    - 2. Facilities
    - 3. New Clubs at RMCHS
    - 4. Attendance Rates
    - 5. WASC visit
- III. New Business
  - a. Fall 2015
    - 1. Enrollment/Registration
    - 2. FFA Update
    - 3. Community Events
  - b. Class of 2016 Information
    - 1. Completion
    - 2. Graduation Events and Festivities
    - 3. College Registration
  - c. Senior Information
  - d. Upcoming Events:
    - 1. Spring Enrollment – All Grades
    - 2. Fall 2016 Recruitment
    - 3. College Visits
- IV. Old Business:
  - a. Paramount/Wonderful Update
- V. Group Discussion – Board Members
  - a. Consideration of STEM Pathway
- VI. Closing:

**Next Meeting: April 20, 2016**



REEDLEY MIDDLE COLLEGE HIGH SCHOOL

**ADVISORY BOARD AGENDA**

**March 30, 2016**

**LRC 104 - 5:30 p.m.**

- I. Welcome – RMCHS Administrative Staff
- II. Working Dinner
  - a. Administrator Announcement (s):
    - 1. WASC Update
    - 2. Scholarship Donor Request
    - 3. Parent Institute for Quality Education (PIQE) at RMCHS
- III. New Business
  - a. Fall 2016
    - 1. Enrollment/Registration
    - 2. FFA Update
    - 3. Community Events
  - b. Class of 2016 Information
    - 1. Graduation Events and Festivities
      - a. Senior Luncheon with Dr. Sandra Caldwell
      - b. Inaugural Jr./Sr. Prom – April 30, 2016
      - c. RMCHS Graduation - May 27, 2016
      - d. Grad Night at Magic Mountain – June 2, 2016
    - 2. College Applications/Acceptances
    - 3. Noble Knights
  - c. Upcoming Events:
    - 1. RMCHS Academic Awards – April 14, 2016
- IV. Old Business:
  - a. Wonderful Update
- V. Group Discussion – Board Members
  - a. Scholarship Donor Request
- VI. Closing:

**Next Meeting: May 11, 2016**



**17.**  
**Advisory**  
**Committee**  
**Meeting Minutes**



## REEDLEY MIDDLE COLLEGE HIGH SCHOOL

### ADVISORY BOARD NOTES

October 28, 2015

LRC 104 - 5:30 p.m.

- I. Welcome -- Lori Botkin, Principal; Rich Ishimaru, Learning Director;  
Adelfa Lorenzano, Program Coordinator

ATTENDANCE: *Lori Botkin, Martin Castro, Rich Ishimaru, Adelfa Lorenzano, Jermain Pipkins,*

II. Working Dinner

a. Administrator Announcement (s):

1. Introduction of New Staff : *Angelica Pardo, Career Counselor; Lori Negrete, English Teacher; Martin Castro, AG Science Teacher*
2. Facilities: *All five portable classrooms are now being utilized to accommodate the growth of RMCHS; a portable classroom was purchased by Kings Canyon Unified School District to be used by Reedley College OT classes/varied classes.*
3. New Clubs at RMCHS: *Proposals to KCUSD board; Photo club, CSF, FBLA*
4. Attendance Rates: *98 % attendance rate for RMCHS*

III. New Business

a. Fall 2015

1. Enrollment/Registration: *There are a total number of 126 students enrolled at RMCHS during the fall term.*
2. Fresno Fair Update: *Mr. Castro provided details of fair participation. 100+ animal projects were entered by RMCHS students*

b. Class of 2016 Information

1. Completion: *Statistics pertaining to RMCHS Senior class of 2016, was provided at the meeting. RMCHS Seniors have a class CUM GPA of 2.97, with an 83.81% successful completion rate in their courses.*
2. Graduation Events and Festivities: *The first graduating class of RMCHS will graduate on May 27, 2016 at the Reedley Performing Arts Theatre. Grad Night at Magic Mountain will be June 2.*

c. Upcoming Events:

1. Spring Registration – All Grades
2. College Registration for Seniors: *Seniors are in the process of registration for CSU, UC's and Private universities.*
3. Open/Closing Ceremonies at Reedley College – November 18, 2015

IV. Old Business:

- a. Paramount/Wonderful Update: *Summer program hosted over 120 8<sup>th</sup> grade students at Reedley College; RMCHS 9<sup>th</sup> grade students took the AG 1 course to begin their college experience.*
- b. Academic Awards Night
- c. PIQE (Parent Institute for Quality Education) – MOU/November 2015

V. Group Discussion – Board Members

1. Scholarships

VI. Closing: Next Meeting, January 2016



REEDLEY MIDDLE COLLEGE HIGH SCHOOL

ADVISORY BOARD NOTES

March 30, 2016

LRC 104 - 5:30 p.m.

I. Welcome – RMCHS Administrative Staff

II. Working Dinner

a. Administrator Announcement (s):

1. WASC Update: *RMCHS has been approved for all grade levels.*
2. Scholarship Donor Request: *RMCHS is formally requesting scholarship donations from the public. Forms distributed.*
3. Parent Institute for Quality Education (PIQE) at RMCHS: *PIQE officially began at RMCHS on March 29. This nine-week workshop session will be conducted for the parents of RMCHS students so that they may begin learning the processes and expectation of college.*

III. New Business

a. Fall 2016

1. Enrollment/Registration: *Students will begin the process of enrollment for the fall term. The newly formed Dual Enrollment Office at Reedley College is working on developing an online application for all students to complete. The process will allow a paperless process for students. All incoming students will have a workshop in May, to prepare for summer school.*
2. FFA Update: *The RMCHS state winning team for Natural Resources will be heading to Oklahoma in May, to represent the state at the National Natural Resources competition.*

b. Class of 2016 Information

1. Graduation Events and Festivities: *Announced*
  - a. Senior Luncheon with Dr. Sandra Caldwell - March 30, 2016
  - b. Inaugural Jr./Sr. Prom - April 30, 2016
  - c. RMCHS Graduation - May 27, 2016
  - d. Grad Night at Magic Mountain – June 2, 2016
2. College Applications/Acceptances: *Senior Miguel Acevedo was accepted to UC Davis, Irvine, and San Diego. He will be attending UC Davis.*
3. Noble Knights: *RMCHS had decided to recognize two seniors (one male/one female) for their outstanding community service, academics, and overall commitment to RMCHS. These students will be determined closer to graduation.*

c. Upcoming Events:

1. RMCHS Academic Awards – April 14, 2016

- (
- IV. Old Business:
    - a. Wonderful Update: *Students are continuing in their college courses, and meeting with Mrs. Pardo. Students also attending the Annual Pistachio Conference in Visalia, during spring break. Students had the opportunity to meet with Linda Resnick.*
  - V. Group Discussion – Board Members
    - a. Scholarship Donor Request: *Redistributed forms.*
  - VI. Closing:

**Next Meeting: Fall 2016**

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REEDLEY MIDDLE COLLEGE HIGH SCHOOL

ADVISORY BOARD NOTES

January 13, 2016

- I. Welcome – Lori Botkin, Principal; Adelfa Lorenzano, Program Coordinator
- II. Working Dinner
  - a. Administrator Announcement (s):
    - 1. Introductions: *Dr. Brissa Quiroz, STEM Coordinator*
    - 2. Facilities: *Plans for new RMCHS Facilities are underway. The new building will be located on the north end of campus, exact location to be announced at a later date. Anticipated opening to be August 2017.*
    - 3. New Clubs at RMCHS: *Approval of the following clubs by KCUSD Board of Trustees: CA Scholastic Federation, Future Business Leaders of America, and the Photo Club.*
    - 4. WASC visit: *December 10, 2015. This visit was to evaluate all grade levels at RMCHS. Approval letter to follow.*
- III. New Business
  - a. Fall 2015
    - 1. Enrollment/Registration: *Students began the Reedley College spring 2016 semester, on January 10. Junior/Senior Students were provided RC Bookstore vouchers, to purchase their textbooks.*
    - 2. FFA Update: *The annual FFA Greenhand Dinner/Awards took place December 16, over 40 9<sup>th</sup> grade students took part in the festivities. FFA Natural Resource Team students took place at the annual completion at Reedley College and placed four in completion.*
    - 3. Community Events
  - b. Class of 2016 Information
    - 1. Completion: *All 12<sup>th</sup> grade students are on track to graduate in May 2016. That would be a 100% graduation rate.*
    - 2. Graduation Events and Festivities: *The first Jr./Sr. Prom will take place on April 27 at the Reedley College Cafeteria. June 2 will also be grad night at Magic Mountain.*
    - 3. College Registration: *All students were encourage to apply to either: University of CA's, CA State University Systems, or Reedley College. No notifications have been made of acceptance as of today.*
  - c. Senior Information: *Same as above.*
  - d. Upcoming Events:
    - 1. Spring Enrollment – All Grades: *All students in grades 9-11 will be preparing for enrollment later in the spring term.*
    - 2. Fall 2016 Recruitment: *The application process for the 2016-17 school year will begin February 1. Representatives of RMCHS will be visiting all 8<sup>th</sup> grade sites within Kings Canyon Unified School District throughout the month of February.*
    - 3. College Visits: *RMCHS plans to visit UC Davis with the entire 9<sup>th</sup> grade and C̄SU, Stanislaus and UC Merced on February 12.*

IV. Old Business:

- a. Paramount/Wonderful Update: *9<sup>th</sup> grade students are proceeding in their A-G requirements and being counseled by the RMCHS Career Coordinator/Counselor to search for possible support opportunities if they need assistance.*

V. Group Discussion – Board Members

- a. Consideration of STEM Pathway: *In evaluation of the current Student Education Plans on file, 41 students within RMCHS have declared their plans of study. Of that number, 22 have indicated their interest in the STEM (Science, Technology, Engineering and Math) fields. RMCHS requested insight from the Advisory Board:*

- *“If this is what the students are asking for, why not?”*
- *“How would this impact the current pathways?”*
- *“Would it be possible to combine pathways?”*
- *“If it can be done, do it.”*
- *“What do we need to do?”*

VI. Closing:

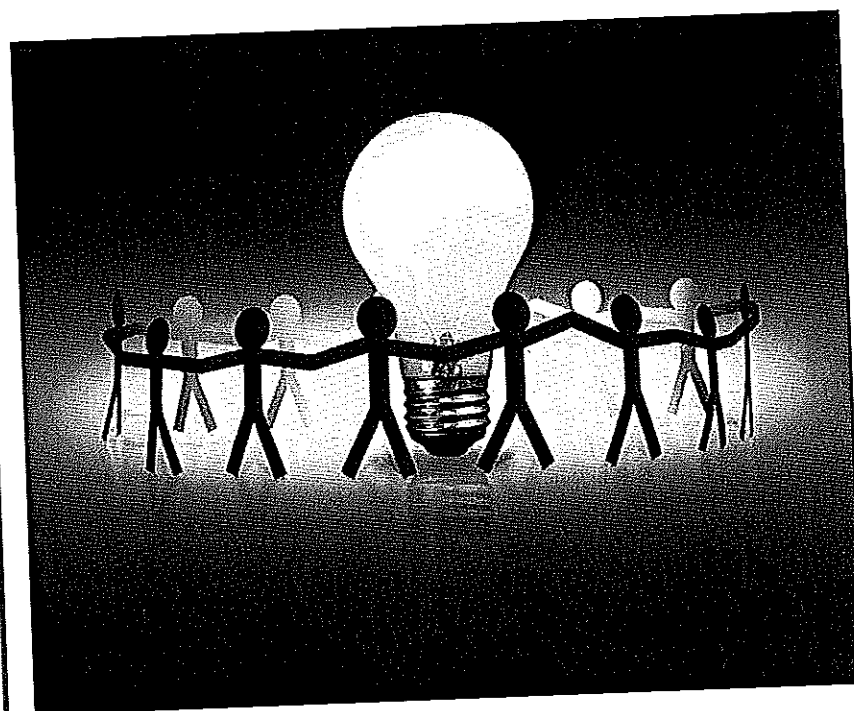
**Next Meeting: April 20, 2016**

**18.**  
**Advisory**  
**Committee**  
**Meeting**  
**Constitution And**  
**By-Laws**



# **Valley VROP**

## ***Advisory Committee Handbook***



Valley Regional Occupational Program 1305 Q St., Sanger, CA 93657  
(559) 876-2122 [www.valleyrop.net](http://www.valleyrop.net)

Revised June 2014

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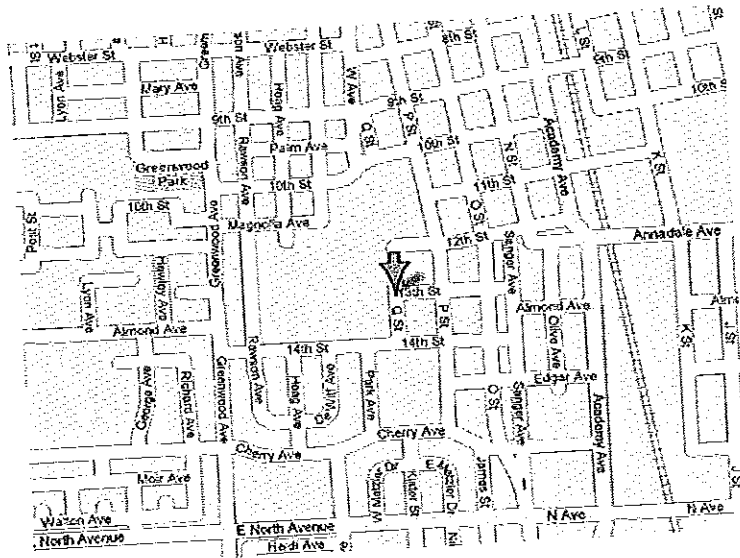
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### Contact Information

**Address:**  
1305 Q Street  
Sanger, CA 93675

**Phone:**  
Office: (559) 876-2122  
Fax: (559) 876-2102

**Hours:**  
8:00 am to 4:30 pm  
Monday through Friday



**Personnel:**  
**Superintendent**

**Deborah Marvin**  
Cell: (559) 859-0447  
Email: dmarvin@valleyrop.net

**Director of Instructional  
Services**

**Fabrizio Lofaro**  
Cell: (559) 284-0920  
Email: [flofaro@valleyrop.net](mailto:flofaro@valleyrop.net)

**Instructional Coordinator**

**Brandon Moody**  
Cell: (559) 288-0112  
Email: bmoody@valleyrop.net

**Business Manager**

**Dora Alvarado**  
Cell: (559) 269-2407  
Email: dalvarado@valleyrop.net

**Student Services Technician**

**Trish Casarez**  
Cell: (559) 269-1831  
Email: [tcasarez@valleyrop.net](mailto:tcasarez@valleyrop.net)

**Blia Thao**  
Cell: (559) 273-4334  
Email: bthao@valleyrop.net

## Administrative Support Technician

**Roberta Westendarp**  
Email: [rwestendarp@valleyrop.net](mailto:rwestendarp@valleyrop.net)

## Technology Consultant

**Terry Hofer**  
Cell: (559) 859-2339  
Email: [thofer@valleyrop.net](mailto:thofer@valleyrop.net)

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## I. Introduction

At Valley ROP, we believe that career technical education is an integral component of a student's total education. We strive to develop and maintain dynamic, relevant, courses for all the students in our districts. We believe that a key component to the success of our programs is provided through a real and tangible connection with industry and the world of work.

In order to do this, it is critical that advisory committees be involved in planning programs and evaluating the successes of our efforts. Committee members assist us in maintaining relevant up-to-date programs that reflect the realities of the workplace. These committees provide two-way communication, closer cooperation, and a better understanding between the school and our local businesses and industries.

In addition to all the benefits discussed, title V, section 11504, of the Education Code REQUIRES that each ROP course utilize an occupational advisory committee for the development and maintenance of any course. This directive, combined with the advantages listed above, make Advisory Committee meetings mandatory for any teacher teaching a Valley ROP course.

### Instructor Responsibilities

If ROP classes are to remain current, it is important that we, as professional educators, involve advisory committees in the planning and reviewing of curriculum. Every year ROP instructors are required to do the following:

1. MEMBERS
  - a. Recruit and/or maintain an advisory committee of a minimum of three (five is recommended) business/industry representatives.
2. MEETINGS
  - a. Hold a minimum of one Advisory Committee meeting per year; however, additional meetings may be needed to develop and/or approve curriculum.
3. MINUTES
  - a. Submit minutes from your meeting by the deadline each year.

This handbook will be your guide in fulfilling your advisory committee requirements for Valley ROP, the California Department of Education, and your program.

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## II. Members

### What Do They Do?

Your advisory committee members serve many roles and functions. The following are just some of the ways your members can help you, and by extension, your students:

- Identifying areas of change or expansion for the curriculum, including helping create and approving all new curriculum
- Advising in the development of program objectives, course content and competencies
- Serving as a source for industry information such as current and future employment outlooks, and new and emerging occupations
- Providing program oversight, ensuring your program meets career technical standards and quality instruction
- Assisting in meeting the state mandated requirements as directed in the California Education Code
- Acting as a positive political force with school boards and administrators
- Serving as a community resource for speakers, field trip sites, mock interviews, job shadowing, and instructor in-services to support your program
- Providing insight into your program regarding instructional material, equipment, facilities, and student placement
- Assisting in identifying job opportunities for students

### How Many Members Do I Need to Have?

As the instructor for a Valley ROP course you will be required to obtain members to serve on your advisory committee. Advisory committees should have sufficient membership to be representative of the occupation(s) taught. We have found that having somewhere between five and ten members is ideal. You also want to make sure your membership is a balance that reflects the varied views and ethnic diversity in your community.

In some cases, teachers of similar curriculum areas have combined their advisory committee meeting for further collaboration. While this is perfectly acceptable to meet together, please beware that your meeting minutes must show that you had more business/industry members in attendance than teachers as required by the California Department of Education for course recertification.

#### **Other Considerations:**

- You must have at least 3 business/industry members in attendance for the meeting to count.
- We strongly recommend you acquire, report and invite at least 5 members. This way you can be sure 3 members will attend the meetings.

### **Who Do I Choose?**

Individuals selected by you to be part of your Advisory Committee should also possess the following:

1. Successful, first-hand experience in your respective area of expertise.
2. Understanding of various careers in your area.
3. Willingness to devote time to committee activities.
4. Energetic and enthusiastic attitude toward your program and career-technical education in general.
5. A strong sense of responsibility, civic mindedness, and cooperation with the various segments of the community.

### **I Have My Members, Now What?**

Your duties regarding your advisory committee will vary, depending on the abilities and personalities of the members. Regardless, you will be responsible for the following:

1. Reviewing the qualifications of all potential business/industry members.
2. Ensure that the advisory committee reflects the ethnic diversity of the community and/or industry as a whole.
3. Prepare official notification for each member informing them of their appointment to the advisory committee.
  - A sample letter is included in the appendix for this purpose.
4. Submit your advisory committee members information (roster) to Valley ROP prior to holding your first meeting.
  - This must be done online. The advisory roster form can be found at; <http://www.valleyrop.net/for-teachers>
  - **PLEASE NOTE:** You can use the same members year to year but you must resubmit their information every year.
5. Prepare for your advisory committee meeting.

### **III. Meeting**

As a Valley ROP teacher you are required to hold one Advisory Committee meeting per fiscal year. **Courses that fail to meet the minimum requirements of this policy may not be funded for the following year through Valley ROP.** You have two options on how you schedule your meeting.

1. You can attend the Annual Advisory Committee Dinner and Meeting sponsored by Valley ROP each year.

OR

2. You can organize and hold your own meeting.

Regardless of your choice you are required to:

- Serve as chair to the committee; keeping attendance and a written record of the proceedings (minutes).
- Notify your members of the meeting details; date, time, place, etc.
- Provide pertinent information in the form of handouts or memos for the committee as required.
- Perform routine duties as clerical, mail and telephone services as appropriate.
- Keep committee roster current and updated; submit updates to Valley ROP office.

## **Valley ROP Annual Advisory Committee Dinner and Meeting**

Valley ROP will host an Annual Joint Advisory Committee dinner and meeting each spring. When possible this event will take place sometime in March, however that date is subject to change. If you choose to attend this event, **and have at least three committee members in attendance or more business/industry advisory members in attendance than teachers**, this event will count as your required meeting.

**Prior to this spring meeting the Valley ROP office will:**

- Make all arrangements for the meeting and notify the ROP teachers of the particulars including time, date, place, etc.
- Provide all teachers with promotional materials, a generic agenda, and any Valley ROP required handouts.
  - **Please Note:** Teachers may add to this agenda, but please do not subtract from agenda items.

**Prior to this meeting Valley ROP teachers are required to:**

- Submit their advisory committee roster to Valley ROP using the online form found at <http://www.valleyrop.net/for-teachers>
- Send out a letter or flyer (provided by Valley ROP) notifying their advisory committee members of the meeting, provide directions to the meeting place, and request RSVPs.
- Submit number of RSVPs to the Valley ROP office by specified date.
- Review agenda and materials sent by Valley ROP.

**During this meeting the Valley ROP office will:**

- Provide dinner and meeting space.
- Hold a general session at the meeting prior to individual advisory committee breakout sessions.
- Answer any questions as they arise.

**During this meeting the Valley ROP teachers are required to:**

- Act as chairperson of the committee and take notes during the meeting.

**After this meeting Valley ROP teachers are required to:**

- Create minutes documenting the business conducted at the meeting using the minutes template provided online: <http://www.valleyrop.net/for-teachers>
- Submit the minutes **electronically** to the Valley ROP office by the designated date.
- Make copies for distribution to the members at the next advisory committee meeting.
- Promptly follow-up on recommended actions.

## **Organizing Your Own Meeting**

Instead of attending the Valley ROP sponsored meeting in the spring you may choose to organize your own meeting. In some cases you may need to hold a second (or even third) meeting during the school year. (This happens most often when new curriculum is being developed.) In this case, the advisory committee meeting is planned, organized, and conducted individually by the ROP teacher.

**\*REMEMBER YOU MUST HAVE AT LEAST 3 BUSINESS/INDUSTRY MEMBERS PRESENT FOR YOUR MEETING TO COUNT!\***

### **Prior to the Meeting**

- Schedule advisory committee meetings at a time convenient for members to attend.
- Send a reminder letter along with a preliminary agenda of the coming meeting to each member about three weeks before a scheduled meeting and invite suggestions of topics to include on the agenda.
  - A sample meeting notice and detailed agenda are included in the appendix.
- Provide members with maps of the campus or meeting location, location of parking and meeting rooms, etc.
- Provide parking permits for advisory committee members to facilitate their attendance at school meetings.
- Contact each member to remind him or her just before the scheduled meeting.
- Invite other instructors to sit in on committee meetings.

### **During the Meeting**

- Hold meetings in a comfortable and quiet room, free from interruptions.
- Provide refreshments at each committee meeting, if possible.
- Establish and maintain a climate of informality at committee meetings, encouraging a full interchange of information.
- Adhere to an organized time schedule.
- Ask members for recommendations and comments for improving the effectiveness of the committee and its meetings.
- Make sure and cover all the items listed in the minutes template.

### **After the Meeting**

- Create minutes documenting the business conducted at the meeting using the minutes template provided online at <http://www.valleyrop.net/for-teachers>
- Submit the minutes *electronically* to the Valley ROP office by the designated date.
- Make copies for distribution to the members at the next advisory committee meeting.
- Promptly follow-up on recommended actions.

### **Current Events and the Advisory Committee**

Advisory committee members should gain considerable knowledge about the career technical education programs at your school during their membership. Information concerning decisions made by political entities affecting career technical education should be shared with advisory members as well. Become informed regarding current educational issues so that you are able to share information about the following:

- Current and pending state and federal legislation that affects the career technical education program at your school.
- Actions and activities of the state board of education that impacts career technical education.
- Special studies affecting the educational program of the school.
- Organization of Valley ROP and how your program/course relates to Valley ROP and your school district.
- Actions and activities of the school's general advisory council that impacts career technical education.

### **New Course Approval**

Valley ROP is always interested in developing and implementing new courses. Your advisory committees are instrumental in creating awareness of any job market and/or training/skill demand that we might be able to meet. All new courses must be discussed and approved by your advisory committee. This approval MUST be reflected in your minutes. For more information regarding developing a new course (including a timeline) please see the *Valley ROP Teacher Handbook*.

### **Advisory Committee Recognition**

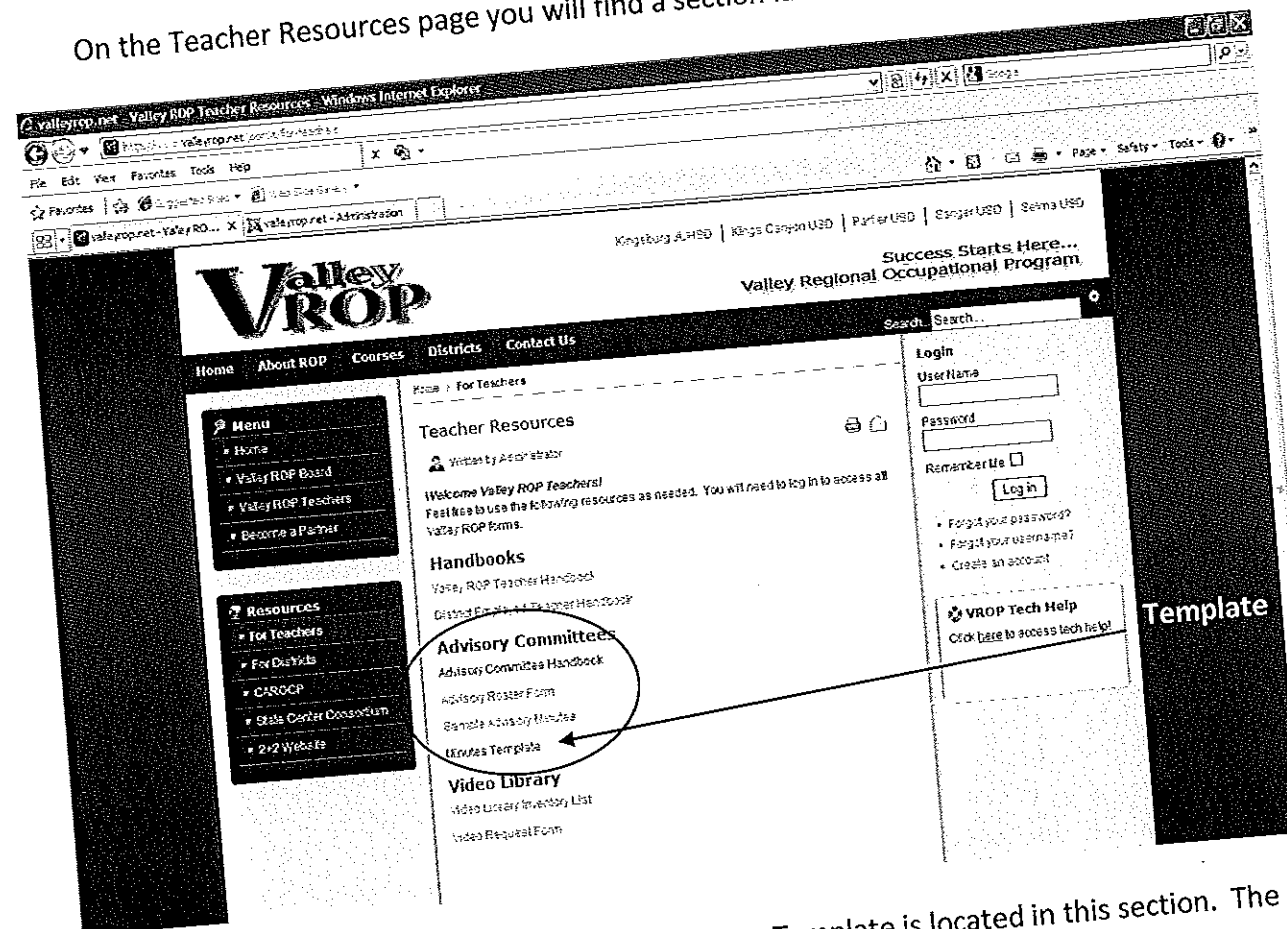
Be sure to show appreciation to your advisory committee members for their time and expertise. Many instructors find a thank you letter after each meeting goes a long way towards building strong partnerships with your members.

#### IV. Minutes

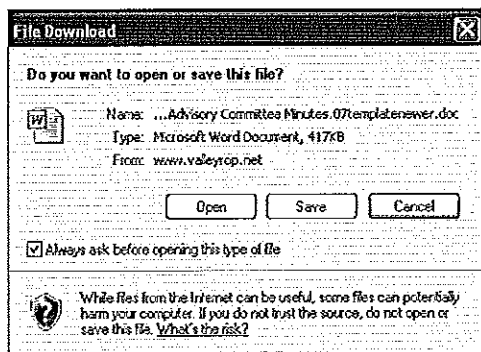
Now that you have held your advisory committee meeting the final step is to document your minutes according to the CDE approved template. In order to make this process as easy as possible Valley ROP has created an online template that you can fill in.

Please go to <http://www.valleyrop.net/for-teachers>

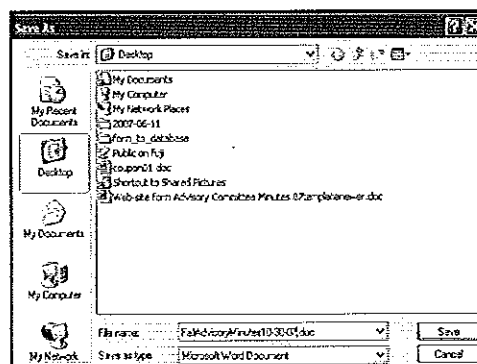
On the Teacher Resources page you will find a section labeled "Advisory Committees".



The image above shows where the Advisory Minutes Template is located in this section. The template is a Word document and you will need Word to download the file.



A dialog box will ask you if you would like to Open or Save the file. Click to Save the file and choose an appropriate location to save it on your computer.



Once you have saved the document, you can open it up in Word. The document will look like this: (this blank template can also be found in the appendix)

**Valley VROP**  
**Advisory Committee Minutes**

High School:  Date:

Instructor (s) present:

Advisory Members present:

Administrators, Staff, Others Present:

Courses Reviewed:

I. Welcome and Statement of Purpose  
A.

II. Meeting Called to Order By   
A.

III. Approval of Minutes from Previous Meetings  
A.

Motion  Approval

IV. Curriculum Review  
A.

Page: 1 of 1 Words: 1/118

First you will need to select your high school site by clicking on the drop down arrow. Then you can use the tab or F11 key to travel to each box. Each grey box has an unlimited amount of typing area. Your text will wrap to the next line if you reach the right margin.



If you would like to add bullets in each section just hit the enter key after filling in the "A." bullet and it will automatically enter a "B." bullet.

Please use the Sample Minutes handout to help you fill in each area. If you have no information for a section in the minutes template, please just enter "nothing at this time" or something that notes you have nothing on that topic. **Please do not erase that section!**

Once you have completed your minutes template, save it using a distinctive and identifying name. Examples: (Good) jones\_construction\_2008.doc (Bad) advisoryminutes.doc. Once it is saved simply attach the file to an email and send to the Valley ROP coordinator by the designated deadline. CDE will only accept minutes in an electronic format.

#### To Further Clarify:

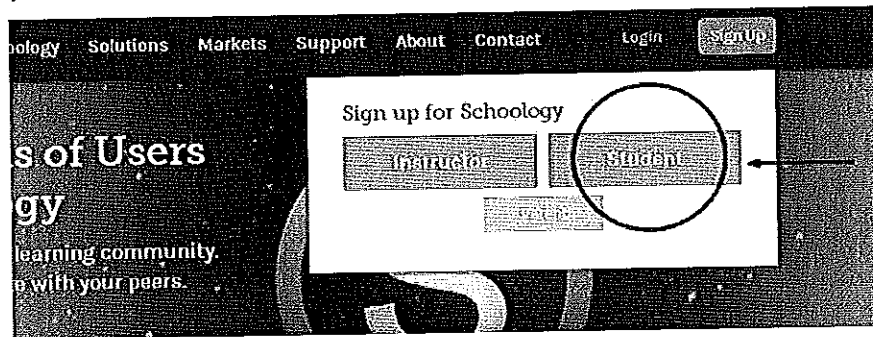
- Advisory Committee meetings are mandated by CDE to meet the two-year course review requirement.
- You MUST use the Valley ROP template.
- You MUST fill in each section of the template.
- The completed minutes MUST BE SENT ELECTRONICALLY (via email or on disk) by the designated deadline.
- Not meeting this requirement will result in a loss of course approval and funds for your course(s).

In the appendix you will find the CDE approved "Sample Minutes" (pg. 22) document that further explains what topics must, and should, be covered in your minutes. This document can also be helpful in planning your agenda.

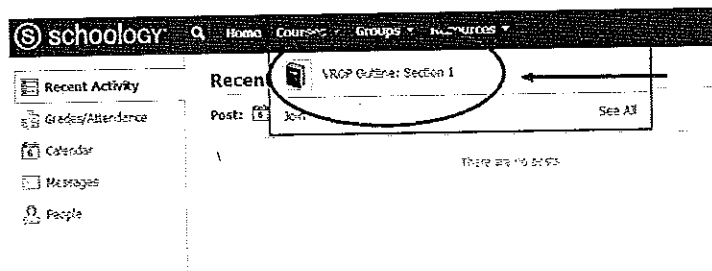
## How to Upload the Advisory Meeting Minutes to Schoology.com

Once you have finished working on your minutes, these are the steps to upload them to Schoology:

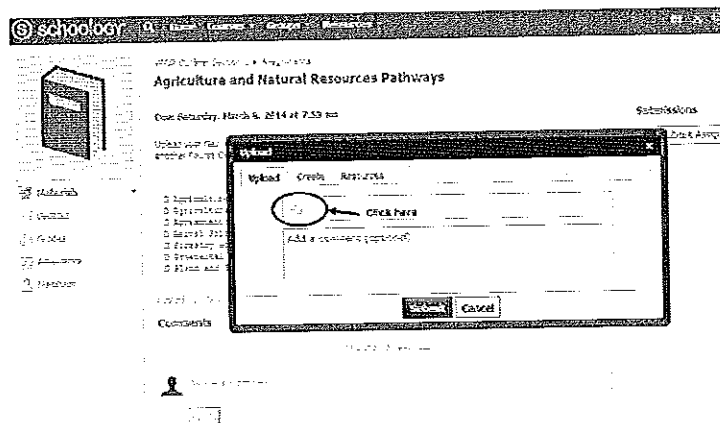
1. Save your Minutes with the year and Sector information.  
(Example: 2014-15 Advisory Committee Minutes - Child Development)
  - a. Go to [www.schoology.com](http://www.schoology.com)
  - b. If you have already registered for Schoology.com in the past, log in and skip to step 4.
2. "Sign Up" as a "Student"



3. Enter this code in the Access Code Box: **2BZKW-KHXWV**
4. Click the **Courses** Tab, find the "VROP Outline course: Section 1"



5. Click on "Assignments" and find "Advisory Minutes"
6. Click on "Submit Assignment"



7. Upload your Minutes.
8. Valley ROP will receive a confirming email that the minutes have been uploaded.

## V. Appendix

### Sample Letter of Invitation

**Please Note:** School or Valley ROP letterhead is recommended for your correspondence. Form letter wording and format should be changed periodically in order to avoid excessive duplication and to add professionalism. Invitations should be mailed 3-4 weeks before your meeting.

<<Date>>

Dear <<Advisory Committee Member>>

Valley ROP extends an invitation to you or your representative to participate as a member of the ROP \_\_\_\_\_ Advisory Committee.

The main function of this Valley ROP Advisory Committee is to make recommendations for the improvement of the (Course) program offered by this district and the ROP. Because of your experience and knowledge, we know you can make a valuable contribution. We hope you will accept this invitation and help us work toward the continued success of our class.

Our meeting will be held on (day), (date, and year) at (time) at (place with complete address). It will last no more than two hours.

I hope you will join us. I will call you in a few days to answer any questions you may have. Please keep this letter on file for reference.

Sincerely,

<<Name>>

<<Class>> Instructor

## Questions for Meeting

? ? QUESTIONS YOU MAY WISH TO ASK YOURSELF ? ?  
? ? DURING AND AFTER THE MEETING ? ?

QUESTIONS	YES	NO	Need to Check
Have Advisory Committee activities for your program developed community understanding and support?			
Do Advisory Committee members understand what is expected of them?			
Do committee members possess adequate knowledge of the philosophy and objectives of your program?			
Are members provided information on development in Career Technical Education that affects your program?			
Have members received sufficient orientation into your program to function effectively?			
Is the committee given sufficient information and an opportunity to study and discuss the issues before making recommendations?			
Does committee membership reflect the varying or opposing viewpoints, which should be taken into consideration?			
Are committee members invited to attend ROP functions?			
Are committee meetings conducted in an impartial, parliamentary manner to allow all members to express opinions and give information?			
Is the importance of committee members' time recognized by keeping meetings on schedule and focused to the agenda?			
Are committee members presented the facts and consulted when changes are made in your program?			
Do committee members receive adequate advance notice of meetings and prompt reports of minutes?			
Are committee members included based on their expertise?			
Does the chairperson dominate or allow a member or ROP representative to dominate the meetings?			
Are thank you letters, certificates, or other methods used to express appreciation for services?			
Is there a reflection of positive support from administrators and teachers regarding the contribution advisory committees make to programs?			
Has the advisory committee been appointed solely to meet the requirements of legislation?			

## Sample Meeting Notice/Agenda

(LETTERHEAD)

TO: Valley ROP Advisory Committee Members

FROM: <<Name>>, Instructor  
Valley ROP \_\_\_\_\_ Course

DATE: \_\_\_\_\_

SUBJECT: Valley ROP Advisory Committee Meeting

Please mark your calendar for the next ROP Advisory Committee Meeting:

Date: (Day and year)

Time: (Starting and Ending Times)

Place: (Place)  
(Address)  
(Directions)

Thank you for agreeing to serve as a member of our advisory committee. You are helping to assure that Valley ROP continues to offer quality instruction to help meet the employment needs of today's business and industry.

Agenda is enclosed.

RSVP by (Date) to (Name), (Phone)

## Sample Detailed Agenda

- I. **Welcome and Statement of Purpose**
  - A. Welcome advisory committee members and conduct introductions
  - B. Note purpose of ROP advisory committee is to advise teachers about various elements of business/industry and to keep courses up-to-date, relevant, and geared to needs of business/industry
  - C. Note that minutes will be compiled and used as part of the CDE/CAROCP course approval process
- II. **Approval of Minutes from Previous Meeting**
- III. **Curriculum Review**
  - A. Instructor recommended revisions
  - B. Are there important areas of training that should be added? Omitted?
  - C. Do hours of training for each unit of instruction seem reasonable?
  - D. Does the sequence of instruction seem appropriate?
  - E. Are all the minimum competencies for entry-level employment in the occupational field included?
  - F. Is new equipment needed? Is a new textbook or software needed?
  - G. Are the job attitude and job search competencies adequate?
- IV. **Certificate of Completion Competency Review (Review and Revise Certificates)**
- V. **New Course Development**
  - A. New skills needed? New positions available?
  - B. Equipment
    1. Is there a need for new equipment? What amount?
    2. Is operation of new equipment necessary to obtain employment?
    3. Is there a need to replace old or outdated equipment?
- VI. **Labor Market**
  - A. What are the major local employment trends in the industry?
  - B. Are there new or emerging occupations in this field?
  - C. Are the educational requirements for employment in the field changing?
  - D. Are there recent articles or publications that provide information about occupations in this field?
- VII. **Facility**
  - A. Is the facility adequate for the training program?
  - B. How could the facility be improved to meet the needs of the program?
- VIII. **Articulations/U-C Approved/Academic Integration**
  - A. Is the course articulated? If yes, how? 2+2? Unitrack?
  - B. Is the course U-C approved as electives?
  - C. Have Academic Standards been incorporated?
  - D. Have CTE Standards been incorporated?
- IX. **Other**
- X. **Schedule of Next Meeting**

(Set date and time of next meeting)
- XI. **Adjournment.** Thank advisory committee members for their time and advice.

## Valley ROP Advisory Committee Minutes Template

High School:

Date:

Instructor(s) Present:

Advisory Members Present:

Administrators, Staff, Others Present:

Courses Reviewed:

I. Welcome and Statement of Purpose

A.

II. Meeting Called to Order By

A.

III. Approval of Minutes from Previous Meetings

A.

Motion                      Approval

IV. Curriculum Review

A.

V. New Course Development

A.

VI. Labor Market

A.

VII. Articulations/U-C Approved/Academic Integration

A.

VIII. Suggestions & Recommendations

A.

IX. Other

A.

X. Motion to Continue Program/Approve Curriculum

A.

Motion                      Approval

XI. Schedule (date) of Next Meeting and time:

XII. Adjournment time:

XIII. Name of Person Taking/Preparing Minutes

**CDE Sample Minutes**  
**ADVISORY COMMITTEES**

*Title V, Section 11504. Course Appropriateness and Criteria for Course Approval. There is evidence that use is being made of subject area advisory committees in determining courses appropriate for Regional Occupational Centers or Regional Occupational Programs. Note that advisory committee minutes provide this evidence.*

**CHECKLIST FOR ADVISORY COMMITTEE MIUTES**

☐ **Purpose of Meeting**

The main function of the Advisory Committee is to provide up-to-date information on current trends and technologies and to make recommendations for the development or improvement of the program. An advisory committee member speaks on behalf of employers from a specific career-technical area.

*Note: The purpose of the meeting should be included on the meeting agenda, should be stated at the opening of a meeting and restated in the minutes.*

☐ **Full Identification of Business/ Industry Members Present**

The minutes include a listing, complete with full name, title, and name of business, of each advisory committee member participating in the meeting. Through the use of technology (virtual, e-based), meeting participation can be accomplished in several ways including teleconference, conference call, online connection, as well as being physically present at a scheduled meeting location. However, note that a log of separate conversations either by phone or in person is not considered an advisory committee meeting in that it lacks the protocol for committee decision making. Individual communications can be taken into decision-making consideration, but Committee decisions must be made are documented from a face-to-face meeting. Advisory Committee minutes must reflect that a majority of the members in attendance represent the career-technical area for which instruction is given.

*Example:*

*List of business/advisory members present:*

*Carla Ames, Owner, Kid's World Child Care Center, Inc., Reedley*

*Cathy Boetcher, Director, Growth & Opportunity, Inc., Fresno*

*Margarita Carrillo-Gaitan, Coordinator, Project Head Start, Fresno*

*Connie Espinosa, Regional Trainer/Coordinator, PITC Region V, Fresno*

*Mike Loya, Director, Pre-School Academy, Reedley*

*Cindy Walling, Director, Goldsmith Seeds Child Care Center, Parlier*



☐ **List of ROCP Teachers, Administrators, Staff, Ad Hoc Members and Others Present**

The minutes should include a listing, complete with full name and job title of attendees other than those listed as Advisory members. **Note:** The listing is not considered part of the voting membership of the advisory committee.

☐ **Meeting Called to Order by <<Name>>**

Include full name of person chairing the meeting, the date and time of meeting, and location.

☐ **Approval/Review of Minutes**

Recommendations from the previous meeting as presented in the minutes should be noted. A copy of the last meeting minutes should be attached.

*Example: Lynn Smith recommended approval of the Spring 2004 minutes as submitted.*

☐ **Curriculum Review**

The minutes reflect that course materials, including a copy of the current course outline(s), were made available to advisory committee members.

**Status of Previous Recommendations.** Specific recommendations made at a previous meeting are identified and status or action taken is noted.

**Member Input.** Provide summary detail about pertinent comments or recommendations contributed during the meeting. Minutes should reflect actual points of discussion regarding the course outline and curriculum.

*Example: Vernon Gates, South City College Police Department, suggested a unit on specialized law enforcement-related occupations within the career literacy section, where students could hear about jobs such as parks/fish and game wardens, DMV security, airport and school police, and port police.*

**Course Descriptions within Curriculum**

**Job Titles.** Advisory members review the titles listed and make recommendations for additions or deletions. Revisions should be noted in the minutes.

*Example: Lane Wilson, Special Agent, DEA, suggested adding customs officers to the list.*

**Course Outline and Hours of Instruction.** Any revisions recommended by the Advisory members require a formal motion for approval. The details of the vote are included in the minutes.

*Example: Advisory Committee members present at the meeting voted unanimously to approve the revised course outline and a total of 360 hours of instruction for Child Development as presented.*

**Training Plans for Community Classroom (CC) and/or Cooperative Vocational Education (CVE).** The appropriate ROCP instructor provides an overview and example of the mandated joint venture training agreement and plan, including student responsibilities, parent/guardian responsibilities where appropriate, employer responsibilities and ROCP responsibility. Minutes reflect this discussion.

**Instructional Materials.** Advisory Committee members may be asked to provide input about instructional materials including but not limited to texts, videos, and software. Time may be taken at the advisory committee meeting for review of such materials. The details of the input or review should be noted in the minutes with specific titles and dates of publication or release provided.

*Example: Susan Rozas, Dental Assistant Instructor, demonstrated the newly purchased interactive program for checking students charting skills.*

**Equipment.** Specific recommendations made by advisory committee members are noted.

*Example: John Trent, ROC Coordinator, raised a question about testing equipment to which students should expose. Business representatives replied that pent scanner and satellite analyzers are standards in the networking industry.*

#### ☐ **New Course Development**

If the course is new, minutes reflect extensive, in-depth discussion by industry advisors of course content, including appropriate job titles and competencies to be mastered (both academic and industry-specific); local labor market needs; related course offerings; area training programs already offering classes; and career pathways. Minutes should also show final approval of the course outline with motion and second y industry advisors.

*Example: The motion by Tom Ross, Showtime Director, seconded by Tina Lee, Video Productions Coordinator, to approve the new course outline for Audio-Video Publishing was passed unanimously by advisory committee members present at the meeting.*

#### ☐ **Articulation (2+2+2) Review/ U-C Approval**

If applicable, discussion should occur regarding possibility of articulation of courses. Status of currently articulated courses should be discussed.

## ☐ Labor Market Information & Future Trends

A review of the current local and state labor market information is provided either in summary narrative form or by the addition of handout material(s) that have been distributed. Current salary ranges for the occupations or career clusters aligned with each of the programs should be supplied along with the labor market data. This up-to-date information is reflected in the minutes, or as an attachment to the minutes. For current information, go to: [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov). Go to Local Area Profile, click on Fresno County, scroll down to Projections of Employment.

*Example: The current labor market information distributed showed a high demand for network technicians. Gary Mitchell, Amerlink Corporation, estimated that in the next two years there is a need for 3,000 technicians in positions connected to several different aspects of the industry.*

## ☐ Placement/Continuing Education Update

Discussion from advisory committee members is reflected in the minutes regarding their hiring of graduates or potential for hiring. The ROCP instructor will report on current placement data for the program, and the detail will be in the minutes or included as an attachment.

*Example: Bruce Lee, Network Cable Technology Instructor, indicated that 12 out of 20 students in the current program have jobs waiting for them upon graduation.*

## ☐ Suggestions & Recommendations

Note other advice given by advisory committee members. Document in minutes advisory committee participation in the classroom as guest speakers or interviews for mock interviews.

*Example: Don Speciale, Amerlink Operations Manager, indicated that he would like to visit classes and talk to network cable technology students.*

## ☐ Motion to Continue Program/Approve Curriculum

Document to complete detail of this action including the name of the advisory committee member who made the motion, the second, and how the total advisory committee membership present, or connected for the meeting voted. State clearly in the minutes whether the motion was carried or not carried. **Note:** ROCP instructors, administrators, or staffs are not included in this vote.

*Example: The motion to continue the Computer Business Applications program was made by Melissa Dale, City Human Resources Director and seconded by Jeff Strematz, Manpower. All ten business advisory members present voted in favor of the motion.*

☐ **Next Meeting**

IF a date, time and location for the next meeting are set, list the information prominently at the end of the minutes.

*Example: The Computer Business Applications Advisory Committee will meet again on Thursday, May 3, 2004, from 4:30 – 6:00 p.m. at the Manpower office, address.*

☐ **Thank you and Adjournment (list time)**

*Example: The meeting was closed at 6:00 p.m. with appreciation expressed to the advisory committee members for their willingness to serve in this capacity and provide much needed advice for the program.*

☐ **Name of Person Taking/Preparing Minutes**

*Example: Minutes prepared by Joan Smith, South County ROP*

Date Prepared: \_\_\_\_\_.

## Sample Thank You Letter

(LETTERHEAD)

<<Date>>

<<Name>>

<<Address>>

<<City>>

Dear \_\_\_\_\_,

Thank you for serving on the Valley ROP \_\_\_\_\_ Advisory Committee. Your contributions and enthusiasm are most helpful and will assist us in improving our program.

It is a pleasure to have members from the business/industry community who are willing to contribute meaningful input and support to the career technical education programs offered by Valley ROP.

Enclosed are the minutes of the advisory committee meeting for your review.

Again, I want to thank you for your recommendations, time and effort in serving on this committee. I look forward to your continuing support.

If I may be of help to you or your business, please feel free to call me.

Sincerely,

<<Name>>

<<Phone>>

Enclosure

# **19.**

# **Proficiency**

# **Standards**

Add VROP course competencies



## **Agriculture and Natural Resources**

### **Knowledge and Performance Anchor Standards**

#### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.

#### **2.0 Communications**

Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender-receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

#### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.





#### 4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

#### 5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

#### 6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.



- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

## **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

## **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.



- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

## 9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.



## **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

## **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

# Agriculture and Natural Resources

## Pathway Standards



### A. Agricultural Business Pathway

In the Agricultural Business pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

Sample occupations associated with this pathway:

- ✓ Agriculture Inspector
- ✓ Farm and Ranch Manager
- ✓ Sales Representative
- ✓ Business Controller
- ✓ Agricultural Credit Manager

A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.

A1.1 Differentiate among the components of the American free-enterprise system and other forms of economic systems.

A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.

A1.3 Compare the advantages and disadvantages of the types of business ownership.

A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.

A1.5 Analyze physical production relationships to determine optimum use levels.

A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.

A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.

A2.2 Communicate basic agricultural economic terminology.

A2.3 Apply the law of supply and demand and evaluate its effect on price determination.

A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.

A2.5 Differentiate between elastic and inelastic supply and demand.

A2.6 Predict how the law of diminishing returns impacts agricultural production.

A3.0 Explore the role of credit in agribusiness and agricultural production.

A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-term, intermediate-term, and long-term credit).



- A3.2 Research and discuss the criteria lenders use to evaluate repayment capacity.
- A3.3 Evaluate balance sheets and cash-flow statements to determine the ability to repay loans.
- A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.
  - A4.1 Compare and contrast cash and accrual accounting systems.
  - A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
  - A4.3 Interpret the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
  - A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
  - A4.5 Determine property values and complete a depreciation schedule.
  - A4.6 Formulate the tax obligations for an agribusiness.
- A5.0 Manage risk and uncertainty.
  - A5.1 Explore environmental issues that impact agribusiness.
  - A5.2 Determine the meaning and importance of risk and uncertainty.
  - A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.
  - A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.
  - A5.5 Identify best practices and include in farm planning to reduce risk.
  - A5.6 Prepare a comprehensive risk management and contingency plan.
- A6.0 Evaluate the role and value of agricultural organizations.
  - A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
  - A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
  - A6.3 Identify, and electronically access, public and private agricultural organizations.
- A7.0 Understand agricultural marketing systems.
  - A7.1 Explain how marketing functions in a free-market society.
  - A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
  - A7.3 Analyze how the law of comparative advantage affects agricultural production.
  - A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.



- A7.5 Assess how promotion trends for agricultural products influence individuals.
- A7.6 Develop a marketing plan for an agricultural product or service.
- A8.0 Understand the sales of agricultural products and services.
  - A8.1 Determine the most effective methods for assessing customer needs and wants.
  - A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
  - A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
- A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
  - A9.1 Describe how the importance of agricultural imports and exports affects state and national economies.
  - A9.2 Summarize how governmental, economic, and cultural factors affect international trade.
  - A9.3 Compare and contrast United States trade policies with those of other important trading partners.
  - A9.4 Research how biotechnology affects trade and global economies.
  - A9.5 Evaluate how different cultural values affect agricultural production and marketing.
  - A9.6 Explain how negotiations and bargaining agreements affect trade agreements.
  - A9.7 Analyze agricultural marketing strategies in other parts of the world.










## **Agriculture and Natural Resources**

### **Pathway Standards**

#### **C. Agriscience Pathway**

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

Sample occupations associated with this pathway:

-  Research Assistant/Associate
-  Water Quality Specialist
-  Plant Scientist
-  Agriscience Teacher
-  Entomologist

C1.0 Evaluate the role of agriculture in the California economy.

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Describe how California agriculture affects the quality of life.
- C1.3 Analyze the interrelationship of California agriculture and society at the local, state, national, and international levels.
- C1.4 Research the economic impact of leading California agricultural commodities.
- C1.5 Assess the economic impact of major natural resources in California.
- C1.6 Distinguish between the economic importance of major agricultural exports and imports.
- C1.7 Explore factors that affect food safety and producers' responsibilities to consumers.

C2.0 Examine the interrelationship between agriculture and the environment.

- C2.1 Identify important agricultural environmental impacts on soil, water, and air.
- C2.2 Explain current environmental challenges related to agriculture.
- C2.3 Summarize how natural resources are used in agriculture.
- C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
- C2.5 Research how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Analyze the effects of technology on agriculture.

- C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.





- C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Research the laws and regulations concerning biotechnology.
- C3.5 Integrate the use of technology when collecting and analyzing data.
- C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.
  - C4.1 Understand the evolution and roles of domesticated animals in society.
  - C4.2 Differentiate between domestication and natural selection.
  - C4.3 Compile the modern-day uses of animals and animal by-products.
  - C4.4 Defend various points of view regarding the use of animals.
  - C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).
- C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.
  - C5.1 Identify the function of cells.
  - C5.2 Analyze the anatomy and physiology of cells.
  - C5.3 Understand various cell actions, such as osmosis and cell division.
  - C5.4 Compare and contrast plant and animal cells, bacteria, and viruses.
- C6.0 Explore animal anatomy and systems.
  - C6.1 State the names, and find the locations, of the external anatomy of animals.
  - C6.2 Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.
- C7.0 Comprehend basic animal genetics.
  - C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function.
  - C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
  - C7.3 Predict phenotype and genotype ratios by using a Punnett Square.
  - C7.4 Explain the fertilization process.
  - C7.5 Distinguish between the purpose and processes of mitosis and meiosis.
- C8.0 Understand fundamental animal nutrition and feeding.
  - C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
  - C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.
  - C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.



**C9.0 Evaluate basic animal health.**

- C9.1 Assess the appearance and behavior of a normal, healthy animal.
- C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.
- C9.3 Analyze the causes and controls of common animal diseases.
- C9.4 Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
- C9.5 Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.

**C10.0 Explain soil science principles.**

- C10.1 Recognize the major soil components and types.
- C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.
- C10.3 Assess water delivery and irrigation system options.
- C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.

**C11.0 Analyze plant growth and development.**

- C11.1 Understand the anatomy and functions of plant systems and structures.
- C11.2 Identify plant growth requirements.
- C11.3 Discern between annual, biennial, and perennial life cycles.
- C11.4 Examine sexual and asexual reproduction in plants.
- C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
- C11.6 Summarize the respiration process in the breakdown of food and organic matter.

**C12.0 Understand fundamental pest management.**

- C12.1 Classify agricultural pests (e.g., insects, weeds, disease, and vertebrates).
- C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.
- C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest management.

**C13.0 Design agricultural experiments using the scientific method.**






- C13.1 State the steps of the scientific method.
- C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.



### D. Animal Science Pathway

In the Animal Science pathway, students study large, small, and specialty animals. Students explore the necessary elements, such as diet, genetics, habitat, and behavior, to create humane, ecologically, and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

Sample occupations associated with this pathway:

-  Veterinarian Technician
-  Animal Caretaker/Kennel Operator
-  Animal Breeder
-  Ranch Manager
-  Feed Nutritionist

- D1.0 Evaluate the necessary elements for proper animal housing and animal-handling equipment.
  - D1.1 Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.
  - D1.2 Select habitat and housing conditions and materials, such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters, to meet the needs of various animal species.
  - D1.3 Interpret animal behaviors and execute protocols for safe handling of animals.
  - D1.4 Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.
- D2.0 Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.
  - D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil.
  - D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.
  - D2.3 Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
  - D2.4 Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.
- D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems.
  - D3.1 Compare and contrast animal cells, tissues, organs, and body systems.
  - D3.2 Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.
  - D3.3 Relate the importance of animal organs to the health, growth, and reproduction of animals.



- D4.0 Demonstrate understanding of animal reproduction, including the function of reproductive organs.
  - D4.1 Illustrate animal conception, including estrus cycles, ovulation, and insemination.
  - D4.2 Research the gestation process and basic fetal development.
  - D4.3 Explain the parturition process, including the identification of potential problems and their solutions.
  - D4.4 Select animal breeding methods based on reproductive and economic efficiency.
  - D4.5 Select a breeding system based on the principles of genetics.
- D5.0 Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).
  - D5.1 Evaluate a group of animals for desired qualities, and discern among them for breeding selection.
  - D5.2 Select animals, based on quantitative breeding values, for specific characteristics.
  - D5.3 Research and discuss current technology used to measure desirable traits.
  - D5.4 Predict phenotypic and genotypic results of a dominant and recessive gene pair.
  - D5.5 Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.
- D6.0 Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.
  - D6.1 Evaluate the signs of normal health in contrast to illness and disease.
  - D6.2 Analyze the importance of animal behavior in diagnosing animal sickness and disease.
  - D6.3 Research common pathogens, vectors, and hosts that cause disease in animals.
  - D6.4 Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
  - D6.5 Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.
  - D6.6 Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.
  - D6.7 Discuss the impacts on local, national, and global economies, as well as on consumers and producers, when animal diseases are not appropriately contained and eradicated.
- D7.0 Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.
  - D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.
  - D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.



- D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.
- D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.
- D8.0 Explain challenges associated with animal waste management.
  - D8.1 Assess treatment and disposal management systems for animal waste.
  - D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.
  - D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.
- D9.0 Assess animal welfare concerns and management practices that support animal welfare.
  - D9.1 Evaluate the early warning signs of animal distress and how to rectify the problem.
  - D9.2 Discuss consumer concerns with animal production practices relative to human health.
  - D9.3 Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
  - D9.4 Research the regulations for humane transportation and harvesting of animals, such as those delineated by the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service and the Humane Methods of Slaughter Act.
- D10.0 Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).
  - D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
  - D10.2 Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.
- D11.0 Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
  - D11.1 Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
  - D11.2 Explore the unique nutrition, health, and habitat requirements for specialty animals.
  - D11.3 Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
  - D11.4 Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.



D12.0 Understand how animal products and by-products are processed and marketed.

- D12.1 Research animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point, Sanitation Standard Operating Procedures, and good manufacturing practices documents.
- D12.2 Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.
- D12.3 Discuss how meat-based, dairy, and egg retail products are produced.
- D12.4 Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.
- D12.5 Evaluate how meat products and nonmeat products are marketed.
- D12.6 Compare the value of animal by-products to nonagricultural industries.
- D12.7 Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
ENGLISH LANGUAGE ARTS							
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #)							
9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G8.0, G10.0
9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts</i> and <i>topics</i> .		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C9.0, C10.0, C11.0, C13.0	D5.0, D6.0, D7.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G6.0, G7.0, G8.0, G10.0
9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction</i> <i>force, energy</i> ).	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	A3.0, A4.0, A6.0, A8.0	B1.0, B9.0, B12.0	C10.0, C11.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E3.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F2.0, F3.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G10.0
11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, 11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G8.0, G10.0







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	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #) <i>(continued)</i>							
1-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12</i> <i>texts and topics.</i>	A2.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C7.0, C8.0, C10.0, C11.0	D5.0, D6.0, D7.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G6.0, G7.0, G8.0, G10.0
Writing Standards – WS (Standard Area, Grade Level, Standard #)							
9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A5.0, A7.0, A9.0	B12.0		D1.0	E3.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0		G3.0, G8.0, G11.0
9-10.7 Conduct short as well as more sustained research projects to answer a question (includ- ing a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
9-10.8 Gather relevant information from multiple authoritative print and digital sources (primary and secondary) using advanced searches effectively; assess the usefulness of each source in answering the research ques- tions; integrate information into the text selec- tively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.	A1.0, A2.0, A5.0, A6.0, A7.0, A9.0	B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0



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AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
<b>Writing Standards – WS (Standard Area, Grade Level, Standard #) (continued)</b>							
9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A5.0, A7.0, A9.0	B12.0	C13.0	D1.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0		G3.0, G8.0, G11.0
11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0		D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	A2.0, A5.0, A7.0, A9.0	B11.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D4.0, D5.0, D6.0, D7.0, D9.0	E2.0, E3.0, E5.0, E10.0, E13.0	F8.0, F11.0	G5.0, G6.0, G8.0, G11.0





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<b>MATHEMATICS</b>							
<b>Algebra – A-CED – Creating Equations</b>							
<i>Create equations that describe numbers or relationships</i>							
1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions.  1.1 Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.			C13.0		E10.0		
<b>Algebra – A-APR – Arithmetic with Polynomials and Rational Expressions</b>							
<i>Perform arithmetic operations on polynomials</i>							
1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication: add, subtract, and multiply polynomials, and divide polynomials by monomials. Solve problems in and out of context. (Common Core Standard A-APR-11)			C13.0				
<b>Algebra – A-REI – Reasoning with Equations and Inequalities</b>							
<i>Solve equations and inequalities in one variable</i>							
3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.  3.1 Solve equations and inequalities involving absolute value. (CA Standard Algebra I – 3.0 and CA Standard Algebra II – 1.0)			C13.0	D5.0	E10.0		

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<b>Functions – F-IF – Interpreting Functions</b>							
<i>Interpret functions that arise in applications in terms of the context</i>							
4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	A1.0, A2.0		C13.0	D5.0			
<b>Geometry – G-CO – Congruence</b>							
<i>Make geometric constructions</i>							
12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.		B6.0, B9.0, B12.0		D1.0	E11.0	F5.0, F10.0	G7.0
<b>Geometry – G-MD – Geometric Measurement and Dimensions</b>							
<i>Explain volume formulas and use them to solve problems</i>							
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.		B6.0, B12.0		D1.0, D7.0	E4.0, E11.0	F5.0, F10.0	G7.0
<b>Geometry – G-MG – Modeling with Geometry</b>							
<i>Apply geometric concepts in modeling situations</i>							
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).		B4.0, B6.0, B11.0, B12.0	C8.0, C10.0	D1.0, D7.0	E4.0, E9.0, E11.0	F5.0, F7.0, F10.0, F11.0	G7.0





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<b>Geometry – G-SRT – Similarity, Right Triangles, and Trigonometry</b>							
<i>Define trigonometric ratios and solve problems involving right triangles</i>							
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. 8.1 Know and use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles. (CA Standard Geometry – 20.0)		B6.0, B9.0, B12.0		D1.0	E11.0	F10.0	
<b>Statistics and Probability – S-IC – Making Inferences and Justifying Conclusions</b>							
<i>Understand and evaluate random processes underlying statistical experiments</i>							
1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population. <i>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</i>	A1.0, A2.0		C3.0	D11.0	E3.0, E4.0, E5.0, E6.0, E9.0, E10.0	F5.0	G7.0, G11.0
3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	A1.0, A2.0, A7.0		C7.0, C13.0	D5.0	E1.0, E10.0, E11.0, E12.0		G3., G6.0
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	A1.0, A2.0		C3.0	D11.0	E3.0, E4.0, E5.0, E6.0, E9.0, E10.0	F5.0	G7.0, G11.0

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Statistics and Probability – S-ID – Interpreting Categorical and Quantitative Data							
<i>Summarize, represent, and interpret data on a single count or measurement variable</i>							
1. Represent data with plots on the real number line (dot plots, histograms, and box plots).	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
<i>Interpret linear models</i>							
7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
SCIENCE							
Scientific and Engineering Practices – SEP							
1. Asking questions (for science) and defining problems (for engineering)		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F9.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
2. Developing and using models		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C5.0, C6.0, C7.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0





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Scientific and Engineering Practices – SEP <i>(continued)</i>							
3. Planning and carrying out investigations		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B9.0, B12.0	C2.0, C4.0, C5.0, C9.0, C12.0, C13.0	D1.0, D2.0, D6.0	E7.0	F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G2.0, G3.0, G5.0
4. Analyzing and interpreting data		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C1.0, C4.0, C5.0, C8.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F8.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
5. Using mathematics and computational thinking		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B9.0, B12.0	C7.0, C13.0	D1.0, D2.0, D6.0, D10.0, D11.0, D12.0	E5.0, E6.0, E7.0, E10.0, E12.0, E13.0	F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G11.0
6. Constructing explanations (for science) and designing solutions (for engineering)		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D10.0, D11.0, D12.0	E5.0, E6.0, E7.0, E10.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
7. Engaging in argument from evidence		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C4.0, C13.0	D1.0, D2.0, D6.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
8. Obtaining, evaluating, and communicating information		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C3.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0



# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Crosscutting Concept – CC							
1. Patterns		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C7.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
2. Cause and effect: Mechanism and explanation		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G2.0, G3.0, G4.0, G6.0, G8.0, G9.0, G10.0, G11.0
3. Scale, proportion, and quantity		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F1.0, F2.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G6.0, G8.0, G9.0, G10.0, G11.0
4. Systems and system models		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C5.0, C6.0, C11.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G6.0, G8.0, G9.0, G10.0, G11.0
5. Energy and matter: Flows, cycles, and conservation		B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C2.0, C13.0	D1.0, D2.0, D6.0, D7.0, D8.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F2.0, F9.0, F10.0	G2.0, G3.0, G6.0, G8.0, G9.0, G11.0
6. Structure and function		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C10.0, C11.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0





## Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
<b>Crosscutting Concept – CC</b> <i>(continued)</i>							
7. Stability and change		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	F2.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
<b>Physical Sciences – PS</b>							
PS1: Matter and Its Interactions							
PS1.A: Structure and Properties of Matter							
PS1.B: Chemical Reactions		B5.0, B7.0, B9.0	C8.0	D8.0, D12.0	E1.0	F6.0	
PS2: Motion and Stability: Forces and Interactions							
PS2.A: Forces and Motion		B10.0, B11.0, B12.0					
PS2.B: Types of Interactions							
PS2.C: Stability and Instability in Physical Systems		B4.0					
PS3: Energy							
PS3.A: Definitions of Energy							
PS3.B: Conservation of Energy and Energy Transfer		B3.0, B7.0, B8.0, B9.0, B12.0					
PS3.C: Relationship Between Energy and Forces							
PS3.D: Energy in Chemical Processes and Everyday Life							
PS3.D: Energy in Chemical Processes and Everyday Life			C6.0, C8.0, C9.0, C11.0	D2.0, D3.0, D4.0, D6.0	E8.0	F2.0	
PS4: Waves and Their Applications in Technologies for Information Transfer							
PS4.A: Wave Properties		B12.0					



# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Life Sciences – LS							
LS1: From Molecules to Organisms: Structures and Processes							
LS1.A: Structure and Function			C5.0, C6.0, C8.0, C9.0, C10.0, C11.0	D2.0, D3.0, D4.0, D5.0, D6.0 D10.0 D11.0	E3.0, E5.0, E6.0, E8.0	F1.0, F2.0, F3.0, F4.0, F6.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0
LS1.B: Growth and Development of Organisms			C5.0, C7.0, C8.0 C11.0	D5.0, D10.0, D11.0 D12.0	E8.0	F2.0, F3.0 F4.0, F5.0, F7.0, F8.0	G2.0, G3.0, G4.0, G5.0
LS1.C: Organization for Matter and Energy Flow in Organisms			C4.0, C5.0, C11.0	D8.0	E8.0	F2.0, F7.0	G2.0, G3.0
LS1.D: Information Processing	A8.0			D3.0, D1.0			
LS2: Ecosystems: Interactions, Energy, and Dynamics							
LS2.A: Interdependent Relationships in Ecosystems			C9.0, C10.0, C11.0, C12.0	D6.0, D7.0, D8.0, D12.0	E2.0, E3.0, E8.0	F2.0, F4.0	G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0
LS2.B: Cycles of Matter and Energy Transfer in Ecosystems			C11.0	D2.0, D7.0	E1.0, E8.0	F2.0, F4.0, F6.0, F8.0	G3.0, G5.0
LS2.C: Ecosystems Dynamics, Functioning, and Resilience			C11.0	D7.0	E4.0, E5.0, E6.0, E8.0, E9.0 E10.0	F2.0, F4.0	G3.0, G5.0, G10.0
LS2.D: Social Interactions and Group Behavior			C2.0, C9.0	D1.0, D10.0, D11.0			
LS3: Heredity: Inheritance and Variation of Traits							
LS3.A: Inheritance of Traits			C3.0, C7.0, C11.0	D3.0, D5.0	E8.0	F2.0, F3.0	G3.0, G4.0, G11.0
LS3.B: Variation of Traits			C7.0, C12.0	D3.0, D5.0	E8.0	F2.0, F3.0	G3.0, G4.0, G11.0





## Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
<b>Life Sciences – LS (continued)</b>							
LS4: Biological Evolution: Unity and Diversity							
LS4.B: Natural Selection			C3.0, C4.0, C9.0, C11.0, C12.0	D6.0			G11.0
LS4.C: Adaptation	A9.0		C4.0, C12.0		E2.0, E8.0		G11.0
LS4.D: Biodiversity and Humans							
<b>Earth and Space Sciences – ESS</b>							
ESS2: Earth's Systems							
ESS2.A: Earth Materials and Systems			C1.0, C2.0		E1.0, E2.0		
ESS2.C: The Roles of Water in Earth's Surface Processes			C10.0		E1.0, E6.0		G8.0
ESS2.E: Biogeology							
ESS3: Earth and Human Activity							
ESS3.A: Natural Resources			C1.0, C2.0		E3.0, E4.0, E9.0	F5.0	G5.0
ESS3.B: Natural Hazards			C1.0				
ESS3.C: Human Impacts on Earth Systems			C4.0		E4.0, E5.0, E7.0, E10.0		G9.0, G11.0
<b>Engineering, Technology, and the Applications of Science – ETS</b>							
ETS1: Engineering Design							
ETS1.A: Defining and Delimiting an Engineering Problem		B3.0, B4.0, 5.0, B6.0, B7.0, 8.0, B9.0, B10.0, B11.0, B12.0				F10.0	G7.0, G8.0
ETS1.B: Developing Possible Solutions							
ETS1.C: Optimizing the Design Solution							

## Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Engineering, Technology, and the Applications of Science – ETS (continued)							
ETS2: Links Among Engineering, Technology, Science, and Society		B1.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C1.0, C2.0	D2.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0 E3.0, E4.0, E5.0, E6.0, E9.0, E10.0, E11.0, E12.0	F2.0, F3.0, F4.0, F5.0, F6.0, F8.0, F9.0, F10.0	G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G10.0, G11.0
ETS2.A: Interdependence of Science, Engineering, and Technology							
ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World							
HISTORY/SOCIAL SCIENCE							
Principles of Economics – PE							
12.1 Students understand common economic terms and concepts and economic reasoning.							
12.1.1. Examine the causal relationship between scarcity and the need for choices.	A2.0						
12.1.2. Explain opportunity cost and marginal benefit and marginal cost.	A2.0						
12.1.3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.	A2.0						
12.1.4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.	A2.0				E2.0, E13.0		
12.2 Students analyze the elements of America's market economy in a global setting.							
12.2.1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.	A2.0						





## Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
<b>Principles of Economics – PE (continued)</b>							
12.2.2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.	A1.0, A2.0						
12.2.3. Explain the roles of property rights, competition, and profit in a market economy.	A1.0, A2.0, A3.0, A4.0, A5.0, A7.0, A8.0, A9.0						
12.2.4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.	A2.0, A7.0, A9.0						
12.2.5. Understand the process by which competition among buyers and sellers determines a market price.	A1.0, A2.0, A7.0, A9.0						
12.2.6. Describe the effect of price controls on buyers and sellers.	A2.0, A7.0						
12.2.7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.	A9.0						
12.2.8. Explain the role of profit as the incentive to entrepreneurs in a market economy.	A1.0, A2.0, A7.0						
12.2.10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.	A2.0						
12.4 Students analyze the elements of the U.S. labor market in a global setting.							
12.4.3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.	A2.0						
12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy.	A9.0						

## Academic Alignment Matrix

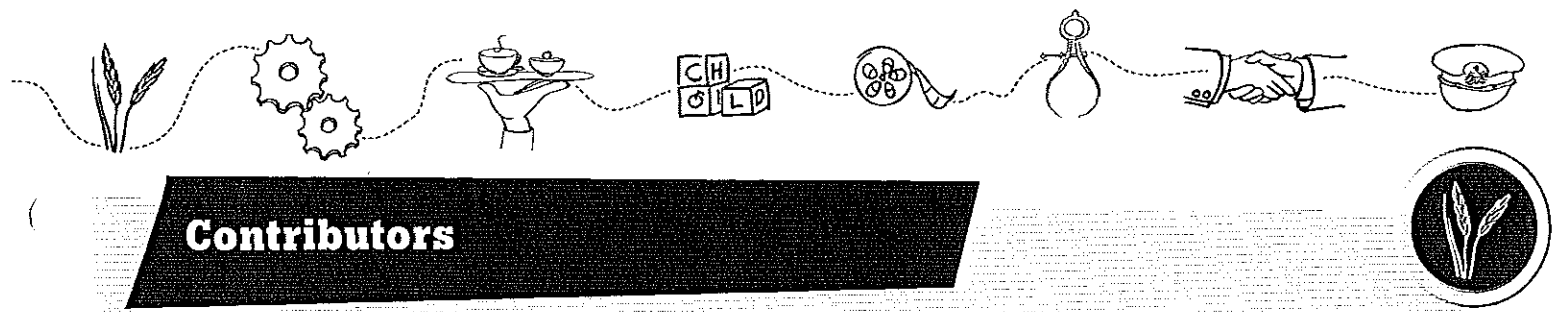
AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
<b>Principles of Economics – PE (continued)</b>							
12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.							
12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.	A9.0						
12.6.2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.	A9.0						
12.6.3. Understand the changing role of international political borders and territorial sovereignty in a global economy.	A9.0						
12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.	A9.0						
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.							
12.7.5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.					E2.0		





## Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
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U.S. History and Geography – US							
11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.							
11.6.3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.			C1.0				
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.							
11.11.5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.					E2.0, E10.0, E13.0		
11.11.7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.					E2.0		



## Contributors

### Agriculture and Natural Resources

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### Standards Review Team

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### Standards Writing Team

Karen Dalton-Wemp, Owner, Mission Vineyard Sheep

Jill Sperling, Instructor, Kingsburg Joint Union High School District



# **20.**

# **Credentials**



CASTRO OSUNA, MARTIN > Document:

**New Search**

Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: CASTRO OSUNA

First Name: MARTIN

Middle Name: BERNARDO

Last Known County of Employment: FRESNO COUNTY  
Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current.  
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents

Current Document | All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date
> 150085036	Certificate of Clearance		Valid	5/12/2015	6/1/2020	5/12/2015
> 150138331	Career Technical Education Teaching Credential	Preliminary	Valid	5/14/2015	6/1/2018	5/14/2015

Authorization/Subjects

Authorization Code

Authorization Description

Subject Code

Subject Description

Major/ Minor

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code

Renewal Description

Additional Description

Employment Restrictions

# **21.**

## **Calendar of Chapter Activities**

AGRICULTURAL EDUCATION  
**Reedley Middle College FFA**  
**MASTER CALENDAR**  
**2016-2017**

**July:**

4	Independence Day
7-12	State Fair Junior Livestock Show – Sacramento
16-20	State Fair Dairy Show – Sacramento

**August:**

12-13	San Joaquin Region Boot Camp 1 – Camp San Luis
24	East/West Fresno Madera Sections COLC/CATA Meeting – Chowchilla @ 5pm
25	RMCHS FFA Chapter Meeting @ 5pm

**September:**

5	Labor Day
15	Greenhand Leadership Conference – Fresno
22	Kern County Fair – Bakersfield
24	RMCHS FFA Chapter Meeting @ 5pm

**October:**

5-16	Fresno County Fair – Fresno
20	RMCHS FFA Chapter Meeting @ 5pm
28	Reedley College Freshman Field Day – Reedley
31	Halloween

**November:**

2	Tranquillity Open/Close Contest – Tranquillity @ 5pm
5	West Hills Community College Fall Field Day – Coalinga
9	East Fresno Madera Section Open/Close Contest – Reedley College @ 5pm
11	Veterans Day
17	RMCHS FFA Chapter Meeting @ 5pm
18	San Joaquin Region Road Show – Tenaya Lodge
19	San Joaquin Region CATA Meeting – Tenaya Lodge
24	Thanksgiving

**December:**

1	East Fresno Madera Section BIG/Banking Contests – Sanger @ 5pm
10	Reedley MC Natural Resources Contest – Reedley College
10	San Joaquin Region FFA Officer Meeting – TBD
14	RMCHS FFA Greenhand Banquet
25	Christmas

**January:**

- 1 New Year's Day
- 7 Fowler Vine Pruning Contest – Fowler @ 8:30am
- 7 Minarets Natural Resources Contest – Minarets @ 8:30am
- 12 East Fresno Madera Manuscripts Due
- 14 Reedley Tree Pruning Contest – Reedley @ 9am
- 14 Mendota Natural Resources Contest – Mendota @ 9am
- 16 Martin Luther King Holiday
- 19 RMCHS FFA Chapter Meeting @ 5pm
- 20 San Joaquin Region FFA Officer Applications Due
- 21 Reedley Mid-Winter Field Day & State Natural Resources Contest
- 26 East Fresno Madera Speaking Contests – Clovis East @ 4pm

**February:**

- 1-2 Mentors Conference – Fresno
- 8 East/West Fresno Madera State Degree/Proficiency Reviews – Kingsburg @ 4:30pm
- 13 San Joaquin Region Proficiency Selection – Fresno State @ 9:30am
- 14-16 World Ag Expo – Tulare
- 15 RMCHS FFA Chapter Meeting @ 5pm
- 17-18 MFE/ALA Session 1 – Visalia
- 17-18 San Joaquin Region FFA Officer Screening – Visalia
- 20 President's Day
- 20-24 National FFA Week
- 21 East Fresno Madera Section CoOp Contest – Parlier @ 5pm
- 22 East Fresno Madera Activity Night – TBD
- 22 FFA Foundation Gala – Galt
- 25 San Joaquin Region FFA/CATA Region Meetings – Tulare

**March:**

- 4 UC Davis Field Day – Davis
- 4 West Hills College Spring Field Day – Coalinga
- 11 Chico State Field Day – Chico
- 17 San Joaquin Region Speaking Contests – COS Tulare Campus
- 18 Merced College Field Day – Merced
- 18 Dinuba Vet Science Contest – Dinuba HS @ 9am
- 23 RMCHS FFA Chapter Meeting @ 5pm
- 25 MJC Field Day – Modesto

**April:**

- 1 Reedley College Field Day – Reedley
- 6 East/West Fresno Madera Section Awards – Clovis North
- 8 Clovis Veterinary Science Contest – Clovis East
- 8 Cal Poly Pomona Field Day – Pomona
- 16 Easter
- 20 RMCHS FFA Chapter Meeting @ 5pm
- 22 Fresno State Field Day – Fresno
- 22-25 State FFA Leadership Conference – Fresno

**May:**

5 East Fresno Madera Section FFA Officer Applications Due  
6 Cal Poly State Finals – San Luis Obispo  
8 East Fresno Madera Section FFA Officer Interviews – Kingsburg  
11 East/West Fresno Madera Section CATA Meeting – Kingsburg @ 4:30pm  
11 East/West Fresno Madera Section FFA Officer Elections – Kingsburg @  
4:30pm  
14 Mother's Day  
23 American FFA Degree Reviews – Tulare School Farm @ 4:30pm  
24 American FFA Degree Reviews – Fresno State  
25 RMCHS FFA Chapter Banquet  
29 Memorial Day

**June:**

7 Schools Out  
20-23 San Joaquin Region FFA Officers Retreat – Morro Bay  
25-29 CATA Summer Conference – San Luis Obispo

**22.**  
**Expected  
Professional  
Growth and  
Development  
Activities**

# INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

**CRITERIA 4.B**      School Year 15-16      School RMCHS

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES									
	MB. CASTRO									
Fall Region Meeting	X									
Region In-service Day	X									
Spring Region Meeting	X									
Section In-service*	X									
Section In-service*	X									
Section In-service*										
Section In-service*										
Summer Conference	X									
University AgEd Skills Week	X									
Professional Development **	X									

\* Four Section In-service Meetings equals one Professional Development Activity

\*\* Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 ROP Inservice Fall Meeting
- 2 ROP Joint Advisory Meeting
- 3 ROP Spring Inservice Meeting
- 4
- 5

# **23.**

# **R-2 Report**





# Reedley - Middle College

CA0556

## Complete Student Enrollment

Student Name	Grad Year	Account Type	Years in Ag	FFA ID	FFA Inv Code
	2020	Member	1	602513703	OF2T1Y
	2018	Member	2	601789339	MVWOOD
	2020	Member	1	602513695	8SXRNY
	2020	Member	1	602513651	5X\$HJ
	2019	Member	2	601789340	QPHCHZ
	2020	Member	1	602513697	Z2G4BD
	2020	Member	1	602513650	TM1ET4
	2018	Member	3	601355443	
	2018	Member	3	601355444	
	2020	Member	1	602513689	5P8DLN
	2019	Member	2	601789341	AJDY\$A
	2018	Member	3	601355445	
	2017	Member	4	601048553	1MOEBC
	2019	Member	2	601789342	L5GRKL
	2018	Member	3	601356760	RKWDIH
	2020	Member	1	602513691	1VI7EF
	2019	Member	2	601789343	ITR39\$
	2019	Member	2	601789344	2VXR!E
	2020	Member	1	602513639	XBT50I
	2016	Member	5	600724505	
	2020	Member	1	602513696	5PYLNN
	2020	Member	1	602513648	PH7IYO
	2020	Member	1	602513642	V0CMAK
	2017	Member	4	601048554	PYEIE9
	2020	Member	1	602513638	PWF8IB
	2020	Member	1	602513716	5Q5QIH
	2017	Member	4	601048555	8T1GOO
	2019	Member	2	601789345	HP93O2
	2020	Member	1	602513644	VVAD\$O
	2017	Member	4	601048556	FABABH

2018	Member	3	601356761	
2020	Member	1	602513641	WJV\$B9
2017	Member	4	601048557	WTMO8F
2018	Member	3	601356763	
2020	Member	1	602513685	8NYE28
2019	Member	2	601789346	G556B0
2018	Member	3	601356764	
2017	Member	4	601048558	NB3CQQ
2017	Member	4	601048559	51BK4O
2019	Member	2	601789347	LFBQLO
2019	Member	2	601789348	5\$UUAU
2019	Member	2	601789349	5HRVHV
2020	Member	1	602513657	1XP0B7
2018	Member	3	601356766	
2020	Member	1	602513710	HUD1P0
2019	Member	2	601789350	76UTGU
2018	Member	2	601789351	AI18ZM
2020	Member	1	602513656	5J1O@B
2017	Member	1		
2017	Member	4	601048561	6NBPMQ
2019	Member	1	602517064	OXWEC0
2018	Member	3	601356767	
2017	Member	4	601048562	2B6KAN
2020	Member	1	602513711	TXLW3H
2020	Member	1	602513718	B\$2Q7G
2020	Member	1	602513698	0SH1
2020	Member	1	602513649	SCT4H4
2019	Member	2	601789352	MFN3XM
2020	Member	1	602513705	7YFVMT
2017	Member	4	601048563	GLLOSG
2019	Member	2	601642355	NPOTAS
2017	Member	4	601048564	NAH56U
2019	Member	1	602517063	R1KFPV
2020	Member	1	602513704	DRQUTQ
2018	Member	3	601356768	
2019	Member	1	602517061	0185VT
2020	Member	1	602513660	9BXRFR

2020	Member	1	602513646	6IRYMK
2019	Member	2	601789363	MO11W0
2019	Member	2	601789364	USHZD1
2016	Member	5	600724516	
2018	Member	3	601356779	
2019	Member	1	602517062	VY6YWX
2018	Member	3	601356781	
2017	Member	4	601048365	Z5BL43
2018	Member	3	601356782	
2019	Member	2	601789502	RKBJ5F
2020	Member	1	602513694	42RE9
2019	Member	2	601789504	ACFMLY
2019	Member	2	601789505	NTF75E
2018	Member	3	601356783	
2020	Member	1	602513687	BKLBY4
2019	Member	2	601789508	6I\$J4K
2020	Member	1	602513659	LJAQA
2017	Member	4	601048367	J26WLU
2018	Member	3	601356787	
2020	Member	1	602513643	@P200\$
2020	Member	1	602513719	YH!84D
2017	Member	4	601048368	PG86DH
2020	Member	1	602513655	VQNG29
2019	Member	2	601789509	MU%VPD
2020	Member	1	602513717	8E7X33
2018	Member	3	601356788	
2019	Member	2	601789510	OSR9QU
2020	Member	1	602513640	VP542!
2020	Member	1	602513690	JMELQT
2019	Member	2	601789511	UAB7MP
2019	Member	2	601789512	PUUEWH
2018	Member	3	601356791	
2017	Member	4	601048369	\$IO@8H
2017	Member	4	601048370	KNZ9ST
2019	Member	2	601789513	HY3EUI
2018	Member	3	601356792	
2018	Member	3	601356793	

2020	Member	1	602513692	H1YHVV
2018	Member	3	601356771	
2019	Member	2	601789353	5HTV9Z
2017	Member	4	601048567	ZUTBXR
2020	Member	1	602513707	S@7II3
2018	Member	3	601356772	
2020	Member	1	602513645	BPVE60
2020	Member	1	602513653	QI57IV
2018	Member	3	601356773	
2019	Member	2	601789354	B7PUTM
2017	Member	4	601048569	JKBSPJ
2020	Member	1	602513708	8L8JKI
2019	Member	2	601789355	VRIT\$E
2020	Member	1	602513658	6UEFSV
2019	Member	1	602517060	8UWIGR
2020	Member	1	602513712	70CL4U
2019	Member	2	601789356	ST8GRW
2019	Member	2	601789357	DX0CME
2017	Member	4	601048571	BE\$LFG
2017	Member	4	601048573	7R9DV6
2020	Member	1	602513700	Q1WIU0
2020	Member	1	602513693	IONJL7
2018	Member	2	601789358	XSZ1NL
2017	Member	4	601048574	HQDFTX
2020	Member	1	602513654	LIOG7W
2020	Member	1	602513661	\$9QG\$
2017	Member	4	601048575	XOMSWN
2019	Member	2	601789359	SUBVJR
2020	Member	1	602513720	PIMO0X
2020	Member	1	602513652	61O@2A
2018	Member	3	601356774	
2018	Member	3	601356775	
2018	Member	3	601356776	
2020	Member	1	602513686	NOTWS4
2017	Member	4	601048362	BJIS8U
2020	Member	1	602513647	8JHJG!
2018	Member	3	601356777	

2019	Member	2	601789514	8XTRBJ
2019	Member	2	601789515	Y8K77T
2017	Member	4	601048371	@3AFQY
2019	Member	2	601789516	BZHTQF
2020	Member	1	602513688	9V2NS
2019	Member	2	601789517	MC!Y\$Q
2020	Member	1	602513709	\$V7LX
2019	Member	2	601789519	RMMYTM

**24.**  
**Completed Travel**  
**Request**  
**Submitted to**  
**Administration**

APPLICATION FOR CONFERENCE ATTENDANCE

Name of Employee Martin Castro

Destination UC Davis Field Day

Date of Departure 03/4/16 Time of Departure 4:00pm

Date of Return 03/5/16 Time of Return 8:00pm

## UC Davis Career Development Events

## Transportation

X Meals

\_\_\_\_\_ Lodging

~~Registration Fee~~

Signature of Employee [Signature]

Date 1/28/15

Approved By: Department Chairman \_\_\_\_\_

Date \_\_\_\_\_

Building Principal \_\_\_\_\_

Date \_\_\_\_\_

Funding Source: Account No. \_\_\_\_\_

Funding Source for Substitute:

Account No.

District Superintendent.

**Board Action:**

-Approved

Denied

Date of Board Action

3/8/16



# California Agricultural Education



[Portal Home](#) [CalAgEd.org](#) [Registration](#) [Additional Help](#)

**Registration For: 2016 U.C. Davis Agricultural & Environmental Sciences Field Day - 3/4/2016**

## Reedley Middle College HS Summary

School: Reedley Middle College HS  
 Chapter: Reedley Middle College  
 Advisor:  
 Email:  
 Phone:  
 Chaperones: 0  
 Previous Registration#:  
 Registration#: 18955  
 Registration Date: 12/7/2015  
 Last Updated: 12/7/2015  
 Registration Amt: \$92.00  
 Paid Date:  
 Ref #:  
 Paid By:  
 Paid Amount: \$0.00  
 Balance: \$92.00

Contest	Team		Contestant Teams	Contestants	Alternates	Reg Date
	Fee	Fee				
Livestock Judging	0	8	1	4	0	12/7/2015
Meat Judging	0	15	1	4	0	12/7/2015
Vet Science Judging WAITLIST	0	0	1	4	0	12/7/2015
Total Teams:	3					
Total Contestants:	12					
Total Alternates:	0					

### Remittance Instructions:

Make checks payable to UC Regents and remit payment and a copy of this page to:  
**Jamie Dehn**  
 Agricultural and Environmental Sciences Field Day  
 College of Agricultural and Environmental Sciences  
 University of California  
 One Shields Avenue  
 Davis, CA 95616

Print this page for your records.

[Menu](#) | [Fee List](#)





## ***Field Day 2016***

The College of Agricultural and Environmental Sciences will be holding its 40th annual Agricultural and Environmental Sciences Field Day on Friday, March 4th and Saturday, March 5th, 2016. This Field Day is open to FFA and 4-H high school students from California and surrounding states. These high school students come to Davis to compete in 24 different agriculturally based judging contests, ranging from livestock judging to agriculture computer applications. UC Davis students from a variety of majors coordinate the contests. Faculty and staff in CA&ES and local community members serve as advisers for these contests.

For questions about registration or how to become involved, contact the 2016 Field Day Coordinator, Jamie Dehn, at [fieldday@caes.ucdavis.edu](mailto:fieldday@caes.ucdavis.edu) or 530-754-0322.

**Click here to help support Field Day.**

2016 Contests offered. All rules about contests can be found at: <http://calagteachers.org/CurricularActivitiesCode.html>

## **Deadlines**

- **December 4th** - Online Registration opens.
- **February 5th** - Online Registration Deadline - Payments must be postmarked by this date. A \$25 late fee for payments postmarked after this date will be enforced.
- **February 8th** - Agriscience Fair and Job Interview materials due.
- **February 13th** - Online registration closed - Late registrations will no longer be accepted.

## **Links**

## Gift Impacts

Student Support

Faculty Support

Endowed Chairs

Donor Stories

Alumni and Friends

Events

College Celebration

**Field Day**

## GIVE NOW

Philanthropic investments amplify the impact the university can make through research, teaching, and outreach. Thank you for considering a gift to the College — it says that you believe in us and the opportunities we provide.

 **Give Now**



**UC DAVIS**

**COLLEGE OF AGRICULTURAL  
AND ENVIRONMENTAL SCIENCES**

CA&ES Dean's Office

One Shields Ave

Davis, CA 95616-8571

Information: 530-752-0108

Fax: 530-752-9049

Visit us on campus at **150 Mrak Hall**

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# **25.**

# **CATA Membership**

CALIFORNIA  
AGRICULTURAL  
TEACHERS'  
ASSOCIATION



Date: 3/7/17

Receipt Number: 160.618

Name:

Last

First

Middle Initial

Region: SJ

Section: \_\_\_\_\_

☐ Purchase Order No: \_\_\_\_\_

☒ MasterCard/VISA No: 3568

Expiration Date: \_\_\_\_\_

☐ Check Number: \_\_\_\_\_

☐ Cash

Signed: Kerry

☐ Conference Fee: \_\_\_\_\_

☒ Dues 140.00 Card No: \_\_\_\_\_

☐ Other \_\_\_\_\_

Gross Received ..... \$ \_\_\_\_\_

Refund ..... \$ \_\_\_\_\_

NET RECEIVED ..... \$ 140.00

CALIFORNIA AGRICULTURAL  
TEACHERS' ASSOCIATION

SERVING AGRICULTURE BY TEACHING  
2016/2017 ACTIVE MEMBER

**26.**

**Report Submitted  
to Administration  
after Attending a  
Professional  
Development  
Activity**

**TO:** RICHARD ISHIMARU  
**FROM:** MARTIN CASTRO  
**SUBJECT:** VALLEY ROP INSERVICE  
**DATE:** SPRING 2016

---

Dear Mr. Ishimaru

Thank you for approving my absence to attend the Spring 2016 Valley Rop In-service held in Fresno Ca. Although the in-service had no registration costs, I am aware of the cost associated with engaging a substitute for the whole day. I appreciate your understanding of the importance of relevant professional development.

Attending the workshop has helped me improve my understanding of curriculum as it relates to the new science standards. I learned how to utilize new resources that will help students engaged and invest in this new professor while ensuring that they will perform well on the assessment. This will be evident in the future.

I will be happy to share with you what I have learned any time you would like to observe. Thank you again for approving my conference request and allowing to attended a very informative workshop.

Sincerely

**Martin B. Castro**

Agriculture Science Instructor  
Reedley Middle College HS  
(M) 559-380-7442  
(O) 559-305-7050 ext: 2605  
Email: Castro-m@kcsd.net

# KINGS CANYON UNIFIED SCHOOL DISTRICT

## APPLICATION FOR CONFERENCE ATTENDANCE

This form is to be completed by the staff member making the conference request and routed through the appropriate department chairman and building principal. Application must be made sufficiently in advance to allow time for Board approval prior to the date of departure.

Name of Employee Martin Castro

Destination San Joaquin Regional - Fall In Service

Date of Departure 11/18

Time of Departure 8am

Date of Return 11/19

Time of Return 8pm

Conference Title (attach copy of program, if possible)

San Joaquin Regional California Agriculture Teachers Fall Road Show In Service

District is requested to reimburse:

X Transportation

(Reimbursement of necessary expenses will be made in accordance with adopted district policy.)

X Meals

X Lodging

X Registration Fee

Signature of Employee

Date 10-24-16

Approved By: Department Chairman

Date 10-24-16

Building Principal

Date 10/24/16

Funding Source: Account No. 0900 00000 0 1110 2140 52 0000 212 00 0000

Funding Source for Substitute:  
Account No. \_\_\_\_\_

District Superintendent

Board Action:

X Approved

Date of Board Action

11/8/16

       Denied



California Department of  
**EDUCATION**

1430 N Street  
Sacramento, CA  
95814-5901

**TOM TORLAKSON**  
State Superintendent of Public Instruction  
Phone: (916) 319-0800

**CHARLES PARKER**  
Regional Supervisor  
Agriculture Education  
2910 East Barstow Avenue- M/S 115  
Fresno, CA 93740-8009  
(559) 278-5777

Date: August 1, 2016

To: San Joaquin Region District Superintendents, High School Principals, Vocational Education Coordinators and Agricultural Teachers.

From: Charles Parker, San Joaquin Region Supervisor  
California Department of Education  
(559) 278-5777 Fax: (559) 278-6112

Subject: Curriculum In-Service----State and National Instructional Initiatives in Agriculture Education.

These educational initiatives have been prompted by state and national reform efforts, shifting career opportunities within the agricultural industry, and the findings of the National Academy of Science Study on Agricultural Education.

New directions for Agricultural Education in the 21<sup>st</sup> century include dynamic changes, which will challenge students and create career pathways to success. It is therefore critical that we develop an understanding of these new initiatives and concepts in order to incorporate these instructional activities into our agricultural programs.

- You are invited to attend a one-day in-service on Friday, November 18, 2016, at the Tenaya Lodge at Yosemite. Registration will begin at 12:00 p.m. and the in-service will end by 5:55 p.m. This in-service is designed to provide the participants with the opportunity to become familiar with integrating state of the art instructional strategies into your agricultural program.

There will be a registration fee of \$50.00 per department plus \$40.00 per individual attending.

These workshops are sponsored by the California Department of Education and the California Agricultural Teacher's Association.

You may register for the workshops by completing the registration form and returning it to the regional office no later than November 2, 2016.

We look forward to seeing you at this exciting educational activity!



# SAN JOAQUIN REGION

California Agricultural Teachers Association

## 2016-2017 REGIONAL INSERVICE AND MEETING FEES

SCHOOL: Reedley Middle College HS

### Region CDE and CATA Road Show

Tenaya Lodge-Yosemite

November 18, 2016

Per Teacher: \$40 = \$ 40

(includes dinner)

Per Student Teacher: \$30 = \$ 0

(includes dinner)

Per Department: \$50 = \$ 50

### Fall CATA Meeting and Inservice

Tenaya Lodge-Yosemite

November 19, 2016

Per Teacher: \$30 = \$ 30

(includes continental breakfast)

Per Student Teacher: \$20 = \$ 0

(includes continental breakfast)

### Spring CATA Meeting and Inservice

Tulare

February 25, 2017

Per Teacher: \$30 = \$ 30

(includes lunch)

Per Student Teacher: \$20 = \$ 0

(includes lunch)

TOTAL DUE:

\$ 150

All fees include: Inservice and Instructional Materials  
Conference Fees  
Selected Meals and Snacks

Make Checks Payable to: **San Joaquin Region CATA** and mail to:

Charles Parker, San Joaquin Region Supervisor  
Agricultural Education  
California Department of Education  
2910 East Barstow, MS OF 115  
Fresno, CA 93740

# **San Joaquin Region CATA**

## **November 18-19, 2016**

# **Fall Regional Meeting**

## **TENTATIVE AGENDA**

**FRIDAY, NOVEMBER 18, 2016**

### **12:00pm – 5:15pm      Region Road Show**

- 12:00pm – Registration/Snacks
- 12:30pm – Workshop Rotation 1
- 1:35pm – Workshop Rotation 2
- 2:35pm – Break/Snacks
- 3:00pm – Workshop Rotation 3
- 4:05pm – Workshop Rotation 4
- 4:10pm – Workshop Rotation 5

### **6:00pm – 8:30pm      Region Award Dinner**

- 6:00pm – Dinner
- 6:45pm – Program
  - Outstanding Programs
  - Outstanding Young Teachers
  - Outstanding Teachers
  - Teachers of Excellence
  - Hall of Fame

**SATURDAY, NOVEMBER 19, 2016**

### **8:00am – 12:00pm      Region Meeting**

- 7:30am – Continental Breakfast
- 8:00am – Registration, 50/50 Tickets, Dues Payment
- 8:30am – Business Session
  - Call to Order
  - Flag Salute
  - Invocation
  - Welcome
  - Minutes
  - Financial Report
  - Student Teacher Introductions
  - New Teacher Introductions
  - CATA Executive Director's Report
  - State Supervisor's Report
  - Regional Supervisor's Report
  - CATA State Officer Report
  - College Reports
- 10:00am – Break, 50/50 Tickets, Herdbook Items
- 10:15am – Business Session Continued
  - Hall of Fame
  - Community College Division Report
  - Regional News Request
  - Secondary Division Committee Report
  - Governing Board Report
  - General Announcements
  - Regional Assignments
  - Regional Scholarships
  - California FFA Advisory Board Report
  - California FFA Board of Directors Report
  - FFA Foundation Report
  - Herd Book
  - Door Prizes and 50/50 Drawing

**27.**

**5 Year Acquisition  
Wish List**

## **Five Year Facility And Equipment Acquisition Schedule**

### **2013-2014**

- Purchase 6 stall 12X24 Mare motel to house fair projects
- Purchase dissection lab equipment
- Replace out of date microscopes

### **2014-2015**

- Install a 20X21 Chicken barn with a 20x100 walkway
- Rabbit Facility
- Fans for livestock
- Acquire breeding goats

### **2015-2016**

- Feed Storage area
- Hay storage area
- Tool and equipment area

### **2016-2017**

- Pasture fencing and gates
- Working small ruminant handling set up
- School truck
- School Trailer

### **2017-2018**

- School SUV
- Purchase 2 additional classroom set of FFA jackets
- Re organize designated pasture area
- Purchase new science equipment for new High School Classroom

**28.**

**Operating Budget  
for the Agriculture  
Department**

## Account Statement Report - RMSC- (212-4340)

From July 1, 2015 to June 7, 2016

Date	Number	Type	Description	Name	Notes	Amount	Balance
07/01/2015			Balance Forward			\$	4,592.55
08/10/2015	702	RECEIPT		Chicken Projects 6/29/15	RMSC- AG	90.00	4,682.55
08/14/2015		NSF CHECK	Closed Account-Check Returned Club dep 6/29/15			(10.00)	4,672.55
08/14/2015		NSF CHECK	Closed Account-Check Returned Club dep 6/29/15			(30.00)	4,642.55
08/18/2015	26051	CHECK	PO #79: BofA Charges July 2015 (PO# 79)	Bank of America	Western Milling Credit card purchase (Martin Castro purchased per Mr. Sa) RMCHS	(725.30)	3,917.25
02/17/2016	260427	CHECK	PO #469: January Credit Card Charges (PO# 469)	Bank of America	RMCHS FFA January Credit Card Charges (thru 2/9/16)	(622.04)	3,295.21
02/26/2016	51	ADJUSTMENT	Transfer to Cover Feed purchases made 14/15 school year with ASB card. Debited from General-needs to			(466.00)	2,829.21
03/01/2016	4529	RECEIPT	RMCHS Middle FFA	Ishimura, R	RMSC- AG	1,780.00	4,609.21
03/11/2016	4693	RECEIPT	RMCHS Ag Fish Fry	Sa, Ronald	RMSC- AG	20.00	4,629.21
03/15/2016	56	ADJUSTMENT	February Credit Card Charges 2/9-3/9/16			622.04	5,251.25
04/27/2016	260550	CHECK	PO #596: Meal Money for RMCHS Students - Oklahoma (PO# 596)	Lemus-Estrada, Maricela	Meal Money for RMCHS Students - Oklahoma National Land Judging Contest May 2nd-May 5th	(224.00)	5,027.25
04/27/2016	260551	CHECK	PO #595: Meal Money for RMCHS Students - Oklahoma (PO# 595)	Williams, Macklin Christian	Meal Money for RMCHS Students - Oklahoma National Land Judging Contest May 2nd-May 5th	(224.00)	4,803.25
04/27/2016	260552	CHECK	PO #594: Meal Money for RMCHS Students - Oklahoma (PO# 594)	Vargas, Luis Felipe	Meal Money for RMCHS Students - Oklahoma National Land Judging Contest May 2nd-May 5th	(224.00)	4,579.25
04/27/2016	260553	CHECK	PO #593: Meal Money for RMCHS Students - Oklahoma (PO# 593)	Sandhu, Navneet Kaur	Meal Money for RMCHS Students - Oklahoma National Land Judging Contest May 2nd-May 5th	(224.00)	4,355.25
04/28/2016	5465	RECEIPT	For Thomas Pennebaker and Katelyn Ramirez FFA	RMCHS FFA	RMSC- AG	200.00	4,555.25
05/13/2016	260593	CHECK	PO #628: RMCHS 2016 FFA Field Day Registration (PO# 628)	California State University, Chico College of Agriculture	RMCHS 2016 FFA Field Day Registration 3/12/16	(120.00)	4,435.25
						\$ (157.30)	4,435.25

Prepared By

Date

Approved By

Date



Fund: 0900 Charter School Fund			Resource: 00000 UNRESTRICTED RESOU			Site: 212 Reedley Middle College Hi			Department: 5723 RMCHS Paramount Gr		
Fund	Account	Description	Actuals			Unencumbered					
			Working	Current	Year To Date	%	Encumbered	Balance	%		
Totals:			161.00	0.00	0.00	0.00	0.00	161.00	100.00		
**** 3000 Totals			\$9,391.51	\$2,502.33	\$2,502.33	26.64	\$0.00	\$6,889.18	73.36		
420000	Books and Reference Material		24,443.16	12,950.92	12,950.92	52.98	0.00	-6500.00	26.56		
Totals:			24,443.16	12,950.92	12,950.92	52.98	0.00	11,492.24	47.02		
430000	Materials and Supplies		19,916.74	9,006.79	9,006.79	45.22	0.00	-49.50	0.25		
Totals:			372.16	(117.15)	(117.15)	(31.48)	0.00	10,909.95	54.78		
Totals:			20,288.90	8,889.64	8,889.64	43.82	0.00	489.31	131.48		
440000	Non-Capitalized Equipment		62,400.00	3,228.89	3,228.89	5.17	0.00	11,399.26	56.18		
Totals:			62,400.00	3,228.89	3,228.89	5.17	0.00	59,171.11	94.83		
**** 4000 Totals			\$107,132.06	\$25,069.45	\$25,069.45	23.40	\$0.00	\$82,062.61	76.60		
510000	Subagreements for Services		8,135.00	0.00	0.00	0.00	0.00	8,135.00	100.00		
Totals:			55,000.00	0.00	0.00	0.00	37,000.00	18,000.00	32.73		
Totals:			63,135.00	0.00	0.00	0.00	37,000.00	26,135.00	41.40		
520000	Travel and Conferences		7,865.00	1,594.90	1,594.90	20.28	0.00	6,270.10	79.72		
Totals:			7,865.00	1,594.90	1,594.90	20.28	0.00	6,270.10	79.72		
580014	Field Trips		27,500.00	446.39	446.39	1.62	4,453.75	22,599.86	82.18		
Totals:			5,000.00	0.00	0.00	0.00	0.00	5,000.00	100.00		
Totals:			32,500.00	446.39	446.39	1.37	4,453.75	27,599.86	84.92		
**** 5000 Totals			\$103,500.00	\$2,041.29	\$2,041.29	1.97	\$41,453.75	\$60,004.96	57.98		
**** 1000 - 5000			\$267,840.00	\$49,775.23	\$49,775.23	18.58	\$41,453.75	\$176,611.02	65.94		



# Budget Report

6 Kings Canyon  
Fiscal Year: 20  
Requested by ajarez

From 07/01/2016 thru 02/14/2017

Fund			Department: 0000 Unspecified			Resource: 63870 Career Technical Ed		

# Budget Report

From 07/01/2016 thru 02/14/2017

Fu: 0900 Charter School Fund Department: 0000 Unspecified Resource: 70100 Agricultural Vocati

Fu-----Re-----P-Gl-----Fn-----Ob-----Si---L1-DP---	Working	Actuals		Encumbered	Unencumbered	
		Current	Year To Date		Balance	%
859000 All Other State Revenues	15,002.00	11,219.57	11,219.57	0.00	3,782.43	25.21
0900-70100-0-0000-0000-859000-212-00-0000	15,002.00	11,219.57	11,219.57	0.00	3,782.43	25.21
<b>Totals:</b>						
**** 8000 Totals	\$15,002.00	\$11,219.57	\$11,219.57	\$0.00	\$3,782.43	25.21
**** Total Income & Beginning Balance	\$15,002.00	\$11,219.57	\$11,219.57	\$0.00	\$3,782.43	25.21
430000 Materials and Supplies	5,802.00	1,290.44	1,290.44	109.00	3942	75.88
0900-70100-0-1110-1000-430000-212-00-0000	5,802.00	1,290.44	1,290.44	109.00	4,402.56	75.88
<b>Totals:</b>						
430003 Awards	200.00	0.00	0.00	107.50	92.50	46.25
0900-70100-0-1110-1000-430003-212-00-0000	200.00	0.00	0.00	107.50	92.50	46.25
<b>Totals:</b>						
**** 4000 Totals	\$6,002.00	\$1,290.44	\$1,290.44	\$216.50	\$4,495.06	74.89
520000 Travel and Conferences	6,000.00	0.00	0.00	0.00	5716	100.00
0900-70100-0-1110-1000-520000-212-00-0000	6,000.00	0.00	0.00	0.00	6,000.00	100.00
<b>Totals:</b>						
580014 Field Trips	3,000.00	0.00	0.00	0.00	3,000.00	100.00
0900-70100-0-1110-4100-580014-212-00-0000	3,000.00	0.00	0.00	0.00	3,000.00	100.00
<b>Totals:</b>						
**** 5000 Totals	\$9,000.00	\$0.00	\$0.00	\$0.00	\$9,000.00	100.00
**** 1000 - 5000	\$15,002.00	\$1,290.44	\$1,290.44	\$216.50	\$13,495.06	89.96

**29.**

**Description of  
District/  
Department  
Budget Process**

Currently our Agriculture department operates under three different pots of funding. They are our Agriculture department Fund which allows us to purchase student meals, classroom supplies and materials as well as pays for membership dues and CDE registration; our ag incentive grant is tied to this account. The second one and our largest funding source is the Wonderful Educational Programs Grant, with these funds I can purchase equipment, books, and pay for industry tours. However this funding source is limited to only those students within the program. Lastly our last source of funding is our ASB account with this account we can start up fundraising efforts. Ensure that that student representing us at the National Level has funds to pay for meals as well as fund for the end of the year high points trip.

**30.**

**Department Head  
Responsibilities**

As a single person department, I am responsible for all school and chapter operations as it relates to Agriculture Education. This includes but is not limited to; Providing clear pathway for students with agriculture education courses, Supervision SAE projects, Coaching CDE Teams, Maintaining department Ag Incentive grant and budgets, Serving as Advisor for the Chapter and Officer Team, and Supervision and management of school breeding stock and facilities.

# **31.**

## **Chart of Responsibilities**

( As a single person department, I am responsible for all school and chapter operations as it relates to Agriculture Education. This includes but is not limited to; Providing clear pathway for students with agriculture education courses, Supervision SAE projects, Coaching CDE Teams, Maintaining department Ag Incentive grant and budgets, Serving as Advisor for the Chapter and Officer Team, and Supervision and management of school breeding stock and facilities.



**32.**  
**Substitute**  
**Teacher**  
**Procedures and**  
**Plans**


Hello,

Thank you for subbing for my class. Below are the tasks I would like for my classes to do.

- Period 1- Ag Econ
  - Work on Chapter 3 Economic work Packets
- Period 2
  - Prep
- Period 3 and 6 – Ag Bio
  - Please administer Part 1 Ag Bio Test
    - 20 Questions, They can write on test. Bust must bubble in their answers on bubble sheet. Please have them bubble their ID number and then write their names with corresponding class period. Please monitor them for any “wondering eyes”. They are not allowed to use their “Cheat Cheat” until part two of their test on Monday.
- Period 4-5 – Vet Science
  - Please allow them to work Beef cattle segments assignment. There are college students in that class. They don’t have to be there. There are 2 in period 4 and 1 in period 5 (college students).
- Period 7 – Ag Leadership
  - Please allow them to work on their Tiger ROMP projects. (this can be a wild class.)
- If you have any problems with any students, do not hesitate to write them up and I will take care of it on Monday.

Again thank you for Subbing

Regards,



**Martin B. Castro**

Agriculture Science Instructor  
Reedley Middle College HS  
(M) 559-380-7442  
(O) 559-305-7050 ext: 2605  
Email: Castro-m@kcusd.net

# **33.**

# **Program**

# **Completer**

## Program Completion Standards

In order for a student to complete a program in agriculture at Reedley Middle College High School, they must meet minimum program completion standards.

### Minimum Standards

1. Complete a minimum of 720 hours of instruction in four courses within their program area.
2. The students supervised agriculture experience program must be related to their career goal and be at least four months in the duration of their sophomore, junior, and senior years.
3. Each student enrolled in an agricultural education program will be an active member of the FFA and serve actively at the local level.
4. Each student must receive a passing grade of a "C" or better to advance to the next course.
5. Students will complete courses within the Agriculture Livestock Business Pathway which include; Agriculture Biology, Veterinary Science, Agriculture Leadership, and Agriculture Government.

# **34.**

## **2+2 Agreements**

**CHANCELLOR'S OFFICE  
CALIFORNIA COMMUNITY COLLEGE**

**DISTRICT:** STATE CENTER CCD

**COLLEGE:** REEDLEY COLLEGE

**GRANT NUMBER:** 16-110-

**ANNUAL WORKPLAN AND PERFORMANCE INDICATORS FORM**

Objective (Use one page per objective)

**4.0 ESTABLISH AND UTILIZE A BROAD-BASED ADVISORY BOARD (Community members, administration, faculty and staff).**

PROCEDURES/ACTIVITIES	PERFORMANCE OUTCOMES	RESPONSIBLE PERSON (S)	TIMELINES
<p>4.1 CATEGORIES OF ADVISORY BOARD MEMBERS WHICH CURRENTLY INCLUDES: DAVID FINKE, TANYA SANCHEZ, NOLVERTO VIRAMONTES, AND BILL WILLIAMS, PARENTS NAVNEET SANDHU, LUIS VARGAS STUDENTS TIFFANY LOWE, BUSINESS OWNER, RC ALUMNI DAWN BARCELLOS, BUSINESS OWNER HAROLD MCCLARTY, INDUSTRY LEADER RUSS TAVLAN, INDUSTRY LEADER MARTIN CASTRO, RC INSTRUCTOR PAMELA GILMORE, RC BUSINESS DEPARTMENT CHAIR KENT KINNEY, RC AG/NR DEPARTMENT CHAIR KEVIN WOODWARD, RC AG BUSINESS INSTRUCTOR DAVID CLARK, RC DEAN OF INSTRUCTION RON PACK, KCUSD ADMINISTRATOR ADELFA LORENZANO, RC PROJECT COORDINATOR ALEJANDRO JUAREZ, RMCHS LEARNING DIRECTOR ANGELICA PARDO, RMCHS CAREER CENTER COORDINATOR</p>	<p>TWO RC ADMINISTRATORS, RMCHS ADMINISTRATOR AND INSTRUCTOR, RMCHS PROJECT COORDINATOR, RMCHS FACULTY, REEDLEY COLLEGE FACULTY, TWO CURRENTLY ENROLLED STUDENTS IN GOOD STANDING, FOUR PARENTS OF A CURRENTLY ENROLLED STUDENT, FIVE COMMUNITY MEMBERS.</p>	<p>KCUSD KCUSD ADMINISTRATOR RMCHS 6-12 CURRICULUM COORDINATOR RMCHS LEARNING DIRECTOR</p>	<p>TO MEET THREE TIMES PER SCHOOL YEAR.</p>
<p>4.2 CONTINUOUSLY IDENTIFY POTENTIAL MEMBERS FOR THE ADVISORY BOARD USING SELECTION CRITERIA.</p>	<p>AN ANNUAL REVIEW WILL BE CONDUCTED TO EVALUATE AND CONSIDER THE ADDITION OF MEMBERS AS NEEDED.</p>	<p>KCUSD ADMINISTRATOR KCUSD LEARNING DIRECTOR RMCHS COORDINATOR</p>	<p>ON-GOING</p>
<p>4.3 ORGANIZE ADVISORY BOARD MEETINGS EACH SCHOOL YEAR MEET AT LEAST QUARTERLY.</p>	<p>A CALENDAR OF MEETING DATES WILL BE DISTRIBUTED EACH SCHOOL YEAR TO ALL ADVISORY BOARD MEMBERS. THE RESPONSIBILITY OF THE BOARD IS TO SUPPORT, PLAN AND CONTRIBUTE PROFESSIONAL EXPERTISE THAT WILL SERVE TO BENEFIT THE STUDENTS OF RMCHS.</p>	<p>RMCHS COORDINATOR RMCHS LEARNING DIRECTOR KCUSD ADMINISTRATOR</p>	<p>OCTOBER 2016-MAY 2017</p>



995 North Reed Avenue, Reedley, CA 93654 Phone: 559-638-3641 FAX: 559-638-5040 www.reedleycollege.edu

December 10, 2013

Martin Castro Osuna  
21617 EL DORADO RD  
COALINGA, CA 93210

Dear Martin:

This letter is to offer you a teaching assignment Reedley College's Spring 2014 semester. Your professional contribution to Reedley College's day and evening program is greatly appreciated. Your assignment is as follows:

AG 1 52982 *Tues 9:00-10:50 AGR 1* RC-ARR 08/11-12/12/2014  
AG 1 52982 F 09:00-09:50AM AGR-1 01/13-5/23/2014  
AG 1 52982 MW 09:00-09:50AM AGR-1 01/13-5/23/2014

This assignment is contingent on full-time instructor loads, seniority, and class enrollment. Maximum assignment will not exceed 10.05 LHEs in any combination of on- and off-campus assignments within the State Center Community College District. This includes assignments at Fresno City College; Reedley College; Madera, Oakhurst and Willow International Centers; or any other site at which the District offers classes.

Any certificated or classified part-time assignment, without special permission from the Associate Vice Chancellor of Human Resources, may not be more than a 67% load in any Fall or Spring semester. A 67% load is 10.05 lecture hour equivalents. An adjunct faculty member's total SCCC District load is calculated by adding up that individual's load at each individual site (e.g., 3 LHE at Fresno City College and 4 LHE at the Clovis Center would yield a total SCCC District load of 7 LHE.).

We are glad that you will be working with us this semester. Please sign and return this letter and the Contract for Part Time Faculty Employment by December 20. If you cannot return this letter by the above date, please contact me at (559) 638-3641. The above assignment may be reassigned if you do not respond by the date above. Be sure to keep a copy for your records. If you have any questions regarding this assignment, please contact me or your Department Chair.

Sincerely,

David Clark  
Dean of Instruction

☒ I do accept this assignment ☐ I do NOT accept this assignment

  
Signature



995 North Reed Avenue, Reedley, CA 93654 Phone: 559-638-3641 FAX: 559-638-5040 www.reedleycollege.edu

August 26, 2013

Martin Castro  
21617 EL DORADO RD  
COALINGA, CA 93210

Dear Martin:

This letter is to offer you a teaching assignment Reedley College's Fall 2013 semester. Your professional contribution to Reedley College's day and evening program is greatly appreciated. Your assignment is as follows:

AG 110	59002	-	-	08/12-12/13/2013
AG 110	59002 F	09:00-09:50AM	POR-1	08/12-12/13/2013
AG 110	59002 MW	09:00-09:50AM	POR-1	08/12-12/13/2013
AG 5	59003	-	-	08/12-12/13/2013
AG 5	59003 F	08:00-08:50AM	POR-2	08/12-12/13/2013
AG 5	59003 MW	08:00-08:50AM	POR-2	08/12-12/13/2013

This assignment is contingent on full-time instructor loads, seniority, and class enrollment. Maximum assignment will not exceed 10.05 LHEs in any combination of on- and off-campus assignments within the State Center Community College District. This includes assignments at Fresno City College; Reedley College; Madera, Oakhurst and Willow International Centers; or any other site at which the District offers classes.

Any certificated or classified part-time assignment, without special permission from the Associate Vice Chancellor of Human Resources, may not be more than a 67% load in any Fall or Spring semester. A 67% load is 10.05 lecture hour equivalents. An adjunct faculty member's total SCCCDC load is calculated by adding up that individual's load at each individual site (e.g., 3 LHE at Fresno City College and 4 LHE at the Clovis Center would yield a total SCCCDC load of 7 LHE.).

We are glad that you will be working with us this semester. Please sign and return this letter and the Contract for Part Time Faculty Employment by September 6, 2013. If you cannot return this letter by the above date, please contact my administrative aide, Chris Buzo at (559) 637-2503. The above assignment may be reassigned if you do not respond by the date above. Be sure to keep a copy for your records. If you have any questions regarding this assignment, please contact me or your Department Chair.

Sincerely,

David Clark  
Dean of Instruction

☒ I do accept this assignment ☐ I do NOT accept this assignment

  
Signature

State Center Community College District  
EQUAL OPPORTUNITY EMPLOYER



**35.**

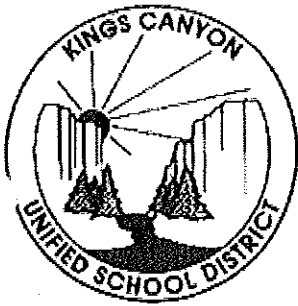
**Reimbursement  
Process for  
Personal Expenses  
Incurred For All  
Integral activities  
Associated With  
FFA, SAE and  
Professional  
Development**

## Reimbursement process for expenses incurred

When traveling with student or on department business, expense is sometimes incurred by the instructor. Items are forgotten, and meals sometimes need to be purchased. When expenses are made like these reimbursements from the districts can be given. That is two scenarios that occur which lead to the need for reimbursement; foreseeable expenses and unforeseen expenses.

When the expense is foreseeable and the cost is able to be estimated ahead of time, it is possible to pre-approve the reimbursement of this cost to the instructor. A requisition form would need to be filled out naming the instructor as the vendor and the approximate amount and description of the expenses would need to be itemized, with a total and funding code at the bottom of the form. Upon the instructors return from the travel, he or she would need to submit the receipts for the expenses and the exact total to receive a school issued check for the reimbursement; this is the process is the method preferred by our district.

At times, the expenses incurred by instructors are not foreseen and come unexpectedly. Although district requires prior approval for expenditures, unexpected expenses can be reimbursed with the same process as long as a justification explains the necessity of the expenditure and the reason the expenses was unexpected. A requisition, approval and receipts for the exact amount of the expense are still required, and the after the fact reimbursement usually takes a few days to a week longer to receive.



**Kings Canyon Unified School District**  
**Business Office**  
**675 West Manning Avenue**  
**Reedley, CA 93654**

K.C.U.S.D. P.O. #

## PERSONAL EXPENSE CLAIM

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

, CA Zip \_\_\_\_\_

School \_\_\_\_\_

Date of Governing Board Approval \_\_\_\_\_

Name of Conference \_\_\_\_\_

City of Event \_\_\_\_\_

Attach conference form to this expense claim

**Registration:** Dates Inclusive of Conference \_\_\_\_\_ - \_\_\_\_\_

Reg Fees \$ \_\_\_\_\_

Meals incl in Conference? ☐ Yes ☐ No

**Lodging:** No. of nights \_\_\_\_\_ amount per Night \$ \_\_\_\_\_

Total per Lodging \$ \_\_\_\_\_

(Attach Lodging receipts to this expense claim)

Was Room Tax Exemption allowed by the hotel? ☐ Yes ☐ No

**Meals:** \$56 per Diem (No Receipts Required)

Day 1	<input type="checkbox"/> Breakfast \$13	<input type="checkbox"/> Lunch / \$18	<input type="checkbox"/> Dinner / \$25	= \$	_____
Day 2	<input type="checkbox"/> Breakfast \$13	<input type="checkbox"/> Lunch / \$18	<input type="checkbox"/> Dinner / \$25	= \$	_____
Day 3	<input type="checkbox"/> Breakfast \$13	<input type="checkbox"/> Lunch / \$18	<input type="checkbox"/> Dinner / \$25	= \$	_____
Day 4	<input type="checkbox"/> Breakfast \$13	<input type="checkbox"/> Lunch / \$18	<input type="checkbox"/> Dinner / \$25	= \$	_____

Total of Meal Receipts \$ \_\_\_\_\_

**Parking:** \_\_\_\_\_

\$ \_\_\_\_\_

(Attach receipts )

**Miscellaneous:**

Description \_\_\_\_\_

Misc \$ \_\_\_\_\_

Description \_\_\_\_\_

Misc \$ \_\_\_\_\_

(Attach misc. receipts to this expense claim)

Account No. \_\_\_\_\_

Total Claim \$ \_\_\_\_\_

Keep a copy of this form and a copy of your receipts for your files

The above expenses were actual and necessary in the performance of my official duty. No part of the above claim has been paid by the District or reimbursed by other entities. I hereby declare under penalty of perjury that the foregoing statements are true and correct.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

Employee or Representative Signature \_\_\_\_\_

Date \_\_\_\_\_

Principal/Administrator: \_\_\_\_\_

Superintendent or Deputy Supt.: \_\_\_\_\_

**36.**  
**AGED 539 Project**  
**Report**

Name: Martin Castro  
Address: 995 N Reed Ave  
City, State, Zip: Reedley CA, 93654  
Phone: 559-380-7442  
E-mail: castro-m@kcusd.net

## Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 9 Program Plan

Goal or Purpose of the Project:

To develop a Program plan from the ground up as one has not been designed for our school.  
The goal it to be able to provide a Comprehensive program plan to all invested parties whether it may be school site, district, community or regional supervisor.

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

The objective is to design a program plan that will best illustrate the skeleton of our program.

Estimated number of hours on this project: <sup>40</sup>~~60~~ hours.

Estimated expenditures (\$) on this project (your costs) : \$15 printing services.

Proposed timeline for completion of the project:

By late March 2017

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?

Will inform faculty during oral exam and through my committee chair via-email

### *For Office Use Only:*

Project Approved By: \_\_\_\_\_.

Date of Approval: \_\_\_\_\_.

Quarter student will enroll in AGED 539: \_\_\_\_\_.