

# AG ED 539

## Teacher Internship Program



Pleasant Grove  
High School

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Cal Poly State University  
Winter Quarter 2017

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# Quality Criteria 1: Curriculum & Instruction



## Pleasant Grove High School Agricultural Department

### Quality Criteria 1: Curriculum and Instruction

#### 1a. Curriculum Components

The agriculture department at Pleasant Grove High School follows the 3-circle agricultural education method, which includes - Classroom/Laboratory instruction, Supervised Agricultural Experience and FFA. All students enrolled in an agriculture course at our school are required as part of their grade to have a Supervised Agricultural Experience (SAE) Project and maintain records regarding their work they do with the project. SAE's are the hands on learning that happens outside of the classroom where students' build their record keeping skills. Every agriculture student is an official FFA member where they are required to participate in a minimum of two activities per quarter for 10% of their grade. They can participate in leadership activities, build their personal growth and gain career awareness at the chapter, section, region, state and/or national level. During class they are able to learn and use technology to further their knowledge.

#### 1b. Agriculture Curriculum Standards

Pleasant Grove High School (PGHS) Agriculture Department currently uses the California Career Technical Education Model Curricular Standards – Agriculture and Natural Resources. These standards were adopted by the California State Board of Education in January of 2013. In addition, to the CTE Model Curricular Standards, PGHS also utilizes the New Generation Science Standards, adopted by the California State Board of Education in September of 2013. These standards are utilized in conjunction with the Career Technical Model in our earth and physical science, agricultural biology, horticulture, and animal science based classes (listed below), all of which are UC/CSU approved to meet the A-G requirements as well as high school graduation requirements.

#### 1c. Career Pathways

The curriculum used by the PGHS Agriculture Department is designed to allow students to follow one of two pathways - Animal Science or Ornamental Horticulture. Entering as Freshmen, students may choose Applied General Science (similar to an Agriculture Earth Science class) or Agriculture Biology, which is only available to students who were enrolled in an Honors Science class at the middle school level. Freshmen who were enrolled in Applied General Science continue as Sophomores with Agriculture Biology, and once Agriculture Biology is completed students may choose a Pathway. All courses in the PGHS Agriculture Department are UC/CSU approved and count towards graduation requirements, which is indicated on course enrollment forms provided to parents and students as well as the Agriculture Department's 4 - Year Plan, which is provided to all first year students.

#### **Agricultural Science Pathway:**

Applied General Science

Agriculture Biology

Animal Anatomy & Physiology

Veterinary Science

## **Ornamental Horticulture Pathway:**

Applied General Science

Agriculture Biology

Elements and Principles of Floral Design

Ornamental Horticulture

### **1d. Course Sequences**

We work closely with the master scheduler and principal to make sure we have enough students enrolled in capstone classes so that we can offer them and students can complete a pathway.

### **1e. Career Awareness**

In every class a unit is taught on agriculture awareness, for example all students in Applied General Science must research a career, make a poster and present in class. Agriculture Biology course all students must write a research paper on agricultural topics. Each of the courses does a unit of ag careers that are typical of that subject matter, Vet Science, Floral and Ornamental Horticulture.

### **1f. Computer Hardware & Software**

Both pathways offer opportunities for a variety of teaching techniques and integration of technology. Each agriculture classroom is equipped with a Teacher Work Station, an integrated LCD Projector, VCR/DVD Player, and document camera; all run through a central control panel and surround sound speakers. In one of the classrooms there are 4 desktop computers for students to use when needed and our department has recently started to build a mobile laptop cart with 16 laptops. There are 5 computer labs in campus, which can be reserved through a central school calendar. All students and teachers also have access to SchoolLoop, which allows for communication via "Loop Mail" as well as an internet based storage locker where materials for class can be stored.

### **1g. Computer Aided Instruction**

Recently we have converted over from paper record books to the Agriculture Experience Tracker (AET), so each month students must utilize this tool online in order to keep track of their supervised agricultural experience (SAE) project. We also have students work on job resumes and cover letters using computers to build their skills for the future and to start job shadowing. In our classes we have students complete research papers, web assignments, create demo videos, or other videos for instruction, etc.

### **1h. Record Keeping**

Each teacher in the department teaches record book keeping skills in their class and is part of their grade for the SAE component. The SAE is 10% of their grade for the class. We have set "norms" for the department, so that everyone is on the same path and to keep consistency for our students. With new AET system we have implemented that all students will start on this program, must record

#### 1i. Maintaining Record Books

Record books have been stored in students permanent files until the following year for graduation and then we move those books to a cabinet just in case a student comes back to do their American Degree. Our department is looking forward to using the AET, online record keeping system to eliminate the amount of space required to hold paper record books and the possibility that a student misplaced their paper recordbook.

#### 1j. Agriculture Course Credits

Each course we offer at our school counts for high school credit, UC/CSU credit and the science courses are NCAA approved and that information can be found in the high school course catalog maintained by the district.

# Quality Criteria 2: Leadership & Citizenship Development

## Pleasant Grove High School Agriculture Department

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

#### 2a. FFA Charter

Pleasant Grove High is one of the more recently constructed schools in the Elk Grove Unified School District and the newest agriculture program within the district, being opened in the fall of 2005. The Elk Grove-Pleasant Grove FFA Chapter was chartered in the 2005-2006 school year, and is supported by the students, teachers, administrators and parents of PGHS.

#### 2b. FFA Program of Work

The chapter officers work to maintain the program of work and it's submitted to the regional supervisor by December 15<sup>th</sup>.

#### 2c. Leadership Grade

Any student enrolled in an agriculture course at Pleasant Grove High School is automatically a member of the Elk Grove-Pleasant Grove FFA Chapter. As an FFA member, students have the opportunity to develop premier leadership, personal growth, and career success through participating in various chapter, sectional, regional, state and national activities. Through each course in the Agriculture Department, FFA is weighted at 10% of the students total grade, as well as a 10% weighted category for the Supervised Agricultural Experience project. The remaining 80% of student's grades are earned through other class work, projects and assessments.

#### 2d. FFA Affiliation

All students enrolled in an agriculture program, are members of the FFA. We enroll members using an online system to enroll them as California FFA members and then it is

#### 2e. FFA Activities

PG FFA is a very active chapter where we have students compete in various competitions at all levels for leadership conferences, speaking contests, other career development events. We participate in over 19 activities on the FFA activities checklist.

#### 2f. Student Leadership Participation

The FFA portion of student's grades is based on attendance at a minimum of two FFA activities per academic quarter. Attendance at activities is tracked through sign in/sign out sheets, which are kept on file throughout the year. The majority of the students enrolled in PGHS agriculture courses will participate in more than the required two activities per quarter, and will encourage non-FFA members to participate in activities held on campus as well such as monthly FFA movie nights. With these different activities it allows students to connect and ultimately provides some recruitment/retention students. Majority of our students are active FFA members, there are also some students who choose not to participate in FFA activities, and as a department we

continue to encourage these students by providing a welcoming environment and having active members share their positive experiences. All FFA activities and meeting are organized by the chapter officer team; at each event, the designated FFA Advisor is present to oversee and supervise the activity.

# Quality Criteria 3: Practical Application of Agricultural Skills

## Pleasant Grove High School Agriculture Department

### Quality Criteria 3: Practical Application of Agricultural Skills

#### 3a. SAE Grading Criteria

To earn credit for their SAE project, students must maintain either an entrepreneurial or placement project and complete a minimum of 5 hours per month of work on the project outside of school. The project is then graded based on students completing their California Agriculture Education Record Book each month, with the grade received on their monthly Record book check being entered into the SAE category of the gradebook. In January 2016 we started all of our students on the Agricultural Experience Tracker (AET) online.

At PGHS, our Agricultural Department is proud to offer students the opportunity to learn practical application skills throughout each of our classes. During each course, students are able to participate in hands-on activities and labs which not only enhance their learning, but allow for the application of agricultural skills in a real and meaningful way. Some examples of these projects and experiences include: worming and vaccinating of animals at the school farm, feed trails, AgriScience Projects covering a multitude of agriculture based subjects, installing drip irrigation systems, updating and maintaining landscaping in and around the department, floral arrangements for large school district events and community members.

Each student enrolled in an agriculture course is required to have an SAE project, which is a part of the students grade for the course. The SAE portion of student's grades counts as 10% of the total course grade, and is indicated in each Course Description and Syllabus that all parents and students receive and sign at the beginning of each year. Students must record their SAE hours and activities in the California Agriculture Education Record Book each month, with a minimum of 5 hours outside of normal class time being accumulated on the project. In each class, students have a designated Record Book Work Day each month, where they can update their Record Books in class and instructors can monitor and assist as needed. With the use of AET online students can use with cell phone, at home or whenever they have access to the internet to maintain records other than just one day a month in class. Some students choose to simply take the zero on the monthly Record Book assignments, which is 90 points per month. After a few zeroes most students realize that it is a straight forward assignment which is not difficult to meet. Most of the students who hesitate to start an SAE project, usually can find a small project that allows them to develop practical, hands-on skills outside of class. Students within the department can apply for local, sectional and regional Proficiency Awards, and can participate in local and section Project Competition.

#### 3b. First Year Students' SAE Projects

All students must have a project for the school year, each class has a unit or mini-unit to help new students gain ideas on what they may want to do for their project. We try to help them find a feasible project and explain they don't have to do an animal project.

PGHS students are fortunate to have an Agriculture Facility that was built within the last 6 years. The facility includes two laboratory classrooms an office area for department staff, and a "Project Room", which serves as a central meeting place for chapter officers in addition to a



large and small animal barn which is available for students to house fair projects including market steers, lambs, goats, hogs, poultry and rabbits. A large free standing floral cooler is also part of the department which has allowed the Floral Design courses to expand and a greenhouse complete with an integrated teaching area for both Floral Design classes and Ornamental Horticulture classes. Additionally, there is a small school orchard with 6 fruit trees of different varieties. With these facilities it allows them options for SAE's

### 3c. Continuing Student's SAE Participation

Students who choose to raise a livestock project for the Sacramento County Fair are required to attend specie meetings throughout the winter and spring months where they receive information specific to their specie, fair information, etc. Students who maintain a year-round project or who exhibit at the CA State Fair are enrolled in the ROP Sales/Service Class, which runs from May through July and allows students to earn elective credit. This class meets weekly to cover information for the fair, update project records, and participate in animal science lessons.

### 3d. SAE Visitation

During fair season we go out once a month to weigh students projects and maintain records. We also during the fall and summer it allows us to visit the non animal projects.

### 3e. School Vehicles

There is also a Ford pickup and livestock trailers and scales to allow for easy monitoring of students SAE projects throughout the year. The ag truck has a gas card that the District will pay with proper paperwork and documentation.

# Quality Criteria 4: Qualified &

# Professional Personnel

## Pleasant Grove High School Agriculture Department

### Quality Criteria 4: Qualified and Professional Personnel

#### 4a. Appropriate Credentials

All agriculture instructors at Pleasant Grove High School are in possession and maintain the appropriate credentialing for teaching the agriculture courses offered. For the 2016-2017 school year, all instructors attend monthly staff meetings, in addition to department meetings and team collaboration session held on the PGHS campus.

##### **Clairise Chapman**

Clear Specialist Instruction Credential: Agriculture

Preliminary Single Subject Credential Agriculture

Classes Assigned: Applied General Science, Middle School Agriculture Science

##### **Jessica Forster**

Clear Specialist Instruction Credential: Agriculture

Clear Single Subject Credential Agriculture

Classes Assigned: Applied General Science, Elements and Principles of Floral Design, Economics of Agriculture

##### **Libby Robbins**

Clear Single Subject Teaching Credential: Agriculture

Classes Assigned: Agriculture Biology, Animal Anatomy & Physiology

##### **Jenna Swenson**

Clear Specialist Instruction Credential: Agriculture

Clear Single Subject Teaching Credential: Agriculture

Classes Assigned: Agriculture Biology, Veterinary Science

#### 4b. Professional Development Activities

All Agricultural staff attend the Sectional and Regional California Agriculture Teachers Association (CATA) meetings and In-services, as well as the CATA Summer Conference held at Cal Poly, San Luis Obispo.

#### 4c. Department Meeting Schedule

We try to meet weekly, but some weeks a couple of teachers may be out on the designated day, so we will have informal meetings on occasion or do an online meeting using a google document to record our ideas, thoughts and make decisions. This year we rotate morning and afternoon meetings since we have someone on a part time contract and others have afternoon meetings.

#### 4d. Department Meeting Minutes

This is one thing that we have to work on, sometimes we have informal conversations, but don't always write up the minutes. We have

4e. Teacher's Reimbursement

Teacher's get reimbursed as long as they do the proper paperwork and submit all the receipts

# Quality Criteria 5: Facilities, Equipment & Materials

## Pleasant Grove High School Agriculture Department

### Quality Criteria 5: Facilities, Equipment and Materials

#### 5a. Special Population Modification

When the facility was built they made sure everything was up to code and can accommodate students with special needs

#### 5b. Adequate Storage

#### 5c. Laboratory Facilities

See additional pages

#### 5d. Email

We have a district email, gmail and schoolloop accounts to email each other, outside the district and students/parents using schoolloop.

#### 5e. Facilities Maintenance

The teachers do what they can to maintain and make students clean etc. If we need something beyond our needs fixed, we write up a heat ticket for maintenance or call our lead custodian to assist. As this is a newly constructed facility, the PGHS agriculture department has worked hard to instill a sense of pride and ownership within our students. The department regularly hosts "School Farm Work Days", where the facility is cleaned and maintained to ensure a safe comfortable working environment for all students.

The Pleasant Grove agriculture facility was constructed in 2011 with the classrooms. The agriculture classrooms are identical, and include a large teacher work station, eight student lab stations for performing activities, and a desk for each student. Additionally, each classroom has an integrated technology system, which allows for a one touch operation of the overhead projector, vcr/dvd players, document camera, and an auxiliary input. The building also includes a department office, as well as a project/meeting room. All buildings are up to date on current codes to allow disabled students to access all buildings.









Our greenhouse includes a large growing area complete with metal growing tables, and water cooling system to control the environment for growing plants. Additionally the second half of the greenhouse has a separate climate controlled room which is designated as our third classroom at the agriculture facility. This room holds labs tables for the students to work at in addition to a large teacher instruction station.





Located outside the Greenhouse is a shade house that was constructed by an FFA member as his Eagle Scout Project





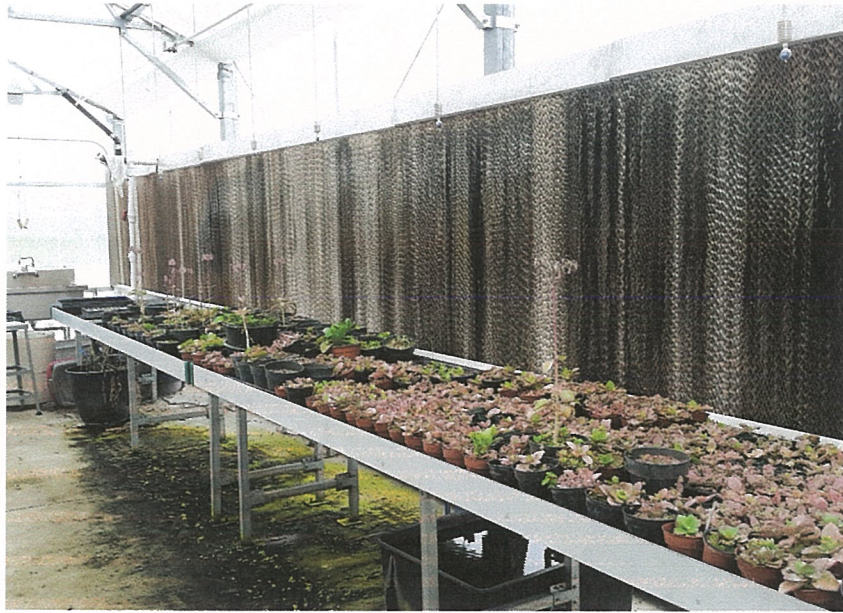
Our large and small animal barns were constructed shortly after the initial classrooms were built. The large animal barn contains two wash racks for fair animals, an equipment storage area, and a feed area. The large animal barn also has two large exercise areas for the animals, which students can also use to practice showmanship for their upcoming fair. The facility has two scales for weighing the students' fair animals including, cattle, sheep, goats and hogs. The small animal barn has two sections, one has a dirt floor for the poultry. This also contains a small chicken coop for students who are interested in a hen laying project. The other half has a cement floor where the rabbit projects are housed. The school farm also has a small orchard with 6 fruit trees, a storage container and equipment.















# Quality Criteria 6: Community, Business & Industry Involvement

## Pleasant Grove High School Agriculture Department

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

The Agriculture Advisory Committee at Pleasant Grove High School is made up of community leaders who represent local businesses, the commercial agriculture industries, parents, students, staff and district personnel. The Advisory Committee meets at least twice each school year and occasionally a third meeting is held in necessary. As our agriculture facility has been building and constructed, the Advisory Committee has been instrumental in assisting the department with ensuring our program and facility are meeting the needs not only of our students but of the agriculture industry as a whole. They provide practical advise and guidance on how best to improve our program for the betterment of our students and the Elk Grove community.

The Advisory Committee plays an active role in assisting with the development of the 5 year Facility and Equipment Acquisition plan, our Graduate Follow Up, and department budgets. Their experience and expertise allows the PGHS agriculture instructors to have a constructive outside perspective and assist in building connections throughout the Elk Grove community that allow us to fulfill the program requirements present in the Agriculture Incentive Grant Checklist.

Supplemental Materials submitted

6a. Advisory Committee Membership

6b. Advisory Committee Minutes

6c. Advisory Committee Assistance

6d. Advisory Committee Contact



# Quality Criteria 7: Career Guidance

## Pleasant Grove High School Agriculture Department

### Quality Criteria 7: Career Guidance

#### 7a. Student Career Counseling

Student, staff, and counselors are kept up to date about the opportunities available to students after they graduate from PGHS. In each of agriculture department classes, students participate in a Careers in Agriculture Unit, which focuses on agricultural careers related to the specific course they are enrolled in. Additionally, all students are also informed about their education and career options upon leaving PGHS as well as any scholarship opportunities. In our 12<sup>th</sup> grade course Economics in Agriculture, students are also visited by students from our local community colleges that feature agriculture programs as well as local technical schools such as UTI.

We work with the counselors to get course enrollment forms to do a planning session with kids on how to be a program completer and they have a better idea of what classes to take when the counselors come to see them

#### 7b. Student Data Sheets

All students enrolled in an agriculture class at PGH complete a Student Data Sheet that is completed at the beginning of each school year. Student Data Sheets are kept in student files for the duration of their enrollment in the agriculture program, and are maintained for three years post graduation.

#### 7c. Articulation Agreement

Currently, our agriculture department has an articulation agreement with Consumnes River College in Sacramento with our Economics in Agriculture class. This gives our economics students the opportunity to earn credits for an Agriculture Business class if they choose to attend Consumnes River College.

# Quality Criteria 8: Program Promotion

## Pleasant Grove High School Agriculture Department

### Quality Criteria 8: Program Promotion

Recruitment is one of the most important aspects to a successful agriculture program. At PGHS, we try to educate 4 groups of people about the opportunities available to students in our program – students, parents, school staff/administration, and the community.

The first group of people we try to recruit is students. We have a standing agreement with our feeder school (conveniently built next to PGHS) to conduct a recruitment day in all 8<sup>th</sup> grade science classes each March. Our student run Recruitment Committee is responsible for planning the activities that take place at this recruitment day, which normally include a presentation on opportunities available to students in the agriculture department, share personal stories of current FFA members, and fun activities that allow 8<sup>th</sup> grader to connect with current students. Each 8<sup>th</sup> grade classroom typically has four to five current agriculture students conduct the recruitment activities, which conclude with flyers with information for parents to consider the program for their student.

Once students have completed the recruitment day activities, our Chapter Officer Team attends the annual 8<sup>th</sup> Grade Parent Information Night, where different departments present information to the 8<sup>th</sup> grade parents. Chapter Officers give a five minute run-down of the opportunities available to students through FFA, and are available at the conclusion of the evening to answer any questions from parents.

One of the most important ways to recruit parents is through conducting Home Visits. Freshmen students are encouraged to schedule a Home Visit (and in some classes it is required to do so), at which department and FFA information are shared, a plan is formulated for student's SAE projects, and any questions about the program can be addressed with the students and parents individually. In addition to Home Visits, parents are also kept up to date on department activities through regular emails sharing upcoming activities and student achievements, and are encouraged to join our Aggie Backers (a parent based booster group).

To retain our current students, we conduct planning sessions in all agriculture classes to ensure students know their options for each grade level, where next year's class schedule is planned. This is to ensure they are meeting all graduation, higher education, and program requirements. These year plans are required to be signed by a parent/guardian to make them aware of option through the agriculture program.

Lastly, we educate our faculty, staff, administration, and community about our program to ensure support for our students. Back to School Night allows counselors, administrators, and School Board members to see the great things our students are accomplishing. Our Department Chair attends all Steering Meeting to represent our department and education staff and administration. Our Advisory Committee has been instrumental in helping us become more visible in the Elk Grove community through various activities to keep our program growing.

See supplemental materials

# Quality Criteria 9: Program Accountability & Planning

## Pleasant Grove High School Agriculture Department

### Quality Criteria 9: Program Accountability and Planning

#### 9a. Comprehensive Program Plan

A Comprehensive Program Plan is on file with our Regional Supervisor Ms. Jill Sperling, and a copy of this plan is kept within our department to be updated each year. Updates are sent to Ms. Sperling each year by November 15<sup>th</sup>, as required by the Agriculture Incentive Grant. Each year our department reviews the following items: Five Year Equipment Acquisition Schedule, Chart of Staff Responsibilities, Advisory Committee Roster, and Advisory Committee Minutes. We also submitted, by October 15<sup>th</sup> in accordance with requirements our Graduate Follow Up Date, R-2 Report, AIG Expenditure Report, and FFA Roster each year. Every three years, our Comprehensive Program Plan is also reviewed by Mr. Hugh Mooney, as a representative of the California Department of Education.

#### 9b. Updates

As my first year as department chair (as all chairs) I will be receiving our tentative enrollment numbers for the following year in mid to late May. Prior to this, in February we complete a form indicating which classes we would like to teach, and what period we would like our prep period. Once we have determined which classes each teacher will teach is submitted to the person in charge of the Master Schedule for the school.

#### 9c. Follow-up System

#### 9d. Graduate Data

Graduate follow-up surveys are sent out in a hard copy via email and they also have the chance to take it online using surveymonkey to collect information on what they do after they graduated the program.

A couple of years ago we started having all students enrolled in agriculture classes take an enrollment survey to gauge how we are doing as a program, what skills student's thought they were gaining, if they have an SAE, and if they were not taking an agriculture class next year why not. This way we can strategize with our department and advisory how to reduce some of the information. For example, if

#### 9e. Retention

Each year we have been working on our retention numbers and it seems to be improving slowly over time. Trying to utilize our 4 year plan and let students know what a program completer is. The hardest year we have trouble keeping most kids in the program is junior year since we don't currently offer chemistry, many students opt to take it junior year and either come back or not senior year. But then most students will have to take two agriculture classes senior year to complete the pathway.

# Quality Criteria 10: Student-Teacher Ratio

## Pleasant Grove High School Agriculture Department

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

Currently PGHS and the Agriculture Department do not have full year employment. Our district is extremely large, and has four large agriculture programs, which makes budgeting for a summer stipend impossible at this time. Each year, instructors have the option to take advantage of teaching a Summer ROP class, which equates to 35 non-contracted days and a stipend of \$9,800. Currently, two instructors have taken advantage of this option on campus and they use it to supervise students with year round SAE projects and any students taking projects to the California State Fair. Due to budgets within our district, we currently do not have an FFA stipend, nor a project supervision period, which we are currently working with our union to secure at least one of these options for our staff.

Supplemental materials





# Quality Criteria 11: Full Year Employment

# Support Material 1:

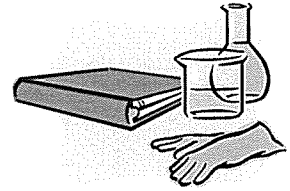
## 1a Course Syllabus

**Pleasant Grove High School**  
**2016-2017 Course Syllabus**  
**Agricultural Biology (Room – AC-1)**

Instructor: Miss Jenna Swenson

Phone #: 686-0230 ext. 4934

E-mail: [jswenson@egusd.net](mailto:jswenson@egusd.net)



**I. Course Description:**

This course is a one-year laboratory science course designed for the college-bound student with career interests within the following areas: the molecular and cellular aspects of life, the chemical and structural basis of the life, energetics of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of plants, animals, humans, and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. This course includes extensive laboratory components to connect the concepts of life science with applied science applications. Students will be exposed to the FFA, supervised occupational experience programs, and careers. Meets life science graduation requirement. Meets UC and CSU laboratory science requirements.

**II. Course Objectives & Standards:**

- Show relationship between biology and the industry of agriculture.
- Describe the difference between living and nonliving things.
- Identify molecules of life and explain their functions.
- Examine cell structure and relate structure to function.
- Compare and contrast photosynthesis and respiration.
- Examine Mendel's Laws and explain relationships.
- Compare and contrast differences between chromosomes and genes.
- Generalize the relationship between meiosis and mitosis.
- Analyze how gene technology is utilized in agriculture and medicine.
- Demonstrate how energy flows through an ecosystem.
- Identify the world's biomes.
- Demonstrate an understanding of ecosystems and interactions within the environment.
- Demonstrate an understanding of the environment and some of the problems faced by the world's ecosystems.
- Utilize classification systems of living things.
- Distinguish and differentiate the five kingdoms.
- Demonstrate an understanding of plant science and advancements within the plant science field.
- Demonstrate computer and software knowledge through research projects and technical writing.
- Participate in various FFA and leadership activities.
- Maintain ongoing supervised agricultural experience program (SAEP).

**III. Assessment Methods & Materials:**

Students will be assessed through homework assignments, attendance and class participation, FFA leadership participation, supervised agricultural experience projects, labs, group projects, and quizzes/tests/final exam. There will be a comprehensive final covering all the course objectives/standards at the end of each semester.

**IV. Videos**

- "The Lorax" (NR): Ecology Unit
- "Lorenzo's Oil" (PG-13) & "GATTACA" (PG-13): Genetics Unit
- "Osmosis Jones" (PG): Cell Unit or Physiology Unit

## V. Textbook

- Biology: Dynamics of Life, Glencoe ISBN: 0-02-828242-6-- (Keep your copy at home; a class set is available in the classroom.) Cost to replace - \$95

## VI. Student Expectations

- Be Respectful: Every student has the right to learn and the teacher has the right to teach.
  - Students will respect their property and that of others.
  - Listening while others are presenting, raise hand to ask question or to leave seat.
  - Exhibiting prejudice or prejudicial behaviors will NOT be tolerated.
  - Profanity ≠ Respect
- Be Responsible: You are expected to check School Loop & the whiteboard for due dates of all assignments and completion of all class assignments.
- Be Prepared: Bring class binder/folder, papers, pens/pencils, and your brain! 😊
- Be Aware: No food or gum in the classroom...we have ants! Beverages are allowed in re-closable containers. No hats or sunglasses are to be worn in the classroom. No electronic devices are to be used in the classroom. PGHS dress code will be followed daily.

## VII. Consequences

Students that REFUSE to follow the above behavioral expectations will either receive a:

1. Warning
2. Appropriate consequence (parent contact, removal from class, referral, etc.)
3. If a substitute teacher believes a student has refused to abide by the class rules, the student is required to complete a Substitute Behavior Essay to be signed by an administrator and a parent/guardian and/or lunch detention.

## VIII. Student Conduct During Activities in the Laboratory or School Farm

- A science laboratory or the school farm can be a dangerous place, so, it is extremely important that students are aware of themselves and other students during these activities.
- Proper safety gear MUST be worn when specified and all directions followed as mentioned by the instructor and/or as written in the lab handout.
- Inappropriate behavior in the lab/farm will result in expulsion from the activity and student will receive a zero for the assignment. Continued abuse will result in removal from ALL remaining activities with a loss of points for those activities and possible removal from class.

## IX. Grading

- Grades will be determined according to the following criteria:

40%	Homework & Class Work	10%	FFA Leadership Participation
25%	Quizzes, Unit Tests & Final Exam	10%	Supervised Ag Experience Program (SAEP)
15%	Labs & Group Projects		

- Scores will be determined according to the following percentiles:

100-98%	A+	89-88%	B+	79-78%	C+	69-68%	D+	<59%	F
97-93%	A	87-83%	B	77-73%	C	67-63%	D		
92-90%	A-	82-80%	B-	72-70%	C-	62-60%	D-		



- **GRADES WILL ONLY BE UPDATED ON THURSDAYS!!!**

**X. Attendance, Tardies, Bathroom Use & Participation**

- 1st Tardy = Warning 2<sup>nd</sup> Tardy = 20 minutes of lunch detention at the AG Dept. Habitual tardiness will result in a referral and possible attendance contract.
- Student attendance/behavior will be considered if a student's semester grade is on the "border line".
- Each quarter, you will receive 2 "free" bathroom passes. At the end of the quarter, each pass is worth 10 extra credit points.

**XI. Makeup Work**

- **REMEMBER:** It is YOUR responsibility to find out what you have missed! Check the absent binder, weekly agenda, check with a classmate and get notes from a trusted classmate and/or myself. You can set an appointment with me outside of class time to discuss missed work or to make up an activity.
- With excused/verified absences, you will have 1 day for each day of absence to complete the missed work.
- If Homework is due the day you were absent it is due the day you return, no excuses!

**XII. Late Work Policy**

- All work must be turned in at the beginning of the class period when it is due.
- NO LATE WORK IS ACCEPTED! (except in emergency situations & excused absences)

**XIII. Recommended Materials**

- Keep all notes, assignments and handouts in order by unit.
- For organization:
  1. Contain Title Page, Class Syllabus, FFA Calendar & Binder Paper
  2. Chronological arrangement of notes, handouts, assignments & exams

**XIV. FFA Leadership**

- Every student enrolled in an agriculture class is a member of the FFA, a national leadership organization. The goal is to develop premier leadership, personal growth and career success.
- Leadership is 10% of your grade.
- Obtaining leadership skills is a valuable asset in life. Such skills as public speaking, respect, cooperation, and teamwork will help you to SUCCEED.
- Students are required to participate in **2 FFA activities per quarter**. Each activity is worth 100 points. You will need to earn 200 points per quarter. Any extra activities you participate in will count towards the end of the year "Point Award Trip".
- To participate in FFA activities above the chapter level (e.g. conferences, speaking contests, field days, proficiency awards, etc.), you are expected to have a 2.0 GPA and no F's in any class.
- All leadership conferences that require payment are non-refundable.

**XV. Supervised Agricultural Experience Program (SAEP) – "Your Project"**

- The SAEP is an integral part of the agricultural student's education. This is a project, which is related to an aspect of agriculture that interests YOU!
- SAEP is worth 10% of your grade. You are provided with a record book in order to keep records on your project and must work on the project a minimum of 3 hours per month. Please, keep in good condition and follow all instructions.
- SAEP reinforces course curriculum by providing you with the **"learning by doing"** hands-on experience needed to truly learn a skill.



### SAEP (Cont'd)

- Examples: raise animals, grow a vegetable/flower garden, work at an ag business, mow lawns, etc. are acceptable projects. More examples will be discussed in class.
- Option: Your SAEP can be an AgriScience Project:
  - This project is essentially a Science Project with an Agriculture twist! Students conduct a research project following the scientific method. Students assemble a board in order to display their background information, procedures, data, and results.
  - Projects can be invited to compete at various competitions.

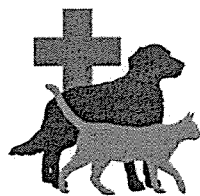
### XVI. Communication Policy

- Parent/Guardians should have their own SchoolLoop account and set up their account to accept the emails regarding the agriculture class. Please, do not email using your child's account.
- Please, encourage your child to contact me in person **before** sending an email.
- Messages to the teacher should seek to clarify information. Please, check School Loop calendars and progress reports for assignments and grades before contacting the teacher. Include your student's first and last name in the email.
- Please, allow 1 business day to reply to emails, phone calls and text messages. Messages received after school hours may not be read until the following day. If I am out of town on a FFA field trip, response time may be longer.

### XVII. Miscellaneous

- Academic Code of Conduct will be enforced. Refer to Parent/Student Handbook.
- The instructor has the right to alter any portion of this class policy with prior notification to the class.
- **Papers turned in with NO NAME will not be graded! If an assignment is turned in without a name, students may use a Renaissance Pass, Class pass to resubmit the assignment. You have 1 week to redeem your no name packet and use one of the listed methods above to resubmit to get graded.**
- Cell Phone use during a test will result in an automatic zero on the test and a referral.

**If you have any questions about any of the above information, please contact me!**



## **Veterinary Science (Room AC-1)**

Ms. Jenna Swenson

Phone #: 686-0230 ext. 4934

E-mail: [jswenson@egusd.net](mailto:jswenson@egusd.net)

### **I. Course Description:**

This course is an introduction into the field of veterinary science. This is an ideal class for students interested in animals or pursuing a career in veterinary medicine. Topics will include animal anatomy & physiology, tissue types and functions, musculoskeletal system, circulatory system, respiratory system, renal system, digestive system, reproductive system, central nervous system, nutrition, common diseases and disorders, principles of surgery, pharmacology, radiology, genetics, professional career opportunities, leadership development (FFA), and a Supervised Agricultural Experience Program.

### **II. Course Objectives & Standards:**

- Explore various career opportunities in the veterinary science field.
- Demonstrate safety, sanitation & legal practices used in the veterinary clinical setting.
- Use standard medical terminology within the veterinary field.
- Understand the principles of animal anatomy and physiology of large and small animals.
- Use medical math in the clinical setting.
- Recognize animal wellness through signs and symptoms and use appropriate animal handling techniques.
- Identify common parasites in livestock and small animals.
- Identify common breeds of large and small animals.
- Recognize, describe and identify common animal diseases and disorders.
- Understand the importance of nutrition in animal health.
- Understand basic procedures used in clinical care, surgeries and pharmacology.
- Demonstrate office procedures practiced in veterinary clinic.
- Describe proper ethical and animal welfare issues related to the veterinary practice.
- Identify common tools and equipment and their functions.

### **III. Assessment Methods & Materials:**

Includes homework assignments, FFA leadership participation, supervised agricultural experience projects, labs, group projects, and quizzes/tests. There will be a comprehensive final covering all the course objectives/standards.

### **IV. Videos**

- "Dirty Jobs": various animal science related topics related to veterinary practices.
- "The Incredible Dr. Pol": common veterinary practices, protocols for visits, etc.
- "The Dog Whisperer with Cesar Milan": animal behavior, handling, safety.

### **V. Textbook**

- Introduction to Veterinary Science, J. Lawhead & M. Baker



**Pleasant Grove High School**  
**2015-2016 Course Syllabus**  
**Applied General Science (Room – AC-1 & AC-2)**

Instructor: Miss Jenna Swenson

Phone #: 686-0230 ext. 4932

E-mail: [jswenson@egusd.net](mailto:jswenson@egusd.net)



**I. Course Description:**

This course will cover units such as Astronomy, Earth's Interior, Oceans, Plate Tectonics, etc. Future Farmers of America (FFA) will also be an integral part of this course. Students will be introduced to the FFA Program, California Agriculture, Careers in Agriculture, and much more.

**II. Course Objectives & Standards:**

Science – Earth Science standards [www.cde.ca.gov/be/st/ss/earthscience.asp](http://www.cde.ca.gov/be/st/ss/earthscience.asp) and CTE - Agriculture Standards

**III. Assessment Methods & Materials:**

Students will be assessed through homework assignments, attendance and class participation, FFA leadership participation, supervised agricultural experience projects, labs, group projects, and quizzes/tests/final exam. There will be a comprehensive final covering all the course objectives/standards.

**IV. Videos**

Possible video Dante's Peak – Volcano Unit , Finding Nemo – Oceans Unit

**V. Textbook**

- Earth Science, Prentice Hall ISBN: 0-13-166755-6-- (Keep your copy at home; a class set is available in the classroom.) Cost to replace: \$85

**VI. Student Expectations**

- Be Respectful: Every student has the right to learn and the teacher has the right to teach.
  - Students will respect their property and that of others.
  - Listening while others are presenting, raise hand to ask question or to leave seat.
  - Exhibiting prejudice or prejudicial behaviors will NOT be tolerated.
  - Profanity ≠ Respect
- Be Responsible: You are expected to check School Loop & the whiteboard for due dates of all assignments and completion of all class assignments.
- Be Prepared: Bring class binder, papers, pens/pencils, and your brain! 😊
- Be Aware: No food or gum in the classroom...we have ants! Beverages are allowed in re-closable containers. No hats or sunglasses are to be worn in the classroom. No electronic devices are to be used in the classroom. PGHS dress code will be followed daily.

**VII. Consequences**

Students that REFUSE to follow the above behavioral expectations will either receive a:

1. Warning
2. Appropriate consequence (parent contact, removal from class, referral, etc.)
3. If a substitute teacher believes a student has refused to abide by the class rules, the student is required to complete a Substitute Behavior Essay to be signed by an administrator and a parent/guardian and/or lunch detention.

**VIII. Student Conduct During Activities in the Laboratory or School Farm**

- A science laboratory or the school farm can be a dangerous place, so, it is extremely important that students are aware of themselves and other students during these activities.

- Proper safety gear **MUST** be worn when specified and all directions followed as mentioned by the instructor and/or as written in the lab handout.
- Inappropriate behavior in the lab/farm will result in expulsion from the activity and student will receive a zero for the assignment. Continued abuse will result in removal from ALL remaining activities with a loss of points for those activities and possible removal from class.

#### IX. Grading

- Grades will be determined according to the following criteria:

40%	Homework & Class Work	10%	FFA Leadership Participation
25%	Quizzes, Unit Tests & Final Exam	10%	Supervised Ag Experience Program (SAEP)
15%	Labs, Group projects, participation		

Scores will be determined according to the following percentiles:

100-97%	A	89-87%	B+	79-77%	C+	69-67%	D+	<59%	F
96-94%	A	86-84%	B	76-74%	C	66-64%	D		
93-90%	A-	83-80%	B-	73-70%	C-	63-60%	D-		

- **GRADES WILL ONLY BE UPDATED ON THURSDAYS!!!**

#### X. Attendance, Tardies, Bathroom Use & Participation

- 1st Tardy = Warning 2<sup>nd</sup> Tardy = 20 minutes of lunch detention at the AG Dept. Habitual tardiness will result in a referral and possible attendance contract.
- Student attendance/behavior will be considered if a student's semester grade is on the "border line".
- Each quarter, you will receive 2 "free" bathroom passes. There are restrooms at the Ag Ed Facility – be sure to keep them neat and clean. Do not abuse this privilege in order to go into the other buildings. Otherwise, you may be removed from the Agriculture program.

#### XI. Makeup Work

- **REMEMBER:** It is **YOUR** responsibility to find out what you have missed! Check the absent binder, weekly agenda, check with a classmate and get notes from a trusted classmate and/or myself. You can set an appointment with me outside of class time to discuss missed work or to make up an activity.
- With excused/verified absences, you will have 1 day for each day of absence to complete the missed work.
- If Homework is due the day you were absent it is due the day you return, no excuses!

#### XII. Late Work Policy

- All work must be turned in at the beginning of the class period when it is due.
- **NO LATE WORK IS ACCEPTED!** (except in emergency situations & excused absences)

#### XIII. Recommended Materials

- Keep all notes, assignments and handouts in order by unit.
- For organization:
  1. Contain Title Page, Class Syllabus, FFA Calendar & Binder Paper
  2. Chronological arrangement of notes, handouts, assignments & exams

#### XIV. FFA Leadership

- Every student enrolled in an agriculture class is a member of the FFA, a national leadership organization. The goal is to develop premier leadership, personal growth and career success.
- Leadership is 10% of your grade.
- Obtaining leadership skills is a valuable asset in life. Such skills as public speaking, respect, cooperation, and teamwork will help you to **SUCCEED**.



- Students are required to participate in **2 FFA activities per quarter**. Each activity is worth 100 points. You will need to earn 200 points per quarter. Any extra activities you participate in will count towards the Top 10 end of the year "Point Award Trip".
- To participate in FFA activities above the chapter level (e.g. conferences, speaking contests, field days, proficiency awards, etc.), you are expected to have a 2.0 GPA and no F's in any class.
- All leadership conferences that require payment are non-refundable.

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- SAEP reinforces course curriculum by providing you with the **"learning by doing"** hands-on experience needed to truly learn a skill.
- Examples: raise animals, grow a vegetable/flower garden, work at an ag business, mow lawns, etc. are acceptable projects. More examples will be discussed in class.
- Optional Students can complete an AgriScience Project:
  - This project is essentially a Science Project with an Agriculture twist! Students conduct a research project following the scientific method. Students assemble a board in order to display their background information, procedures, data, and results.
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- **Papers turned in with NO NAME will not be graded! If an assignment is turned in without a name, students may use a Renaissance Pass, Class reward system or STAR Card to resubmit the assignment. You have 1 week to redeem your no name packet and use one of the listed methods above to resubmit to get graded.**

**If you have any questions about any of the above information, please contact me!**

# Support Material 2:






## 1B Agriculture Standards



### 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.





### F. Ornamental Horticulture Pathway

The Ornamental Horticulture pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture, as well as landscaping design, installation, and maintenance.

Sample occupations associated with this pathway:

- ✦ Florist/Floral Designer
- ✦ Landscape Design/Architect
- ✦ Hydroponics Grower
- ✦ Botanical Specialist
- ✦ Nursery/Greenhouse Manager

F1.0 Compare and contrast the hierarchical classification of plants.

- F1.1 Practice how to classify and identify plants by order, family, genus, and species.
- F1.2 Demonstrate how to identify plants by using a dichotomous key.
- F1.3 Illustrate how common plant parts are used to classify the plants.
- F1.4 Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- F1.5 Identify and select plants for local landscape applications.

F2.0 Summarize plant physiology and growth principles.

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Diagram the seed's essential parts and explain the functions of each.
- F2.3 Explain how primary, secondary, and trace elements are used in plant growth.
- F2.4 Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.5 Differentiate the tissues seen in a cross section of woody and herbaceous plants.
- F2.6 Explore the factors that affect plant growth.

F3.0 Demonstrate plant propagation techniques.

- F3.1 Explain the different forms of sexual and asexual plant reproduction.
- F3.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- F3.3 Utilize and monitor plant reproduction for the development of a saleable product.

F4.0 Develop and implement a plan for basic integrated pest management.

- F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.



- F10.0 Understand basic landscape planning, design, construction, and maintenance.
  - F10.1 Utilize terms associated with landscape and design in appropriate context.
  - F10.2 Produce a residential design, including how to render design to scale using design technology and principles.
  - F10.3 Use proper landscape planting and maintenance practices.
  - F10.4 Prune ornamental shrubs, trees, and fruit trees.
  - F10.5 Produce clear and concise landscape business contracts.
- F11.0 Understand basic floral design principles.
  - F11.1 Demonstrate the use of plant materials and tools.
  - F11.2 Apply basic design principles to products and designs.
  - F11.3 Handle, prepare, and arrange cut flowers appropriately.
  - F11.4 Develop a marketing and merchandising strategy to use in the floral industry.

# Support Material 3:

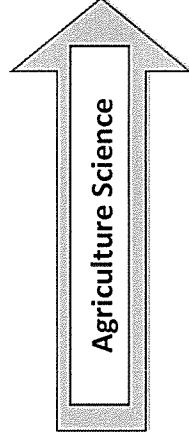
## 1C 4 Year Career Pathway Plan

# Agriculture Career Pathways & Academic Plan

## Pleasant Grove High School

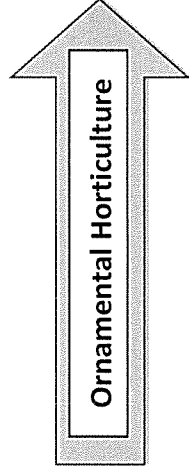
This academic plan allows students to meet graduation and UC/CSU requirements along with being an Agriculture program completer upon graduation. Students, who enter the program after their sophomore/junior/senior year, start in the Agriculture course listed under their grade level.

Each agriculture course is one year in length.



9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 9	English 10
Math	Math
Health/Geography	World History
Applied General Science**	Ag Biology**^
Foreign Language	Foreign Language
Physical Education	Physical Education

11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 11	English 12
Math	Math
U.S. History	Government/Comp Tech
Animal Anatomy & Physiology^	Veterinary Science
VAPA Elective (e.g. Floral Design) -or- Elective	Economics in Ag @#
Advanced Science (e.g. Chemistry) -or- Elective	Advanced Science (e.g. Chemistry) -or- VAPA Elective (e.g. Floral Design)



11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 11	English 12
Math	Math
U.S. History	Government/Comp Tech
Floral Design (VAPA)§	Ornamental Horticulture#
Elective	Economics in Ag @#
Advanced Science (e.g. Chemistry) -or- Elective	Advanced Science (e.g. Chemistry) -or- Elective

Key:

\*Meets General Science graduation requirement

\*\*Meets Life Science graduation requirement

^Meets UC/CSU lab science requirement

@Meets Economics graduation requirement

#Meets UC/CSU Elective requirement

§Meets UC/CSU Visual & Performing Arts requirement & VAPA graduation requirement

# Support Material 4:

## 1E Ag Career Assignments

## Agriculture Career Poster Project

You have been learning about different careers in the agriculture industry over the past few days. As a final project for this school year, you will be creating a poster project about an agriculture career of your choice. Remember that not all careers need to be directly related to agriculture – lots of careers are indirectly related to agriculture that you can choose to focus on.

### POSTER REQUIREMENTS:

1. Poster must be a minimum of 22" x 28", the size of a standard sheet of poster paper.
2. Poster must include the following information related to your career:
  - a. Minimum education requirements for this career
  - b. Salary range for the career
  - c. A career description (what do you do each day in this career)
  - d. Benefits that you may receive with the job (i.e. time off, vacation, working outside, etc.)
  - e. Job opportunities/career outlook – how likely are you to get a job in this field or how many jobs exist
  - f. Minimum of 3 color pictures that represent your career (pictures may be hand drawn or printed)

### Grading of Poster

- 50 points – includes education, salary, description, benefits, and outlook
- 30 points – includes at least 3 color pictures
- 20 points – Neatness of poster, organization, and creativity
- 50 points – Presentation (Day of the final exam)

Presentation should include the following:

- o Why you selected this career (5points)
- o An overview of all required information on the poster (20 points)
- o What a typical day is for this career (10 points)
- o 1 thing that you were surprised to learn about this career (5 points)
- o Voice projection, eye contact, etc (10 points)

Total Points Possible: 150 points

### List of Possible Website for Ag Careers Poster

John Deere <http://www.deere.com>

National Ag Day Website <http://www.agday.org/education/careers.php>

Georgia Agriculture Education Website [http://www.gaaged.org/Careers in Agriculture/](http://www.gaaged.org/Careers_in_Agriculture/)

<http://www.usda.gov/documents/8-Careers.pdf>

USDA Life Science Career Posters <http://www.agriculture.purdue.edu/usda/careers/climatologist.html>

Oregon State – List of various Ag Careers <http://agsci.oregonstate.edu/undergrad/current/career#scientists>

A Career Research <https://www.ffa.org/About/NationalFFA/Jobs/Pages/Career-Explorer.aspx>



# AG Speech Assignment

## Requirements:

1. The topic of the speech must be agriculturally related and no two people in the same class can have same topic. Ex. 1 person could do swine breeds and the other person's topic could be about how to raise a market hog.
2. This is an individual assignment...no groups.
3. Length of the speech must be a *minimum* of 6 minutes and a *maximum* of 8 minutes.
4. Speech must be delivered on the assigned date during class. If not, student will receive a zero on the delivery portion of the assignment. (Emergencies and extraneous circumstances will be taken into consideration if student is unable to present on their assigned day).
5. This assignment is worth 90 points!

## Description

1. Select a topic within agriculture that is of interest to you. For example, agricultural careers, current issues within the agriculture industry, FFA, SAEP projects, AG pollution, alternative agriculture, biotechnology in agriculture, food safety, agriculture industry in a country other than the U.S., renewable energy sources, livestock diseases, vegetables, livestock production, etc.
2. Create a detailed outline of your speech with complete sentences or an essay format. It should be 3-5 pages in length. It must be a hard copy (not sent via email). No late outlines accepted! If you're going to be absent, make sure that it's turned in before the deadline or someone turns it in for you.
3. General Format of Speech:
  - a. Title of your Speech & Your Name
  - b. Introduction (includes attention getter, Purpose Statement (what are you informing the audience about))
  - c. Body (*at least* 3 main points with transition sentences between each; cite your information)
  - d. Conclusion (includes summary statement and final thought)
  - e. Bibliography/Works Cited
4. Research your speech. Use at least 4 current and trustworthy resources while writing your speech. These sources should be cited in your outline and listed in the bibliography/works cited at the end of your outline. Use MLA format when citing sources.
5. After completing your outline, you will translate it into your speaking notes, which must be on note cards. Remember that your delivery requires a natural, conversational style that cannot be achieved if you are reading to the audience. Your note cards are simply to help you keep track organizationally, allowing the exact wording to come to you in the moment of speaking, as it would in a conversation. It is your preparation (both in researching and outlining) that should provide the body of your speech. Your notes should be thought of as merely a skeleton.
6. I expect each student to practice their speeches several times, to several people to ensure enthusiastic, polished delivery. Each student should memorize (and know) at least 90% of their speech. Use your note cards only if you have an "Oh crap!" moment.
7. You will deliver your speech on the assigned date during class.
8. Upon completion of the speech, you will have met one of the requirements to earn the Chapter FFA Degree. 😊

## Agriculture Speech Rubric

DELIVERY (42pts)	6	4	2	0
Time Limit	Presentation is 6-8 min. in length	Presentation is 5:59 – 5 min. in length	Presentation is 4:49 – 4 min. in length	Presentation is over 8 min. or less than 3:59 min. in length *A speech less than 4min. will earn an automatic D.*
Attire	Business Attire: professional look	Casual business attire	Business Casual Attire with distracting garments (jewelry, logos, letters)	Attire not considered appropriate for speech occasion.
Posture	Speaker maintained a confident, relaxed posture and didn't fidget.	Speaker was somewhat fidgety and moved unnecessarily and/or made distracting mannerisms	Speaker was very fidgety and made several distracting movements.	Speaker had poor posture; leaned table/lab station
Eye Contact	Speaker made effective eye contact with audience (looked around)	Good eye contact, but didn't look at all members of audience	Speaker didn't make much eye contact and/or relied too much on note cards	Speaker read at least 50% of speech from note cards.
Volume	Speaker was loud throughout entire speech; good overall volume	Somewhat loud and some words had low volume/unclear (fumbled words)	Speaker had low volume.	Speaker had very low volume and fumbled over words several times.
Preparedness	Speaker is completely prepared and has obviously rehearsed	Speaker seems pretty prepared but might have needed a couple more rehearsals	The speaker is somewhat prepared, but it is clear that rehearsal was lacking	Speaker doesn't seem at all prepared to present
3x5 Cards	Speaker utilized 3x5 cards appropriately		Speaker utilized 3x5 cards incorrectly (too many)	Speaker utilized outline. *Highest grade possible for relying on outline is a C.*

NAME: \_\_\_\_\_

Total Score: \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



<b>Outline (36pts)</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
Topic	Topic was appropriate/well chosen for speech			Topic was not well chosen/not agriculturally related
Attention Getter	Strong, well executed and well thought out for speech	Somewhat weak and/or not well executed	Weak and/or not well executed	No attention getter present
Purpose/Thesis	A strong, clear and simple purpose statement		Weak and/or unclear purpose statement	No purpose statement presented
Main Points	All points are balanced and well developed			Points were not well developed, unbalanced and unclear to follow
Summary	A clear summary of all main points in conclusion		Unclear summary of main points	No summary of main points
Final Thought	Clear and well thought out lasting thought in conclusion		Unclear or irrelevant final thought.	Ended speech abruptly and/or didn't present a final thought.
<b>Research (12pts)</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>
Source Requirement	Contained minimum number of reliable sources		Contained minimum number of sources but all were not reliable	Did not contain minimum number of sources. *2 or less sources will earn an automatic D *
Types	Good variety of sources (website, articles, books, etc)		Somewhat good variety of sources	No variety of sources.

☐ Topic Due: Thursday, Nov 17

☐ Written Speech Due: Wednesday, Dec 7

☐ Speech Dates: January 5-11, 2017

☐ My Speech Date: \_\_\_\_\_

Position	Student Name	poise (10)	voice projection (10)	memorization (40)	eye contact (10)	group (30)	Score 100pts total
President							
VP							
Secretary							
Treasurer							
Reporter							
Sentinel							
Position	Student Name	poise (10)	voice projection (10)	memorization (40)	eye contact (10)	group (30)	Score 100pts total
President							
VP							
Secretary							
Treasurer							
Reporter							
Sentinel							
Position	Student Name	poise (10)	voice projection (10)	memorization (40)	eye contact (10)	group (30)	Score 100pts total
President							
VP							
Secretary							
Treasurer							
Reporter							
Sentinel							

## Veterinary Science Careers

**Objective:** Create a PowerPoint presentation that explains a particular career in Veterinary Science or Animal Science. Each student in the class will choose a different career. The order will be determined by drawing numbers or names.

**Assignment:**

1. Select a career in *veterinary science or animal science* from the following web address - <http://www.khake.com/page10.html>
2. Research the career for each specific point:
  - a. Description of the career
  - b. List the tasks performed in this career
  - c. Level of education required
  - d. Previous training required
  - e. Prior experience needed
  - f. Skills needed
  - g. Related careers to this one
  - h. Potential starting income
  - i. Hours involved in career
  - j. Resources (on one slide, list the resources you used!)
3. Create a PowerPoint with the above information on your veterinary career. You determine the number of slides needed to thoroughly cover all your information. USE YOUR OWN WORDS!!
4. You will need to include at least 5 pictures in your slides.
5. We will be in the computer lab on Monday, Tuesday, & Wednesday. Be on time to maximize your class time!
6. This project assignment is due to Ms. Swenson by Friday, August 26<sup>th</sup> at the end of the class period. You will need to email it to her via SchoolLoop as an attachment.
7. You will present your career to the class on Tuesday, August 30<sup>th</sup>.

**Grading:**

- PowerPoint = 25 points
- Presentation = 25 points

# Support Material 5:

## 1F Hardware & Software

Computer Hardware & Software available for instruction use in the classrooms



# Support Material 6:

## 1G Computerized Record Book



1445776	<u>Alan Aron</u>	Alan	10	02/28/2017
1424979	<u>Anna Arnold</u>	Anna	9	02/13/2017
1322267	<u>Arturo Ben</u>	Arturo	9	02/23/2017
1445765	<u>Avril Brown</u>	Avril	10	01/30/2017
1407369	<u>Barbara Hayden</u>	Barbara	12	never
1236233	<u>Bryan Curre</u>	Bryan	11	never
1425041	<u>Brian Connor</u>	Brian	9	02/04/2017
1424539	<u>Ch. Fournier</u>	Ch	9	01/03/2017
1224631	<u>Clayton Ramsey</u>	Clayton	15	never
1234487	<u>Clayton Davis</u>	Clayton	10	03/20/2017
1233763	<u>Clayton Madison</u>	Clayton	11	never
1425044	<u>Clayton Smith</u>	Clayton	9	02/02/2017
1244287	<u>Clayton White</u>	Clayton	10	04/03/2017
1244301	<u>Clayton White</u>	Clayton	10	03/03/2017
1425008	<u>Clayton White</u>	Clayton	9	02/03/2017
1424592	<u>Clayton White</u>	Clayton	11	02/03/2017
1425091	<u>Clayton White</u>	Clayton	9	02/16/2017
1424960	<u>Clayton White</u>	Clayton	9	02/04/2017
1262650	<u>Clayton White</u>	Clayton	11	02/06/2017
1234773	<u>Clayton White</u>	Clayton	14	never
1425051	<u>Clayton White</u>	Clayton	9	02/22/2017
1424977	<u>Clayton White</u>	Clayton	9	02/03/2017
1376216	<u>Clayton White</u>	Clayton	9	02/23/2017
1229327	<u>Clayton White</u>	Clayton	13	never
1424602	<u>Clayton White</u>	Clayton	12	03/05/2017
1376237	<u>Clayton White</u>	Clayton	9	01/17/2017
1228314	<u>Clayton White</u>	Clayton	13	never
1425021	<u>Clayton White</u>	Clayton	9	02/16/2017

# Support Material 7:

## 1H/1I Students

## Permanent Files

Permanent student files are kept in the agriculture department office in the agriculture building. When a new student enters the program at the beginning of the year, a file created for that student, where information is kept and can be accessed by all agriculture instructors.

Files are organized by graduating class year, and by last name. Any paper Record Books are kept in a classroom file in the classroom students are in for that school year to ensure easy access for the monthly Record Book updates. Upon graduation, Record Books are moved to student's permanent files, and maintained for three years.



# Support Material 8:

## 1J Course Credits



## Courses

**LEGEND:**    **AP** – Advanced Placement Course  
                   **“a-g”** – This course meets one of the University of California (UC) and California State University (CSU) “a-g” subject requirements.  
                   **NCAA approved** – This course meets NCAA eligibility requirements for student athletes.

### Agriculture and Natural Resources

Course	Class Restrictions	Credits	Description
<b>Ag Mechanics, Advanced</b>  Elk Grove High  <b>Course #12310</b>	Junior Senior	10	<p>This course focuses on large project construction. Students will work on projects supplied by the community or personal projects that apply to the curriculum. Materials may be purchased at school or brought from home. Tests will be given regularly and students will be expected to participate in projects and other assignments.</p> <p><b>Adopted curricular materials:</b> <i>Modern Agricultural Mechanics</i>, IPP</p>
<b>Advanced Interdisciplinary Science for Sustainable Agriculture</b>  <b>“a-g”/“d” approved</b>  <b>NCAA approved</b>  Elk Grove High  <b>Course #12222</b>	Junior	10	<p>This integrated course combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Students will design systems and experiments to solve agricultural management issues currently facing the industry. Students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. Students will be graded on participation in intra-curricular FFA activities and the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.</p> <p><i>Prerequisite(s): Completion of Chemistry and Agriscience with a grade of C or better</i></p> <p><b>Adopted curricular materials:</b> <i>No textbook assigned.</i></p>
<b>Agricultural Biology</b>  <b>“a-g”/“d” or “g” approved</b>  <b>NCAA approved</b>  Elk Grove High Florin High Pleasant Grove High Sheldon High  <b>Course #12201</b>	Sophomore Junior Senior	10	<p>This is a one-year laboratory course designed for college-bound students with career interests within the following areas: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of plants, animals, humans and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. This course includes extensive laboratory components to connect the concepts of life science with applied science applications, General Science principles, and other curricular areas, including written and oral reporting skills. Students will be exposed to the FFA, supervised occupational experience programs, and careers in Agriculture. This course meets the Life Science graduation requirement. This course meets the District's third-year science requirement and partially fulfills the UC and CSU lab science requirement.</p> <p><i>Note: Incoming freshman students who have completed Honors Science 8 are required to complete Chemistry and Physics in order to fulfill their science contract if they do not enroll in General Science as a freshman.</i></p> <p><b>Adopted curricular materials:</b> <i>Biology, Dynamics of Life</i>, Glencoe</p>

## Agriculture and Natural Resources (continued)

Course	Class Restrictions	Credits	Description
<b>Agricultural Biology, Honors</b>  <b>"a-g"/"d" or "g" approved</b>  <b>NCAA approved</b>  Elk Grove High Florin High School Pleasant Grove High  <b>Course #12205</b>	Sophomore	10	<p>This is an extended year course designed for college-bound students with interest in animal and plant agriculture. This course will provide a general survey of living organisms, their interactions with the environment, agriculture and the environment, the molecular and cellular aspects of living organisms, plant and animal genetics, taxonomy of plants and animals, comparative anatomy of humans and animals, and agricultural research and investigation. It is expected that the topics will be covered in great depth and breadth in comparison to traditional agricultural biology. This class includes extensive laboratory components. Homework will consist of technical reading and writing, lab reports, practical application, and general daily study. Students will be exposed to the FFA and supervised occupational experience programs. This course meets the District's life science graduation requirement and is UC and CSU lab science approved.</p> <p><b>Adopted curricular materials:</b> <i>Biology, Dynamics of Life</i>, Glenco</p>
<b>Agricultural Communications and Leadership</b>  Elk Grove High Florin High Pleasant Grove High  <b>Course #12200</b>	Sophomore Junior Senior	5	<p>This course is designed as a one-semester class that may be repeated for credit. The class will cover leadership topics including parliamentary procedure, public speaking, ethics, and agricultural skills. This class will be responsible for activities to include the third grade field day and the livestock projects pre-fair.</p> <p><b>Adopted curricular materials:</b> No textbook assigned.</p>
<b>Animal Anatomy and Physiology of Animals and Plants</b>  <b>"a-g"/"d" or "g" approved</b>  <b>NCAA approved</b>  Elk Grove High Florin High Pleasant Grove High Sheldon High  <b>Course #12202</b>	Sophomore Junior Senior	10	<p>This course provides information, activities, and skills in the areas of scientific method, classification systems, mammalian production, production management, health care, anatomy, physiology, reproduction, nutrition, mitosis, meiosis, respiration and genetics. Emphasis is placed on mammals that are most important to human culture, as we know it. Homework varies by unit, but averages about one assignment per week. Tests will be given regularly and students will be expected to participate in assignments, class discussion, and other structured events. Notebooks are required and are graded periodically. Students will be exposed to the FFA, supervised occupational experience programs, and careers in Agriculture. Students will be expected to complete individual projects and long-term assignments. This course meets the District's third-year science requirement and partially fulfills the CSU and UC lab science requirement.</p> <p><b>Adopted curricular materials:</b> <i>Introduction to Veterinary Science</i>, Cengage Learning</p>
<b>Animal Science Advanced</b>  <b>"a-g"/"g" approved</b>  Elk Grove High  <b>Course #12203</b>	Sophomore Junior Senior	10	<p>This course provides information, activities, and skills in the areas of animal production, management, care, physiology, handling, feeding, nutrition, processing, selection, breeding, and health care. Emphasis is placed on animals that provide food, fiber, and recreation. Homework varies by unit, but averages about one assignment per week. Tests will be given regularly and students will be expected to participate in assignments, class discussions, and other structured events. Notebooks are required and used daily and graded periodically. This course is a part of a series of courses to prepare students for college level entry into the various disciplines of agriculture science. Students will be exposed to the FFA, supervised occupational experience programs, and careers in Agriculture Business. This course meets the Life Science graduation requirement. This course meets UC and CSU elective requirement.</p> <p><b>Adopted curricular materials:</b> No textbook assigned.</p>



## Agriculture and Natural Resources (continued)

Course	Class Restrictions	Credits	Description
<b>Applied General Science</b>  <b>"a-g"/"g" approved</b>  Florin High Pleasant Grove High Sheldon High  <b>Course #12206</b>	None	10	This course explores earth science, chemistry, forces, work, energy, waves, alternative energy sources, and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work on basic equations. Students will be exposed to the FFA, supervised occupational experience programs, and careers. Homework consisting of reading, writing, lab reports, etc. will be assigned. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science. This course meets UC and CSU elective requirements. This course meets the General Science graduation requirement. This course meets the Technology Proficiency Graduation Requirement at Florin High School only.  <b>Adopted curricular materials:</b> <i>Earth Science</i> , Pearson
<b>Applied General Science Advanced</b>  <b>"a-g"/"g" approved</b>  Elk Grove High  <b>Course #12207</b>	Junior Senior	10	This course explores advanced earth science, chemistry, forces, work, energy, waves, alternative energy sources, and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work on basic equations. Homework consisting of reading, writing, lab reports, etc. will be assigned. This course meets the physical science requirement. (This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.) Students will be exposed to the FFA, supervised occupational experience programs, and careers in Agriculture. This course meets the Physical Science graduation requirement.  <b>Adopted curricular materials:</b> <i>Earth Science</i> , Pearson
<b>Applied Science, Introduction</b>  <b>"a-g"/"g" approved</b>  Elk Grove High Sheldon High  <b>Course #12208</b>	None	10	This course is designed as a basic study of plants, animals, their functions, interactions and importance to man. Basic cell biology and physiology, as well as ecological interactions will be covered. Students will be exposed to the FFA, supervised occupational experience programs, and careers in Agriculture Business that are so important to California society. Homework consisting of reading, writing, and lab reports will vary by unit. Tests and quizzes will be given regularly. Students will also be graded on participation and laboratory exercises. This course is part of a series of courses to prepare for college level entry into the various disciplines of agriculture science. Meets the Life Science graduation requirement. This course meets the Technology Proficiency graduation requirement.  <b>Adopted curricular materials:</b> <i>Agriscience: Fundamentals &amp; Applications</i> , Delmar
<b>Biology and Sustainable Agriculture</b>  <b>"a-g"/"d" approved</b>  <b>NCAA approved</b>  Elk Grove High  <b>Course #12220</b>	Freshman	10	This course is organized into four major units and integrates biological science practices and knowledge into the practice of sustainable agriculture. The following questions are addressed: Unit one, What is sustainable agriculture?; Unit two, How does sustainable agriculture fit into our environment?; Unit three, What molecular biology principles guide sustainable agriculture?; and Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit, specific life science principles integrate with agricultural principles as students gain knowledge of how the two disciplines inform each other, culminating in the development of a sustainable farm model and portfolio of supporting student research. This course will fulfill 10 credits of the Life Science graduation requirement.  <b>Adopted curricular materials:</b> <i>Biology, The Dynamics of Life</i> , Glencoe



## Agriculture and Natural Resources (continued)

Course	Class Restrictions	Credits	Description
<b>Economics in Agriculture</b>  "a-g"/"g" approved  Elk Grove High Florin High Pleasant Grove High Sheldon High  <b>Course #12215</b>	Senior	10	This agri-business course is designed to introduce students to the basic principles of all economic systems with special emphasis on the areas of individual student decision making and world economy as they relate to agriculture. Other topics to be covered will be a) free enterprise business types; b) government and law in the economy; c) credit and; d) taxes. Students will be expected to carry on some type of ownership or non-ownership experience program dealing with agriculture or a related field. This course is designed as part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science. Students will be exposed to the FFA, supervised occupational experience programs, and careers in Agriculture Business. This course meets Economics graduation requirement. This course meets UC and CSU elective requirement.  <u><b>Adopted curricular materials:</b></u> <i>Economics: Principles in Action</i> , Pearson
<b>The Elements and Principles of Floral Design</b>  "a-g"/"f" or "g" approved  Elk Grove High Florin High Franklin High School Pleasant Grove High  <b>Course #12218</b>	None	10	This course is designed to acquaint students with theories and principles of artistic design and their influence on floral artistry. The course emphasizes the necessary knowledge and skills to provide the student with an understanding of artistic perception, creative expression, historical and cultural context(s); aesthetic valuing and connections, and relations and applications of the visual arts. Balance, color and symmetry using floral and synthetic medium will be emphasized to allow students to apply an artistic approach to floral art. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works will serve as a foundation for more complex works such as multi-part floral designs and creative expression. This course meets a-g requirement for Visual and Performing Arts credit.  <u><b>Adopted curricular materials:</b></u> <i>The Art of Floral Design</i> , Cengage Learning
<b>Fabrication with Wood and Metal</b>  Elk Grove High Florin High  <b>Course #12213</b>	None	10	This course offers practical experiences in arc and oxyacetylene welding, identification and use of tools and equipment as well as building projects with wood and metals. Students will be expected to complete two to three projects of their own choosing. These are graded. Tests will be given regularly and students will be expected to participate in projects and other assignments.  <u><b>Adopted curricular materials:</b></u> No textbook assigned.
<b>Ornamental Horticulture</b>  Franklin High Pleasant Grove High  <b>Course #12217</b>	Junior Senior	10	This course is a survey of principles and practices of horticulture designed to improve the knowledge of home gardeners as well as those seeking a career in horticulture. This course is designed to instruct students in the growth, production, and care of plants for ornamental purposes. Topics include plant growth needs, botanical classification, plant physiology, plant reproduction, plant diseases and pests, planting medias, management practices, selection and care of plants, and careers in Ornamental Horticulture. Students will be exposed to the FFA and Supervised Occupational Experience program. This course meets the UC and CSU Elective Requirement. <i>Prerequisite(s): Mathematics I and Agricultural Biology or Biology.</i>  <u><b>Adopted curricular materials:</b></u> <i>Introductory Horticulture</i> , Delmar Cengage Learning

## Agriculture and Natural Resources (continued)

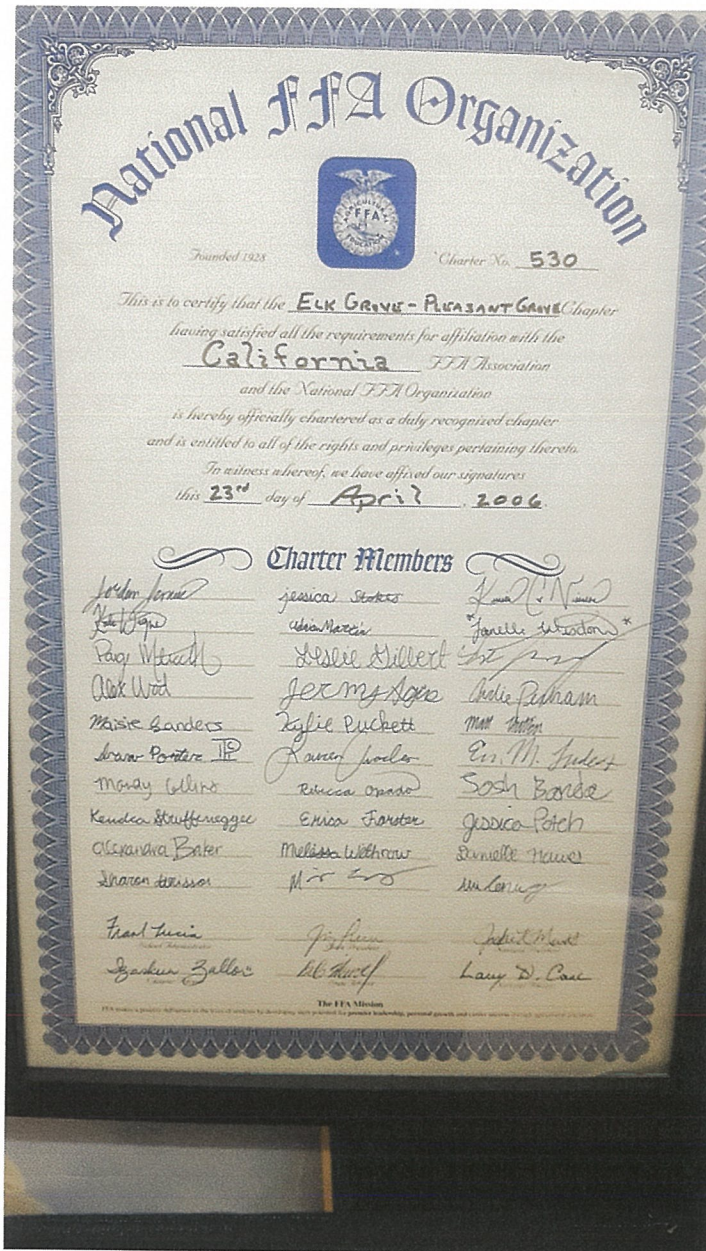
Course	Class Restrictions	Credits	Description
<b>Outdoor Recreation and Conservation</b>  Elk Grove High Florin Sheldon High  <b>Course #12209</b>	None	10	<p>This course is designed to give experiences involving the study of wildlife and the decreasing quality and quantity of their environments. Students will also study basic forestry management, hunter safety, archery, fishing and backpacking. Students will be expected to complete individual projects and long-term assignments. Homework will vary by unit and will consist of reading, writing lab reports, and research papers. Tests will be given regularly and students will be expected to participate in assignments, class discussions, and other structured events. This course is one of a series of courses that prepare the student for college level entry into the various disciplines of Agriculture Science.</p> <p><b>Adopted curricular materials:</b> <i>Wildlife and Natural Resource Management</i>, Cengage Learning</p>
<b>Outdoor Recreation and Conservation, Advanced</b>  Florin High Sheldon High  <b>Course #12210</b>	Sophomore Junior Senior	10	<p>This course provides the opportunity for students to further develop an appreciation of the conservation practices for California's abundant wildlife and natural resources. This second year course will develop a healthy attitude toward the worthy use of leisure time; provide hunter safety and survival techniques, and initiate active awareness of wildlife habitat management. This class is designed to promote youth into awareness of wildlife enhancement and acquaint them with the many career opportunities available in this field. The vocational skills of taxidermy, wildlife woodcarving, fishing rod construction, and fishing lure design/fly tying will be covered as well as other related career skills. FFA and Agricultural leadership will be integrated throughout this course.</p> <p><b>Adopted curricular materials:</b> <i>Outdoor Recreation in America</i>, Human Kinetics</p>
<b>Veterinary Science</b>  Pleasant Grove High  <b>Course #12211</b>	Junior Senior	10	<p>This two-term course provides an introduction into the field of veterinary science. This is an ideal class for students interested in animals or pursuing a career in veterinary medicine. Topics will include animal anatomy and physiology, tissue types and functions, musculoskeletal system, circulatory system, respiratory system, renal system, digestive system, reproductive system, central nervous system, nutrition, common diseases and disorders, principles of surgery, pharmacology, radiology, genetics, professional career opportunities, leadership development (FFA), and a supervised occupational experience project.</p> <p><b>Adopted curricular materials:</b> <i>Introduction to Veterinary Science</i> Thomson Learning</p>

# Support Material 9:

## 2A FFA Charter



This picture signifies the charter that hangs in the Ag Department  
 This program started in 2005 and officially recognized at the  
 2006 State Conference



# Support Material 10: 2C Grading Policy



### FFA Leadership – Grading Policy

- Every student enrolled in an agriculture class is a member of the FFA, a national leadership organization. The goal is to develop premier leadership, personal growth and career success.
- Leadership is 10% of your grade.
- Obtaining leadership skills is a valuable asset in life. Such skills as public speaking, respect, cooperation, and teamwork will help you to SUCCEED.
- Students are required to participate in 2 FFA activities per quarter. Each activity is worth 100 points. You will need to earn 200 points per quarter. Any extra activities you participate in will count towards the end of the year “Point Award Trip”.
- To participate in FFA activities above the chapter level (e.g. conferences, speaking contests, field days, proficiency awards, etc.), you are expected to have a 2.0 GPA and no F’s in any class.
- All leadership conferences that require payment are non-refundable.

# Support Material 11:

## 2D FFA Roster



# Support Material 12:

## 2E FFA Activities

### Check List

## ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e      Year 15-16      School PLEASANT GROVE HS

Must meet at least 12 areas

LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	X	
Attended Regional Meeting	X	
Attended Regional Leadership Conference		X
Attended Greenhand Conference	X	
Attended Made for Excellence Conference	X	
Attended Advanced Leadership Academy	X	
Attended Sacramento Experience		x
Participated in Opening-Closing Contest - Sectional	X	
Participated in Best Informed Contest - Sectional	X	
Participated in Parliamentary Pro Contests - Sectional		X
Participated in Prepared Public Speaking - Sectional	X	
Participated in Extemporaneous Speaking - Sectional		X
Participated in Creed Recitation - Sectional	X	
Participated in Job Interview Contest - Sectional	X	
Participated in Agricultural COOP Quiz Contest - Sectional	X	
Submitted State FFA Degree Application	X	
Submitted American FFA Degree Application	X	
Submitted Proficiency Application - Sectional or Regional	X	
Submitted Chapter Award Application - Sectional or Regional		x
Participated in Project Competition - Sectional	X	
Participated in any FFA Judging Activity (other than above)	X	
Participated in any other FFA Sectional Activity	X	
Participated in Local Leadership Activities (3 maximum - list below)		
1 Local Project Competition	X	
2 Local Speaking Contest	X	
3		
TOTAL AREAS MET	19	

# Support Material 13:

## 3A SAE Grading Policy



## Supervised Agricultural Experience Program (SAEP) – “Your Project” – Grading Policy

- The SAEP is an integral part of the agricultural student’s education. This is a project, which is related to an aspect of agriculture that interests YOU!
- SAEP is worth 10% of your grade. You are provided with a record book online at [theaet.com](http://theaet.com) in order to keep records on your project and must work on the project a minimum of 5 hours per month. Please, keep in good condition and follow all instructions. You must log in and record 4 times a month and upload 2 pictures of you doing some kind of skill with your SAE. Use the list online to help with ideas administering vaccinations, etc.
- SAEP reinforces course curriculum by providing you with the “learning by doing” hands-on experience needed to truly learn a skill.
- Examples: raise animals, grow a vegetable/flower garden, work at an ag business, mow lawns, etc. are acceptable projects. More examples will be discussed in class.
- Option: Your SAEP can be an AgriScience Project:
  - This project is essentially a Science Project with an Agriculture twist! Students conduct a research project following the scientific method. Students assemble a board in order to display their background information, procedures, data, and results.
  - Projects can be invited to compete at various competitions.

# Support Material 14:

## 3B Student Data Career Sheets

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name First Name, MI

B. Gender: Male Female

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

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

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

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

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

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

(Mechanic) (Landscaping)

H. Date: 11/02/00

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email: BccordenC@880-4600.com

Parent/Guardian Name (Print Full Name For Each):

Mr.

Miss/Mrs./Ms.

Ms. Sandra Castillo

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

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

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

1. Go to Work Full - Time

No Further Education  
Some College Later

2. Go to College

Community College  
Four Year College  
Full-Time Student  
Part-Time Student  
Agriculture Major  
Non-Agriculture Major

3. Go Into Military Service

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name First Name, MI

B. Gender: Male ☒ Female

C. Ethnicity/Race:

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

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

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

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

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

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

I would like to become a Doctor (vetascientist)

H. Date: September 29, 2014

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian Name (Print Full Name For Each):

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time

No Further Education  
Some College Later

2. Go to College

Community College  
Four Year College  
Full-Time Student  
Part-Time Student  
Agriculture Major  
Non-Agriculture Major

3. Go Into Military Service

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Ethnicity/Race:

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

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

Lawyer (Ag Law)

H. Date:

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian Name (Print Full-Name For Each):

Mr.

Miss/Mrs./Ms.

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

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

1. Go to Work Full - Time

No Further Education  
Some College Later

2. Go to College

Community College  
Four Year College  
Full-Time Student  
Part-Time Student  
Agriculture Major  
Non-Agriculture Major

3. Go Into Military Service

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Ethnicity/Race:

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

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

pediatrician

(veterinarian)

H. Date: Sept. 2, 2014

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email: div15@dmgl.com

Parent/Guardian Name (Print Full Name For Each):

Mr.

Miss/Mrs./Ms.

Ayara Aracelyan

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

↑↑↑

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

1. Go to Work Full - Time

No Further Education  
Some College Later

2. Go to College

Community College  
Four Year College  
Full-Time Student  
Part-Time Student  
Agriculture Major  
Non-Agriculture Major

3. Go Into Military Service



# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

Name Coutfield Sarah K

Last Name First Name, MI

Gender: Male ☐ Female ☒

Ethnicity/Race: ☐

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

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

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

Year in Agriculture Program: and

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

Grade Level in School: 10

(9, 10, 11, 12)

I Am Taking This Course Because: (Select One)

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

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

paramedic (zooologist)

Birth

H. Date: 1/13/00

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian Name (Print Full Name For Each):

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time ☐

No Further Education  
Some College Later ☐

2. Go to College ☒

Community College ☒  
Four Year College ☐  
Full-Time Student ☐  
Part-Time Student ☒  
Agriculture Major ☐  
Non-Agriculture Major ☒

3. Go Into Military Service ☐

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English 9		Algebra 2		Math		Math
	Geometry		PE		English 11		English 12
	PE		Weight training		US history		vet science
	Health		Spanish 1		Animal anatomy/physiology		Ag Econ
	World Geo		English 10 CP		Spanish		government
	Psych		World History		VAPA - Floral		chemistry
	Law		Ag B30				
	Ag general						

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Market Lamb		Market Lamb		Market Lamb		Market Lamb	

N. Planned Department Activity (FEA)

State Convention		National Convention		National Convention	
S.A.E	Size	S.A.E	Size	S.A.E	Size
Market Lamb		Market Lamb		Market Lamb	

Parents/Guardians Signature:

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

Name Cauffman Sarah K

Last Name First Name, MI

Gender: Male ☐ Female ☒

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

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

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

Year in Agriculture Program: 2nd

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

Grade Level in School: 10

(9, 10, 11, 12)

I Am Taking This Course Because: (Select One)

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

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

paramedic (200/0000)

H. Date: 1/13/00

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian Name (Print Full Name For Each):

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time

No Further Education  
Some College Later

2. Go to College

Community College  
Four Year College  
Full-Time Student  
Part-Time Student  
Agriculture Major  
Non-Agriculture Major

3. Go Into Military Service

☒

☒

☒

☒

## STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
Engineering Aca. Per 1	English Honors 10	English Honors II	English 12 Honors
Geometry Per 2	Algebra 2	Pre Cal	Cal
World Geography Per 3	P.E	U.S History	Govt & Econ.
P.E. Per 4	World History	Floral	
Lunch B Per 5	Ag Bio	Spanish 2	QH
English Honors 9 Per 6	Spanish 1	Chemistry	
Applied General Science Per 7			

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
ag science		flower garden		fruit garden		veggie garden	

N. Planned Department Activity (FFA)

Farm Clean Up	Clean Up	Season activities	Social
Movie Night - The sandlot	Meetings	Meetings	Meetings
	Movie Night	Movie Night	Movie Night

Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Ethnicity/Race:

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

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

pediatrician

(\*10urist\*)

H. Date: Sept. 2, 2014

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian Name (Print Full Name For Each):

Mr.

Miss/Mrs./Ms.

Avant Arakelyan  
Inga Arakelyan

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

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

1. Go to Work Full - Time

No Further Education  
Some College Later

2. Go to College

Community College  
Four Year College  
Full-Time Student  
Part-Time Student  
Agriculture Major  
Non-Agriculture Major

3. Go Into Military Service

# STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
English	English 10	English 11	English 12
Algebra	Geometry	Algebra 2	Pre-Calculus
PSA	PE	US History	Government
Lunch	History	Floral	CH
World Geo	Ag Bio	Foreign language	
P.E.	Foreign language	Elective	
Ag science			

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Bunny		Bunny		Bunny		Bunny	
Agriscience							

N. Planned Department Activity (FFA)

FFA Banquet	Public speaking	Movie night	FFA Social
Chico State Field Day	Modesto Jr. College	FFA High Ball	Battle of the Graves
State FFA in Fresno	FFA Social	County Fair	County Fair
Battle of the Graves	County Fair		
County Fair			

Parent/Guardians Signature: \_\_\_\_\_

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

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

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

- D. Year in Agriculture Program: 1st

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

- E. Grade Level in School: 9th

(9, 10, 11, 12)

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

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

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

Lawyer (Ag Law)

- H. Date: September 8th
- I. Locator Data [REDACTED]

Street Address: [REDACTED]

City, Zip: [REDACTED]

Phone Number: [REDACTED]

Email: Mike 774320 camelbaia.com

Parent/Guardian Name (Print Full Name For Each): Mike 774320 camelbaia.com

Mr. [REDACTED]

Miss/Mrs./Ms. [REDACTED]

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

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

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

1. Go to Work Full - Time

No Further Education  
Some College Later       

2. Go to College ✓

Community College       

Four Year College       

Full-Time Student ✓

Part-Time Student       

Agriculture Major       

Non-Agriculture Major ✓

3. Go Into Military Service



## STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Ag. Science		English 10		English 11		
	Algebra 1		Next math		Next math		
	PE		PE		US History		
	BAND		World History		Animal anatomy & Floral		
	World Geography		Ag. Bio		Foreign Language		
	Honors 9 English		Foreign Language		elective / community		

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Ag Science		Raise a pig	1	R.C.P.	2	R.C.P.	2
Raise a pig	1						

- N. Planned Department Activity (FFA)

Food fair 1-4 (sept)			
FFA movie night (sept)			
Ag. Olympics (sept)		FFA Socials	FFA meetings
FFA movie night (dec. & Jan.)			
Kickball game		Kickball game	

Parents/Guardians Signature: \_\_\_\_\_

## Revised 7 16 10

### 3. Go Into Military Service

## STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	World Geography		English 10		English 11		English 12
	English SDALE		Geometry		Algebra 2		Pre-Calculus
	Physical Ed.		P.E.		U.S. History		Government
	Algebra 1		Ag Bio		Animal Anatomy		Ag Econ
	Spanish 1		Spanish 2		Spanish 3		Spanish 4
	Ag.						

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Agriscience		Landscaping		Landscaping		Landscaping	

N. Planned Department Activity (FFA)

Tasting Dairy Products	Tasting Dairy Product	Tasting Dairy Product	Tasting Dairy Product
Movie Nights	Movie Nights	Movie Nights	Movie Nights
Judging Team	Judging Team	Judging Team	Judging Team

Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

B. Gender: Male ☒ Female ☐

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

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

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

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

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

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

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

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

(Mechanic) (Landscaping)

H. Date: 11/02/00

I. Locator Data

Street Address: [Redacted]

City, Zip: [Redacted]

Phone Number: [Redacted]

Email: pcaddoo@comcast.net

Parent/Guardian Name (Print Full Name For Each):

Mr.

Miss/Mrs./Ms.

Ms. Sandra Castillo

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

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

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

1. Go to Work Full - Time

\$

No Further Education  
Some College Later

\$

2. Go to College

✓

Community College  
Four Year College  
Full-Time Student  
Part-Time Student  
Agriculture Major  
Non-Agriculture Major

✓

3. Go Into Military Service

\_\_\_\_\_



# Support Material 14:

## 3B Student Data Career Sheets



# Support Material 15:

## 3C AET

Secure | https://www.theart.com/Chapter/Accounts/Accounts.aspx

# The Agricultural Experience Tracker

Profile Accounts Tracker Reports

## Student Accounts

Active Status: ☒ Active ☐ Inactive ☐ Practice AET ☐ Pending Transfer

Last Name Starts With:

Student Filter: ☒ All Students ☐ Grade Levels ☐ FFA Membership ☐ Custom Groups

Notes: Please ensure all accounts are created in AET, since changes performed on the back end will not reflect in the system. Please account to use: [AET User Guide](#) [AET User Guide](#) [AET User Guide](#)

Unique #	Name	Username	Grade	Last Access
1225316	Abela, Christina	CAbela	13	never
1424003	Adams, Maria	MAdams	11	02/14/2017
1254355	Adams, Miranda	MAdams	10	02/04/2017
1230113	Adams, Grace	GAdams	12	03/01/2017
1445766	Akin, Vida	VAkin	10	never
1425001	Akin, Marketa	MAkin	9	03/03/2017
1376244	Akin, Daniel	DAkin	9	02/23/2017
1235417	Akin, Tasha	TAkin	11	02/28/2017
1318129	Akin, Joseph	JAkin	9	02/23/2017
1425033	Akin, Lashonda	LAkin	9	02/16/2017
1376234	Akin, Ryan	RAkin	12	11/15/2016
1230434	Akin, Mary	MAkin	12	11/15/2016
1424990	Anderson, Lindsey	LAnder	9	02/03/2017
1259322	Anderson, Bailey	BAnder	12	11/15/2016
1318400	Anderson, Anna	AAnder	12	never
1239456	Anderson, Brian	BAnder	11	02/22/2017

Search the web and Windows

7/6/PM 3/4/2017

Secure | https://www.theart.com/Chapter/Accounts/Accounts.aspx

1445776	Akin, Anna	AAkin	10	02/28/2017
1424578	Akin, Anna	AAkin	9	02/19/2017
1320207	Akin, Elin	EAkin	9	02/23/2017
1445765	Akin, Elin	EAkin	10	01/30/2017
1407309	Akin, Elin	EAkin	12	never
1236233	Akin, Elin	EAkin	11	never
1425043	Akin, Elin	EAkin	9	02/06/2017
1424589	Akin, Elin	EAkin	9	01/03/2017
1244651	Akin, Elin	EAkin	13	never
1254457	Akin, Elin	EAkin	10	03/01/2017
1233761	Akin, Elin	EAkin	11	never
1425044	Akin, Elin	EAkin	9	02/02/2017
1244287	Akin, Elin	EAkin	10	03/03/2017
1244301	Akin, Elin	EAkin	10	03/03/2017
1425008	Akin, Elin	EAkin	9	02/03/2017
1424592	Akin, Elin	EAkin	11	02/09/2017
1425092	Akin, Elin	EAkin	9	02/16/2017
1424980	Akin, Elin	EAkin	9	02/04/2017
1260650	Akin, Elin	EAkin	11	02/28/2017
1224773	Akin, Elin	EAkin	14	never
1425053	Akin, Elin	EAkin	9	02/23/2017
1424977	Akin, Elin	EAkin	9	02/02/2017
1376236	Akin, Elin	EAkin	9	02/23/2017
1229303	Akin, Elin	EAkin	13	never
1424902	Akin, Elin	EAkin	12	03/05/2017
1376237	Akin, Elin	EAkin	9	01/31/2017
1225314	Akin, Elin	EAkin	13	never
1425021	Akin, Elin	EAkin	9	02/16/2017

Search the web and Windows

7/6/PM 3/4/2017

# Support Material 16: 3D SAE Project Visitation Form

PLEASANT GROVE HIGH SCHOOL  
Agriculture Department

Project Supervision

Student: [REDACTED] Date: 9/22 Time: 4pm

Animal Project: Mkt Steer Animal Weight: 758 lbs

ID #: \_\_\_\_\_

- ☒ PEN: Clean ☒ Dirty ☒ Needs Repair ☒ Needs Shelter make sure to complete ASAP!
- ☒ WATER: Available ☒ Dirty ☒ None
- ☒ FEED: Available ☒ Dirty ☒ None continue increasing slowly
- ☒ ANIMAL HEALTH: OK ☒ Poor (See Comment)
- ☒ ANIMAL CONDITION: good! (See Comment)
- ☒ EXERCISE: OK ☒ Needs Exercise
- ☒ ANIMAL GENTLE ☒ ANIMAL NOT GENTLE
- ☒ RECORD BOOK: ☒ Up to Date ☒ Needs Improvement

Comments:

Keep working on halter breaking!  
Off to a good start!

Advisor: [Signature]

Student: [REDACTED]

Parent/Guardian: not present

PLEASANT GROVE HIGH SCHOOL  
Agriculture Department

Project Supervision

Student: [REDACTED] Date: 9/22 Time: 4:30pm

Animal Project: Mkt Steer Animal Weight: 650 lbs

ID #: \_\_\_\_\_

- ☐ PEN: Clean ☒ Dirty ☐ Needs Repair ☐ Needs Shelter
- ☐ WATER: Available ☒ Dirty ☐ None
- ☐ FEED: Available ☒ Dirty ☐ None
- ☐ ANIMAL HEALTH: OK ☒ Poor (See Comment)
- ☐ ANIMAL CONDITION: great! (See Comment)
- ☐ EXERCISE: OK ☒ Needs Exercise
- ☐ ANIMAL GENTLE ☒ ANIMAL NOT GENTLE
- ☐ RECORD BOOK: ☒ Up to Date ☐ Needs Improvement

Comments:

Make sure to spot treat dry skin  
areas w/ vinegar to prevent scaling

Advisor: [Signature]

Student: [REDACTED]

Parent/Guardian: not present

PLEASANT GROVE HIGH SCHOOL  
Agriculture Department

Project Supervision

Student: [redacted] Date: 10/13 Time: 3:30pm

Animal Project: Mt. Steer Animal Weight: 1050 lbs

ID#: \_\_\_\_\_

- ☐ PEN: Clean ☒ Dirty ☐ Needs Repair ☐ Needs Shelter \_\_\_\_\_
- ☐ WATER: Available ☒ Dirty ☐ None \_\_\_\_\_
- ☐ FEED: Available ☒ Dirty ☐ None \_\_\_\_\_
- ☐ ANIMAL HEALTH: OK ☒ Poor (See Comment)
- ☐ ANIMAL CONDITION: Wavy! (See Comment)
- ☐ EXERCISE: OK ☒ Needs Exercise \_\_\_\_\_
- ☐ ANIMAL GENTLE ☒ ANIMAL NOT GENTLE \_\_\_\_\_
- ☐ RECORD BOOK: ☒ Up to Date ☐ Needs Improvement

Comments:

drop grain to 10 lbs/day → add here until next project visit 10/13

Advisor: \_\_\_\_\_

Student: [redacted]

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

not present

PLEASANT GROVE HIGH SCHOOL  
Agriculture Department

Project Supervision

Student: [redacted] Date: 10/13 Time: 5pm

Animal Project: Mt Steer Animal Weight: 873 lbs

ID#: \_\_\_\_\_

- ☐ PEN: Clean ☒ Dirty ☐ Needs Repair ☐ Needs Shelter \_\_\_\_\_
- ☐ WATER: Available ☒ Dirty ☐ None \_\_\_\_\_
- ☐ FEED: Available ☒ Dirty ☐ None \_\_\_\_\_
- ☐ ANIMAL HEALTH: OK ☒ Poor (See Comment)
- ☐ ANIMAL CONDITION: Perfect! (See Comment)
- ☐ EXERCISE: OK ☒ Needs Exercise \_\_\_\_\_
- ☐ ANIMAL GENTLE ☒ ANIMAL NOT GENTLE \_\_\_\_\_
- ☐ RECORD BOOK: ☒ Up to Date ☐ Needs Improvement

Comments:

keep up the good work on hair!  
We ♡ Fluffy cows :)

Advisor: \_\_\_\_\_

Student: [redacted]

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

not present

PLEASANT GROVE HIGH SCHOOL  
Agriculture Department

Project Supervision

Student: Johnny Jones Date: 3/3/17 Time: 1:00 PM  
Animal Project: Swine Animal Weight:        lbs  
ID #: Ham Cross Boils Cross 1471 lbs

- ☐ PEN: Clean ☒ Dirty ☐ Needs Repair ☐ Needs Shelter
- ☐ WATER: Available ☒ Dirty ☐ None
- ☐ FEED: Available ☒ Dirty ☐ None
- ☐ ANIMAL HEALTH: OK ☒ Poor        (See Comment)
- ☐ ANIMAL CONDITION:        (See Comment)
- ☐ EXERCISE: OK ☒ Needs Exercise
- ☐ ANIMAL GENTLE ☒ ANIMAL NOT GENTLE
- ☐ RECORD BOOK: ☒ Up to Date ☐ Needs Improvement

Comments:

Shows 160  
Just gave 1 more 2 lbs  
watch hump

Advisor:       

Student:       

Parent/Guardian:       

PLEASANT GROVE HIGH SCHOOL  
Agriculture Department

Project Supervision

Student: Beila Appleland Date: 3/3/17 Time: 6:35  
Animal Project: Swine Animal Weight: 105 lbs  
ID #: Cross

- ☐ PEN: Clean ☒ Dirty ☐ Needs Repair ☐ Needs Shelter
- ☐ WATER: Available ☒ Dirty ☐ None
- ☐ FEED: Available ☒ Dirty ☐ None
- ☐ ANIMAL HEALTH: OK ☒ Poor        (See Comment)
- ☐ ANIMAL CONDITION:        (See Comment)
- ☐ EXERCISE: OK ☒ Needs Exercise
- ☐ ANIMAL GENTLE ☒ ANIMAL NOT GENTLE
- ☐ RECORD BOOK: ☒ Up to Date ☐ Needs Improvement

Comments:

dear every rotate like sat 1000  
30 days - internal like sat 1000  
next month external 1000

Advisor:       

Student:       

Parent/Guardian:



PLEASANT GROVE HIGH SCHOOL  
Agriculture Department

PLEASANT GROVE HIGH SCHOOL  
Agriculture Department

Project Supervision

Project Supervision

Student: [redacted] Date: 3/3/17 Time: 5:15pm

Animal Project: Swine Animal Weight: 140 lbs

ID #: Pure 141 lbs ID #: cross 144

☐ PEN: Clean ☒ Dirty ☐ Needs Repair ☐ Needs Shelter

☐ WATER: Available ☒ Dirty ☐ None

☐ FEED: Available ☒ Dirty ☐ None

☐ ANIMAL HEALTH: OK ☒ Poor (See Comment)

☐ ANIMAL CONDITION: (See Comment)

☐ EXERCISE: OK ☒ Needs Exercise

☐ ANIMAL GENTLE ☒ ANIMAL NOT GENTLE

☐ RECORD BOOK: ☒ Up to Date ☐ Needs Improvement

Comments: 10/10/16 days  
sun 10 6/18  
recommend: back to 5/16/17

☐ PEN: Clean ☒ Dirty ☐ Needs Repair ☐ Needs Shelter

☐ WATER: Available ☒ Dirty ☐ None

☐ FEED: Available ☒ Dirty ☐ None

☐ ANIMAL HEALTH: OK ☒ Poor (See Comment)

☐ ANIMAL CONDITION: (See Comment)

☐ EXERCISE: OK ☒ Needs Exercise

☐ ANIMAL GENTLE ☒ ANIMAL NOT GENTLE

☐ RECORD BOOK: ☒ Up to Date ☐ Needs Improvement

Comments: show 100  
show 100  
show 100

Advisor: [signature]

Student: [redacted]

Parent/Guardian: [signature]

Advisor: [signature]

Student: [redacted]

Parent/Guardian: [signature]

**Support Material 17:**  
**3E Agriculture**  
**Department Vehicle**

The Agriculture Department Vehicle is an Ford F250 Extended Cab Truck that is used to pick up feed, weigh animals off-site and transport students to field days.



# **Support Material 18:**

## **4A Teacher Credentials**





# COMMISSION ON TEACHER CREDENTIALING

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SWENSON, JENNA > Document:

[New Search](#)

Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission conta

**Last Name:** SWENSON

**Last Known County of Employment:** California

Note: Please verify County of Employment is current

**First Name:** JENNA

**Adverse and Commission Actions Indicator:**

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

**Middle Name:** MARIE

[Current Document](#) | [All Documents](#) | [Adverse and Commission Actions](#)

◀ 1 - 2 of 2 ▶

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
▶ 160164180	Specialist Instruction Credential (Agriculture)	Clear	Valid	8/9/2016	7/1/2021	7/8/2009		
▶ 150204205	Single Subject Teaching Credential	Clear	Valid	7/1/2016	7/1/2021	6/17/2010		

[Authorization/Subjects](#)

◀ 1 - 1 of 1 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

## Renewal Requirements

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

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC Code Not Required

## Employment Restrictions

◀ No Records ▶ |



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TEACHER CREDENTIALING  
Ensuring Educator Excellence

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CHAPMAN, CLAIRISE > Document:

**New Search**

Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission conta

**Last Name:** CHAPMAN

**Last Known County of Employment:**

**First Name:** CLAIRISE

**Adverse and Commission Actions Indicator:**

**Middle Name:** MARIE

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

**Current Document** | [All Documents](#) | [Adverse and Commission Actions](#)

◀ 1 - 3 of 3 ▶

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	160121707	Single Subject Teaching Credential	Preliminary	Valid	6/9/2016	7/1/2021			
>	160122714	Specialist Instruction Credential (Agriculture)	Clear	Valid	6/9/2016	7/1/2021			
>	150092503	Certificate of Clearance		Valid	5/22/2015	6/1/2020	5/22/2015		

**Authorization/Subjects**

◀ 1 - 4 of 4 ▶

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRX	Agriculture (Examination)	MAJ	
ELAS	The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.	NONE		MAJ	
	This credential authorizes the holder to				

# Support Material 19: 4B In-Service Activities Document



# INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

**CRITERIA 4.B**      School Year      2015-16      School      PLEASANT GROVE HS

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				
	ZALLO	FORSTER	SWENSON		
Fall Region Meeting	X	X	X		
Region In-service Day	X	X	X		
Spring Region Meeting		X	X		
Section In-service*	X*	X*	X*		
Section In-service*	X**	X**	X**		
Section In-service*	X***	X***	X***		
Section In-service*	X****	X****	X****		
Summer Conference	X	X	X		
University AgEd Skills Week	X		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 X\*=Fall Sectional CATA Meeting

2 X\*\*= Spring Sectional CATA Meeting

3 X\*\*\*= Administrators' Night

4 X\*\*\*\*= State Degree Record Book Scoring

5 PD\*\* Supervising & Mentoring Agricultural Education Teachers Conference (Zallo)

# Support Material 20: 4C Ag Dept Weekly Meeting Schedule

Fundraising – Mary or Garrett  
Publicity – Garrett or Emily  
Scrapbook – Jackie or Faith or Emily  
Wrecking Crew – Emily or Madison

7. Greenhand Conference Update – 44 students going leaving at 6:40 – chapman will be at the ag department and Swenson will go to front of school with bus
8. FFA Update – Forster  
Social on Tuesday to be planned more in depth
9. **Ag Dept meetings** – Swenson discussed that we should select a day of the week and alternate between morning and evening to accommodate schedules since Thursday morning meetings don't work with staff, PLC science groups or CTE meetings. Department decided to set meetings for the year. See the following for meeting dates  
**October** 11<sup>th</sup> – PM 3:20pm, 18<sup>th</sup> –skip due to 2 teachers gone for National Convention, 25<sup>th</sup> – 3:30pm  
**November** 1st - Discuss items at AET, 8<sup>th</sup> 3:15pm, 15<sup>th</sup> skip due to conferences that week 22 – break, 29<sup>th</sup> 7:15AM  
**December** 6<sup>th</sup> 3:30pm, 13<sup>th</sup> 7:15AM  
**January** 3<sup>rd</sup> during in-service, 10<sup>th</sup> 7:15AM, 17<sup>th</sup> 3:30PM, 24<sup>th</sup> 7:15AM, 31<sup>st</sup> 3:30PM  
**February** 7<sup>th</sup> 7:15AM, 14<sup>th</sup> 3:30PM, 21<sup>st</sup> 7:15AM, 28<sup>th</sup> 3:30PM  
**March** 7<sup>th</sup> 7:15AM, 14<sup>th</sup> 7:15AM, 21<sup>st</sup> 3:30PM, 28<sup>th</sup> 3:30PM  
**April** 4<sup>th</sup> 7:15AM, 18<sup>th</sup> 7:15AM  
**May** 2<sup>nd</sup> 7:15AM, 9<sup>th</sup> 3:30PM, 16<sup>th</sup> 7:15AM

# **Support Material 21: 4D Department Meeting Minutes**

Pleasant Grove High School Agriculture Department  
Meeting Minutes  
Wednesday, October 6, 2016 started at 3:40pm

Attendees: Clair, Jessica, Libby and Jenna

1. Steering Meeting

Athletics – Quarter grades count if less than 2.0 they are done with Fall sports. If 2.0s with an F they can't play till it has been updated.

Safe Plans/Goals – Email Michelle if you have a good goal for her to add to her report

PSAT – All 9-11 teachers will proctor 2 hours of test to still have a 2 hour prep.

Check the list Laurie Weiss sent out to see where or who you are replacing. Jessica and I will have subs, so if you could help make sure they get the box in the morning that would be appreciated.

2. Project Ride Events – Tomorrow pass out information sheets to kids that turned papers in. We need 21 more kids to step up to do this since they need all 40. Make sure to forward the emails on schoolloop. Need to send community service information out earlier and think about consequences for kids not showing up to events. Project R.I.D.E Crab feed info and list starting in early December.

3. Food Day – October 24 decide what booths for agriculture students to have based on the matrix. Swenson will be attending a meeting Tuesday, Oct 11 to find out what they need for ag. Swenson will send out the matrix and list of booths district has already so that we can plan for 1-2 booths for ag kids to have. Possible ideas for the booths the path animals take for food system, fruits/veggies taste testing, food quality poultry judging idea of the nuggets (taste food possibly)

4. WBL for classes – went through the list to update the report for Rebecca hunter/District wants for what we already do in each class and what we need/have a gap in.

5. PG FFA Card/Apparel Sales/Aggie Backer Dinner – Sell! Sell! Sell! And forward all the emails to your classes on schoolloop please.

6. Committee Chair & Wrecking Crew Apps –

**Wrecking Crew** – Cody Hughes, Carson Hanson, Isabel Waterman, Katie DeFant, Madison Ebberts, Emily Huerta

**Committee Chair** – Possible chairs for committees listed, will wait for Libby and Clair to look

Awards – Madison or Katie

Ag Day/Recruitment – Katie (oldest and has been to multiple)

Community Service – Faith, Jackie or Madison

Farm Maintenance – Luke or Mary

Fundraising – Mary or Garrett  
Publicity – Garrett or Emily  
Scrapbook – Jackie or Faith or Emily  
Wrecking Crew – Emily or Madison

7. Greenhand Conference Update – 44 students going leaving at 6:40 – chapman will be at the ag department and Swenson will go to front of school with bus
8. FFA Update – Forster  
Social on Tuesday to be planned more in depth
9. Ag Dept meetings – Swenson discussed that we should select a day of the week and alternate between morning and evening to accommodate schedules since Thursday morning meetings don't work with staff, PLC science groups or CTE meetings. Department decided to set meetings for the year. See the following for meeting dates  
**October** 11<sup>th</sup> – PM 3:20pm, 18<sup>th</sup> –skip due to 2 teachers gone for National Convention, 25<sup>th</sup> – 3:30pm  
**November** 1<sup>st</sup> - Discuss items at AET, 8<sup>th</sup> 3:15pm, 15<sup>th</sup> skip due to conferences that week 22 – break, 29<sup>th</sup> 7:15AM  
**December** 6<sup>th</sup> 3:30pm, 13<sup>th</sup> 7:15AM  
**January** 3<sup>rd</sup> during in-service, 10<sup>th</sup> 7:15AM, 17<sup>th</sup> 3:30PM, 24<sup>th</sup> 7:15AM, 31<sup>st</sup> 3:30PM  
**February** 7<sup>th</sup> 7:15AM, 14<sup>th</sup> 3:30PM, 21<sup>st</sup> 7:15AM, 28<sup>th</sup> 3:30PM  
**March** 7<sup>th</sup> 7:15AM, 14<sup>th</sup> 7:15AM, 21<sup>st</sup> 3:30PM, 28<sup>th</sup> 3:30PM  
**April** 4<sup>th</sup> 7:15AM, 18<sup>th</sup> 7:15AM  
**May** 2<sup>nd</sup> 7:15AM, 9<sup>th</sup> 3:30PM, 16<sup>th</sup> 7:15AM



Pleasant Grove High School Agriculture Department  
Minutes  
Tuesday, January 3, 2016 @ 1:30pm  
Attendees: Clair Chapman, Jessica Forster, Jenna Swenson

1. Steering Meeting Info –
  - **Jan 5<sup>th</sup>** – Staff Meeting in small gym
  - **Jan 9**– Juniors signing up for their senior year classes. Robbins, Swenson and Forster need to go over the ag plan. Tell Swenson how many juniors you have right now to make copies.
  - **Jan 11** – Multicultural Assembly during 2<sup>nd</sup> period, Wednesday Jan 11. Classes will be shorter
  - **Jan 12** – We will go over shooting powerpoint that is condensed down to show in advocacy
  - **Jan 20** – Rally Schedule - Black Light Rally
  - During this semester there will be two times that we have an unannounced fire drill/lock down – 1 during class and other may be during passing/lunch we will not know.
2. Speaking Contests – Tuesday, Jan 10 – 3 rooms plus counseling conference room. Start at 3:45pm
  - Greenhouse – Holding Room
  - AC-1 – Job Interview
  - AC-2 – Prepared/Extemp
  - Counseling Conf Room – B.I.G.
3. State Conference Apps – Forster update and email out rubric and application.
  - 2 - 9 passenger vans and 2 - 7 passenger vans = 32 students
  - Make any edits by Thursday 4<sup>th</sup> and Swenson will make copies
  - Distribute starting on Jan 6<sup>th</sup> and due by Thursday, 26<sup>th</sup>
  - Ag Teachers, 2 Faculty/Admin to review and score to select the top 32
  - Announce Feb 8<sup>th</sup> who attends and money due March 3<sup>rd</sup>.
  - Mandatory meeting – April 4<sup>th</sup>
4. Judging Team Numbers for Merced Field Day – registering on Monday, 1/9 need numbers by Fri, Jan 5.
5. Class Field Trips – location and need dates (possible idea Trinity Fresh Produce)
  - Floral – SF De Young Museum/Floral Mart –**March 16**
  - Applied Gen Sci – Caverns? /Ag Industry Tour CTE
  - Ag Bio – MJC/Walnut Orchard –Wegner Farms?/Wildlife or Hilmar Cheese Factory?
  - A&p/Vet – Superior Farms/UCD Vet/Animal Units and Chamberlain Equine
  - Stables/Tollenaar Dairy (Elk Grove)
  - Ag Econ – Federal Reserve/SF Giants Turf Management **March 23**

6. Crab Feed – Resend the email and continue to promote until 12<sup>th</sup> and then we send out to Schoolloop opportunity
7. Job Shadow Day – We need to get going on starting if we are going to do it first week in February or are we going to pick our own date?
8. Career Day – Swenson to get flyer from Rebecca to send out to business contacts that we personally want to invite. And then draft an email inviting them and we can forward yes's to Rebecca to get final details.
9. Funds – All field trips/events being used through perkins needs to have paperwork in before April 1<sup>st</sup>. So if you know of a field trip let Swenson know to fill out the paperwork to allocate those funds, so we don't lose them by March 15<sup>th</sup>.
10. FFA/JLA Update - Forster
  - Chapter Degree Ceremony – need all apps by Friday Jan 6<sup>th</sup>
  - ceremony on Wed Jan 11. Forster to order cakes. Need to look at number of plates and forks before we go buy

**Support Material 22:  
4E Travel Expense  
Claim Form**

**ELK GROVE UNIFIED SCHOOL DISTRICT**  
**TRAVEL/CONFERENCE APPROVAL AND EXPENSE CLAIM FORM**  
**REQUESTS MUST BE SUBMITTED AT LEAST 7 WORKING DAYS IN ADVANCE**

Authorization Code

\_\_\_\_\_

**ART A**

(Instructions for completing this form on reverse)

Do Not Complete Shaded Areas

NAME OF EMPLOYEE (Please Print) <b>Jenna Swenson</b>						CONFERENCE/WORKSHOP TITLE <b>Reedley Field Day</b>			VENDOR #	
TITLE <b>Agriculture Instructor</b>			SITE OR DEPARTMENT <b>PGHS - Ag</b>			CITY, STATE TRAVELING TO <b>Reedley CA</b>				
TRAVEL <input checked="" type="checkbox"/> DISTRICT OWNED VEHICLE <input type="checkbox"/> PUBLIC CONVEYANCE			<input type="checkbox"/> PRIVATE AUTO <input type="checkbox"/> OTHER			DATE OF TRAVEL/CONFERENCE FROM <b>12/9/16</b> THROUGH <b>12/10/16</b>				
ESTIMATED EXPENSES (Maximum)	FUND XX	SITE XXX	MNGMNT XXXX	FUNCTION XXXX	GOAL XXXX	RESOURCE XXXX	YR X	OBJECT XXXX	REIMBURSEMENT DUE	
	01	480	4250	1000	3805	7010	5	5200		
Meals	01	480	4250	1000	3805	3550	5	5200		
Cal-Card Payment										
TOTAL \$						For Categorical Programs: Component: Activity # Page #			TOTAL \$	

**TRAVEL ADVANCE REQUEST:**

\$ \_\_\_\_\_  
 (Minimum request of \$50.00, not to exceed 80% of above estimated expenses.)

**DIRECT PAYMENT REQUEST:**

☐ YES ☐ NO

If yes, attach copy of requisition, limited purchase order or revolving fund check request form for simultaneous approval.

NOTE: If teacher substitute is required, "Request For Authorization for Substitute" form is required.

SIGNATURE OF EMPLOYEE \_\_\_\_\_

DATE

**APPROVALS:**

IMMEDIATE SUPERVISOR \_\_\_\_\_

AUTHORIZED MANAGEMENT  
(Funding Authorization) \_\_\_\_\_

BUDGET APPROVAL \_\_\_\_\_

SUPERINTENDENT  
(Required for Out-of-State) \_\_\_\_\_

DATE

DATE

DATE

DATE

**PART B: TO BE COMPLETED UPON RETURN**

ITEMIZED EXPENSES (List day and date, e.g. Mon. 1/11)										AGENDA and APPROPRIATE RECEIPTS MUST BE ATTACHED.									
ITEM	DISTRICT PAYMENTS	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	TOTALS										
BREAKFAST <i>Maximum \$ 11.00</i>																			
LUNCH <i>Maximum \$16.00</i>																			
DINNER <i>Maximum \$29.00</i>																			
PERSONAL CAR: MILES @ CURRENT RATE																			
LODGING: HOTEL, ETC.																			
CONVENTION REGISTRATION FEES																			
OTHER - ITEMIZED (Attach sheet, if necessary)																			
<b>TOTAL ITEMIZED EXPENSES (Should not exceed estimate in Part A)</b>										\$									
<b>LESS PAYMENTS BY DISTRICT:</b>																			
Travel Advance - Revolving Cash Fund Check # _____ Dated _____																			
Direct Payments (From Part B, Column 1)																			
<b>REIMBURSEMENT DUE</b>										\$									

**PART C: TO BE SIGNED AFTER EXPENSES ARE ITEMIZED AND AUTHORIZES PAYMENT OF CLAIM.**

If driving, I hereby certify that I possess a valid California driver's license and that I have at least the minimum public liability and property damage insurance required by the State of California (Vehicle Code Section 16430). I further certify that the mileage and expenses hereon are actual, were expended in the performance of official Elk Grove Unified District business and that no other claim has been made for any portion thereof.

SIGNATURE OF EMPLOYEE \_\_\_\_\_ DATE \_\_\_\_\_

SIGNATURE OF SUPERVISOR/AUTHORIZED MANAGER \_\_\_\_\_ DATE \_\_\_\_\_

RECEIVED

RECEIVED

NOV 18 2016

NOV 30 2016

RECEIVED  
 ELK GROVE UNIFIED SCHOOL DIST

WHITE, CANARY -> TO ACCT'S PAYABLE VIA BUDGET CONTROL

PINK -> SCOE

GOLDENROD -> ORIGINATOR

DEC 01 2016

ACCOUNTING DEPT

**Support Material 23:**  
**6A Advisory**  
**Committee Roster &**  
**By-Laws**

# Advisory Committee

Term Date First Name Last Name E-mail Expertise

6/1/2019 (3yr)	Ray	Bayles	<a href="mailto:ray@oldtowncreations.net">ray@oldtowncreations.net</a>	floral industry
	Michelle	Doiron	<a href="mailto:mdoiron@egusd.net">mdoiron@egusd.net</a>	admin VP
6/1/2018 (2yr)	Dan	Forster	<a href="mailto:forster.d@frontiernet.net">forster.d@frontiernet.net</a>	Cattle/AG Industry
	Laurie	Fox	<a href="mailto:lfox@egusd.net">lfox@egusd.net</a>	EGUSD AG Sector Coach
6/1/2017 (1yr)	Tony	Jenovino	<a href="mailto:tony_jenovino@campbellsoup.com">tony_jenovino@campbellsoup.com</a>	Campbell Soup AG Business
6/1/2019 (3yr)	Bill	Leicht	<a href="mailto:LeichtwL@Lilly.com">LeichtwL@Lilly.com</a>	Animal Pharmaceuticals
6/1/2018 (2yr)	Lynn	Martindale	<a href="mailto:lmartindale@ucdavis.edu">lmartindale@ucdavis.edu</a>	Secondary
6/1/2017 (1yr)	Hugh	Mooney	<a href="mailto:hmooney@cde.ca.gov">hmooney@cde.ca.gov</a>	State AG Education
6/1/2019 (3yr)	Ron	Oneto	<a href="mailto:roneto@aol.com">roneto@aol.com</a>	Crops/agriculture
6/1/2018 (2yr)	Carlie	Perham	<a href="mailto:ccperham@gmail.com">ccperham@gmail.com</a>	meat science/pg FFA Alumni
6/1/2017 (1yr)	Jim	Perham	<a href="mailto:perhamj@aol.com">perhamj@aol.com</a>	Equine/Fairs

*Chairman*

## Teachers

Clair	Chapman	<a href="mailto:cchapman@egusd.net">cchapman@egusd.net</a>	teacher
Jessica	Forster	<a href="mailto:jforster@egusd.net">jforster@egusd.net</a>	teacher
Jenna	Swenson	<a href="mailto:jswenson@egusd.net">jswenson@egusd.net</a>	teacher
Libby	Robbins	<a href="mailto:lrobbins@egusd.net">lrobbins@egusd.net</a>	teacher



**Pleasant Grove High School  
Agriculture  
Advisory Committee**

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**BYLAWS**

**ARTICLE I - Name**

1. The name of this organization will be the Pleasant Grove High School Agriculture Advisory Committee, hereafter referred to as the Advisory Committee.

**ARTICLE II – Purpose**

**Section A**

1. To represent the community and advise the agriculture teachers and administration for achieving a successful agriculture program.

**Section B**

**Understanding of Responsibility**

1. The Advisory Committee is *only* advisory in character.
2. The advice is up to the teachers, school administrators, or school board as appropriate to accept or reject.
3. The Advisory Committee has no administrative or policy forming power.

**Section C**

**Functions and Duties of Advisory Committee**

1. Review existing programs, courses of study, facilities, and equipment.
2. Make recommendations to the agriculture program.
3. Assist the teachers in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
4. Help advocate support for legislation and appropriations.
5. Help the teachers develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
6. Help provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.

## **ARTICLE III – Membership**

### **Section A**

The Advisory Committee will consist of up to twelve people, made up of parents, community members, agricultural industry representatives, and 1-2 student representative(s).

1. Committee representatives will be selected by the agriculture instructors and approved by the school administration annually.
2. Non-voting school site members consist of all agriculture instructors and site administrator.
3. The committee will fill its own replacements.

### **Section B**

Members:

1. Should be successful agriculturists and/or individuals engaged in a significantly related occupation.
2. Should have recent, successful, firsthand, and practical experience in the field of agriculture.
3. Should exhibit substantial interest in the agriculture program.
4. Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
5. Should recognize the time required and express a willingness to serve on the committee.

## **ARTICLE IV – Voting**

1. Each representative who is present at a meeting will have one vote on motions or actions that come before the Advisory Committee.
2. Twenty-five percent of the membership shall constitute a quorum.
3. Business is transacted by a simple majority vote.

## **ARTICLE V – Officers**

### **Section A**

1. The officers of the Advisory Committee shall be the chairperson, vice-chairperson, and recorder.
2. Chairperson and vice-chairperson should be a voting member elected by the committee.
3. Officers will be elected at the beginning of each school year. Officers shall advance through the chairs.
4. An agriculture teacher will serve as recorder and general interpreter.

## **Section B**

### **Officer duties**

Chairperson:

1. Presides over all meetings.
2. Arranges and organizes meetings with the Agriculture Department Head.
3. Establishes subcommittees as needed.

Vice-Chairperson:

1. Assists chairperson as needed.
2. Oversees chairpersons' duties in their absence.

Recorder:

1. Records minutes and distribute them to all voting and non-voting committee members, the school principal and the vocational education director.

### **ARTICLE VI – Meetings**

1. The Advisory Committee will meet a minimum of twice per year.
2. Necessity should always determine the exact number.

**Support Material 24:**  
**6B Advisory**  
**Committee Meeting**  
**Minutes**

Advisory Committee Meeting Minutes June 2, 2016

In attendance: Michelle Doiron, Dan Forster, Jessica Forster, Laurie Fox, Jenna Swenson, Izaskun Zallo, Tony Novino, Jim Perham, Carlie Perham, Hugh Mooney, Bill Leicht, Ron Oneto

The meeting was called to order at 6:18pm by Dan Forster at PGHS in the ag department.

1. Introductions – Ron Oneto – Local Farmer (Cherries, Dry Beans, Walnuts), Carlie Perham – Meat Science Industry/PG FFA Alumni
2. Hugh moved to accept the minutes from the previous meeting as read and Jessica seconded the motion. The motion passed by voice vote. Another motion was made by Tony and seconded by Jim to recommend Ray Bayles with a Floral Background to join the advisory committee
3. Another motion was made by Bill and seconded by Hugh to recommended Carlie Perham with meat science and being former PG FFA alumni to join the advisory. The ag teachers will take the recommendation to administration for final approval.
4. Enrollment for 2016-17
  - a. 5 Sections of Applied General Science (same as 2015-16)
  - b. 5 sections of Agricultural Biology (increase of 1 section from 2015-16)
  - c. 2 sections Floral Design (same from 2015-16)
  - d. 2 section Animal Anatomy & Physiology (increase of 1 section from 2015-16)
  - e. 2 section of Ag Economics (increase of 1 section from 2015-16)
  - f. no section Ornamental Horticulture (decrease from 2015-16)
  - g. 1 section of Veterinary Science (same as 2015-16)
  - h. 1 section KAMS Agriculture Science (increase 1 section)
  - i. 2016-17 total students enrolled in an ag class = 507 (increase of 57 students from 2016-17)
5. Follow up about the Advisory's letter to Principal and District about extended contract has been looked at. This next year 2016-2017 teachers will need to document all extra hours, with students and what the activity is. Right now you have to teach a summer school class, get so many hours in different criteria, professional development, sae/class(student contact), program development
6. Izzy is leaving PG going to Woodland Pioneer, PG hired 2 new teachers 1.0 FTE Clair Chapman student taught at Delta HS last year, .8 FTE Libby Robbins from Florin HS
7. FFA Highlights (for detailed overview see attached document)
  - a. Overall Committee was excited to hear all of the successes for this year of PG students
8. Future Ag Advisory Committee Meeting & Term Limits –
  - a. It was recommended by Hugh that we set Terms not limits at the next meeting and do it by 1, 2 & 3 year increments and people can renew if they would like.
  - b. It was decided that Advisory would like to meet earlier in the school year since District is looking to pass a bond and discuss in the fall how to go about pursuing ag facilities for ag mechanics/food sciences.
9. Future Ag Advisory Committee Meeting Dates –
  - a. Sep 15, 2016, Jan 19<sup>th</sup>, 2017, June 8, 2017
10. Meeting was adjourned at 7:53 pm.

## PLEASANT GROVE AGRICULTURE DEPARTMENT

9531 Bond Road, Elk Grove, CA 95624 916-686-0230

Clair Chapman – [cchapman@egusd.net](mailto:cchapman@egusd.net) Jessica Forster – [jforster@egusd.net](mailto:jforster@egusd.net) Libby Robbins – [lrobbins@egusd.net](mailto:lrobbins@egusd.net)  
Jenna Swenson – [jswenson@egusd.net](mailto:jswenson@egusd.net)

### *Agriculture Department Advisory Committee Meeting*

#### **MINUTES**

*(Thursday, September 15, 2016 @6:00 PM)*

*PGHS Agriculture Department*

In attendance: Ray Bayles, Dan Forster, Laurie Fox, Tony Jenovino, Lynn Martindale, Ron Oneto, Carlie Perham, Jim Perham, Libby Robbins, Jenna Swenson, Jessica Forster, and Clair Chapman

The meeting was called to order at 6:18pm by Dan Forster at the PGHS ag department.

#### 1. Introductions

- Attendees introduced themselves as they were seated around the table to welcome our newest members: Ray Bayles, Libby Robbins, and Clair Chapman

#### 2. Review & Approve Minutes of previous meeting

- Carlie moved to accept the minutes from the previous meeting as read and Tony seconded the motion. The motion passed by vote.

#### 3. Course Enrollment/Department Goals (each topic was represented by a chart)

- (Course Enrollment) Chart breakdown and review raised question of: How to implement UCCI curriculum to new ag students?
  - i. Steering on site has been having discussions on the order of the UCCI classes
  - ii. Need to clarify current ag pathways and promote on main PGHS campus
  - iii. Suggestion to have Carlie Perham guest-speak to our classes to promote and inspire students about possible ag careers and opportunities after high school
- (Department Goals) Each goal was discussed and the recommendations were as follows:
  - i. Public Relations- increase ag awareness at PGHS
    - Opportunity to attend Map Your Future Event (1/26) for 4<sup>th</sup>- 8<sup>th</sup> grade students and promote our agriculture program with hands-on activities
  - ii. Increase Community Awareness
  - iii. Focus on Students
  - iv. Maintain Rigor in Curriculum
  - v. Promote Ag Career Pathways
    - Opportunity to use SSP Mini Grant for middle school classes to develop part of a program (ie. Mechanics), talk/refer to Kerr to make classes rotational, possibility to add food science (Gustine and Galt Liberty Ranch already have)
    - Adding food science recommended by industry (Carlie)
    - Promote 4-H to middle school students to begin their show experience
  - vi. Maintain Professionalism within and outside AG department

#### 4. Greenhouse

- Discuss current condition: Upside potential and garden beds
- Presented noise and fan concern solution...
  - i. Airco Technician came out to PGHS greenhouse, week of 9/12/16, to report one fan has two speeds and was suggested that we put a box around fan for insulation to quiet sound
  - ii. Laurie Fox met a contact at AirCo (Paul) who was able to present two solution options
    - 1. Free box around fan
    - 2. Pay \$1700 to fix fan

- Industry (all committee members) deemed necessary to fix the noise problem asap
- Lynn Martindale moved option number one and was seconded by Ray Bayles

5. Future Goals of the program/action plan

- USDA grants to open in spring
- Have Ray Bayles give class presentation in floral classes
- Laurie Fox presented information on culinary advisory meeting to market animals for fair (1-2 students from each Elk Grove ag program to teach about raising market animals and why the community should buy from local FFA chapters)
- Facility Issue: hog drainage
  - i. Jenna Swenson contacted the custodian and Michelle Doiron for a flush system
  - ii. Maintenance sent the claim to the district
  - iii. Suggested to contact a dairyman- Ray Bayles will contact someone in Franklin, Ron Oneto to ask for a flushing Tank
- Laurie Fox suggest we add Carmine Forcina to advisory board
- Possible use of CTEIG funds for a portable to add more space to ag department
  - i. Classrooms are too small for our class sizes
  - ii. Department should be utilizing the allocated property
    - Lynn Martindale moved for Jim Perham to write a letter to Elk Grove administration for a portable, expand program, etc and was seconded by Dan Forster
    - (Draft letter has been written)

6. Set Terms

- Random assignment of terms, ranging from 1-3years, was presented
  - i. If member misses a full year of meeting = membership not renewed
  - ii. Members agreed on presented terms

7. Future Ag Advisory Committee Meeting Dates –

- a. Thursday, January 19, 2017 @ 6pm
- b. Thursday, June 8, 2017 @ 6pm

8. Adjournment

- Meeting adjourned at 8:20pm



Support Material 25:  
6C Examples of  
Advisory to Develop 5  
Year Acquisition  
Schedule & Define  
Program Completer

Pleasant Grove High School Agriculture Department  
5 Year Acquisition Schedule

**Year 1                      2014-2015**

<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
10	Portable Digital Balances	Sargent-Welch	WLS1759-62	\$ 342.00
8	Graduated Cylinder, 10mL	Sargent-Welch	WL5260B	\$ 3.65
8	Graduated Cylinder, 25mL	Sargent-Welch	WL5260C	\$ 3.95
8	Graduated Cylinder, 100mL	Sargent-Welch	WL5260E	\$ 4.95
10	Heat Lamps	Nasco	C11387N	\$ 6.70
36	Introductory Horticulture, 10th Ed.	Delmar/Amazon	ISBN-13: 978-1401889524	\$ 126.00
36	Sunset Western Garden Book	Amazon	ISBN-13: 978-0376039200	\$ 23.07
2	Fair Signage (goats, turkeys)			\$ 200.00
10	Hog Panels	Estate Sale	n/a	\$ 25.00
24	Rubber Mats	Estate Sale	n/a	\$ 25.00
36	Pruning Shears			\$ 20.00
15	Loppers			\$ 50.00
1	Refrigerator with lock			\$ 250.00

**Year 2                      2015-2016**

<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
8	Beaker 5 piece set	Sargent-Welch	WLS4675-ZZ	\$ 31.95
2	Wash Bottles, 500mL, 6pk	Sargent-Welch	WLS9486-05C	\$ 31.25
8	Hot Plate 4x4 Ceramic 120V	Sargent-Welch	WLS1765-41	\$ 261.00
10	Hot Hand Protector	Sargent-Welch	WLS1774-22	\$ 20.35
36	Goggles Hooded Vent UV FogFree	Sargent-Welch	WLS40380-03A	\$ 7.30
2	Heavy Duty Service Utility Carts	Sargent-Welch	WLS19758-B	\$ 250.00
1	Thermometers, pkg of 25	Sargent-Welch	WLS80030-AT	\$ 295.00
1	Laminator			

**Year 3                      2016-2017**

<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
36	Ipads or Chrome Books			\$ 450.00

**Year 4                      2017-2018**

<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
1	Network Copier			\$ 2,000.00

**Year 5                      2018-2019**

<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
1	Chevrolet Suburban or Van			\$ 45,000.00
1	Gooseneck Trailer			\$ 16,000.00

Advisory Committee Meeting Minutes  
January 22, 2014

attendance: Michelle Doiron, Dan Forster, Jessica Forster, Lynn Martindale,  
Angela Mayfield, Jenna Swenson, Izzy Zallo

The meeting was called to order at 6:14pm by Dan Forster at PGHS in the ag department.

1. Angela moved to accept the minutes from the previous meeting as read and Lynn seconded the motion. The motion passed by voice vote.
2. Sharing Ideas of Ag Program names
  - a. Zallo's Animal & Anatomy classes had a class assignment to come up with a acronym/brand name for the ag department/program
  - b. Angela recommended that we look at other states for names of their academy programs.
  - c. It was suggested to possibly add science into the final program name.
3. Future of Ag Funding
  - a. Each student had an assignment in class to write to their local legislators and to find their representatives. They were sent to governor, senator and assembly member. Steinberg responded to students wrote to students telling them they should talk to their district about the funding.
  - b. Capitol Ag Day – discussion with cut flowers association to possibly make appointment with governor or office staff when floral arrangement is delivered.
  - c. Lynn suggested that as a group the ag high schools in the district should get together to propose a plan, set amount per student to ask for the local funding money that is allocated for career technical education.
4. Program Completer Defined -
  - a. A program completer of the PGHS Agriculture program is defined as a student who completes three (3) years, including their senior year in the program and completes coursework in one of the Career Pathways offered. These students will receive a blue cord to wear at graduation. Students who earn their State FFA Degree will wear the gold FFA sash. Students who complete four (4) years in the Agriculture program will receive a pin to wear for their achievement.
    - i. Advisory members agreed that this was a clear and acceptable definition.
5. Unfinished Business
  - a. 19 State FFA Degrees – New PG Record
  - b. Ag Department Survey -
    - i. Email Angela the survey to create on Survey Monkey
    - ii. Add a question clarification question about SAE's describing what category it fits in.
    - iii. For Grad survey – add question about earning FFA scholarship and able to get a job from being in ag class
  - c. Future Ag Meeting – May 29<sup>th</sup> @ 6pm.
6. Meeting was adjourned at 8:14 pm.

**Support Material 26:  
7A Course Selection  
Form & 4 year  
Ag Plan**



2017/2018  
**PLEASANT GROVE HIGH SCHOOL -- SENIOR COURSE SELECTION FORM**

STUDENT LAST NAME \_\_\_\_\_ FIRST NAME \_\_\_\_\_ MI \_\_\_\_\_  
HOME PHONE # \_\_\_\_\_ STUDENT CELL PHONE # \_\_\_\_\_ STUDENT ID# \_\_\_\_\_  
DATE OF BIRTH \_\_\_\_\_ TODAY'S DATE \_\_\_\_\_ DUE DATE FOR THIS FORM IS \_\_\_\_\_

**Directions:**

- Enrollment in any class (elective or otherwise) is considered a commitment on the part of the student/parent. Choose your courses carefully.
- ALL STUDENTS MUST** choose a total of **EIGHT** classes, **BOTH** fall and spring. (Rank electives 1-5)
- Athletic P.E. placements will be made by the athletic director and/or coach

COURSE#	COURSE TITLE	Y-YEAR	S-SEMESTER
<b>REQUIRED COURSES</b>			
<b>ENGLISH</b>			
140	~ENGLISH 12		Y
147	~ENGLISH 12 AP ^		Y
111	EL ENG BEGINNING		Y
112	EL ENG INTERMEDIATE		Y
113	EL ENGLISH LAB		Y
<b>MATH</b>			
343	~MATH I		Y
367	APPLIED GEOMETRY		Y
350	~MATH II **		Y
356	~MATH II H **		Y
391	~PROBLEM SOLVING A **		Y
360	~MATH III **		Y
366	~MATH III H **		Y
392	~PROBLEM SOLVING B **		Y
394	~STATISTICS & PROB **		Y
397	~STATISTICS & PROB, AP ** ^		Y
370	~PRE-CALCULUS *1		Y
376	~PRE-CALCULUS H **		Y
387	~CALCULUS AB, AP ** ^		Y
389	~CALCULUS BC, AP ** ^		Y
1070	BUSINESS FINANCE		Y
1258	CADD		Y
<b>SOCIAL SCIENCE</b>			
	~AMERICAN GOVERNMENT	S	
	~AMER GOV'T, AP ^	Y	
250	~ECONOMICS		Y
257/258	~MACRO/MICRO ECON, AP ^	Y	
550	~ECON. IN AGRICULTURE		Y
<b>ACADEMY STUDENTS (App. required)</b>			
<b>DIGITAL MEDIA ACADEMY</b>			
1292	~ADV PROD BROADCAST CTE	Y	
<b>ENGINEERING (IDEA)</b>			
1268	~PRIN OF ENGINEERING B**	Y	
<b>PUBLIC SERVICE (select 10 credits)</b>			
481	~HUMAN BODY SYSTEMS	Y	
450/457	~CHEM** or CHEM, AP ** ^	Y	
447	~BIOLOGY, AP ** ^	Y	
460/467	~PHYSICS/PHYSICS I OR II AP	Y	
266	~PSYCH I & PSYCH II	Y	
267	~PSYCHOLOGY AP ^	Y	
473	CRIMINALISTICS	Y	
247	~AMER GOV'T, AP ^	Y	
<b>ELECTIVE COURSES</b>			
<b>AIDE</b>			
3000/3001	~ OFFICE AID *	S	
3000/3001	~ TEACHER AID *	S	
3000/3001	~ LIBRARY TEACHER AID *	S	
3010/3011	~ PEER TUTORING *	S	

COURSE#	COURSE TITLE	Y-YEAR	S-SEMESTER
<b>ELECTIVE COURSES (Cont)</b>			
<b>BUSINESS AND TECHNOLOGY</b>			
1040/1041	-- COMPUTER TECHNOLOGY	S	
1062/1063	-- INTERMEDIATE COMPUTER	S	
<b>ENGLISH</b>			
150	~CREATIVE WRITING I	S	
191	~LITERARY PUBL. 2	Y	
195	YEARBOOK (Tchr approval)*	Y	
<b>HEALTH</b>			
810	HEALTH	S	
<b>INDUSTRIAL TECHNOLOGY</b>			
1258	~CADD	Y	
1271	~DESIGN/IMPLEMENTATION**	Y	
<b>INTERDISCIPLINARY</b>			
64	~AVID (Tchr approval)	Y	
1093	LAB SPECIALIST (Tchr approval)	Y	
845	AGRICULTURAL LEADERSHIP	Y	
<b>PERFORMING ARTS</b>			
781/782	~JAZZ DANCE I A/B	S	
784/785	~JAZZ DANCE II A/B **	S	
790/791	DANCE COMP/PERFORMANCE	S	
940	~MARCH/CONCERT BAND	Y	
944	~JAZZ BAND, 0 period **1	Y	
946/947	GUITAR WORKSHOP	S	
948/949	DRUMMING	S	
961/962	INTRO TO CONCERT CHOIR	S	
902	~THEATER I	Y	
905	~THEATER II **	Y	
914	~ADVANCED THEATER **	Y	
927	~DRAMA PRODUCTIONS	Y	
	(STAGECRAFT I/II)		
<b>PHYSICAL EDUCATION</b>			
728/729	PERSN FIT WALK, 0 period #	S	
725/726	P.E. 10-12	S	
747/748	PERSN FITNESS/WALKING	S	
750/751	AEROBICS	S	
730/731	WGHT TRAINING	S	
<b>SCIENCE &amp;/OR APPLIED SCIENCE (AGRI)</b>			
410	~GENERAL SCIENCE	Y	
440	~BIOLOGY **	Y	
447	~BIOLOGY, AP * ^	Y	
450	~CHEMISTRY **	Y	
457	~CHEMISTRY, AP ** ^	Y	
473	CRIMINALISTICS **	Y	
460	~PHYSICS **	Y	
467	~PHYSICS I, AP * ^	Y	
468	~PHYSICS 2, AP * ^	Y	
480	~PHYSIOLOGY **	Y	
490	VETERINARY SCIENCE	Y	
520	~APPLIED GEN SCI (AGRI)	Y	
544	~AGRICULTURAL BIOLOGY	Y	
545	~ANIMAL ANATOMY & PHYS	Y	
549	~ORNAMENTAL HORTICULTURE	Y	

COURSE#	COURSE TITLE	Y-YEAR	S-SEMESTER
<b>ELECTIVE COURSES (Cont)</b>			
<b>SOCIAL SCIENCE</b>			
210	~WORLD GEOGRAPHY	S	
220	~WORLD HISTORY **	Y	
230	~US HISTORY **	Y	
260/261	~PSYCHOLOGY I	S	
264/265	~PSYCHOLOGY II	S	
267	~PSYCHOLOGY AP ^	Y	
262/263	SPORTS PSYCHOLOGY	S	
303/304	~YOU AND THE LAW	S	
<b>TELEVISION MEDIA PRODUCTION</b>			
1290	~DIGITAL MEDIA ARTS I	Y	
1291	~DIGITAL MEDIA ARTS II	Y	
	(FORMERLY VP I & II)		
1292	~ADV PROD BROADCAST CTE	Y	
<b>VISUAL ARTS</b>			
850	~ART I	Y	
853	~ART II **	Y	
856	~ART III **	Y	
858	~STUDIO ART 2-D DESIGN AP** ^	Y	
859	~STUDIO ART DRAWING AP** ^	Y	
870	~CERAMICS I	Y	
873	~CERAMICS II **	Y	
876	~CERAMICS III **	Y	
1084	~FLORAL DESIGN (AGRI)	Y	
1271	~DESIGN/IMPLEMENTATION	Y	
1272	~ANIMATION I	Y	
1273	~ANIMATION 2	Y	
1280	~DGTL ART/GRAPH DESIGN**	Y	
<b>WORLD LANGUAGE</b>			
601	~SPANISH I, 0 period #	Y	
611	~SPANISH I	Y	
602	~SPANISH II, 0 period **1	Y	
612	~SPANISH II **	Y	
613	~SPANISH III **	Y	
617	~SPANISH LANG, AP**	Y	
621	~FRENCH I	Y	
622	~FRENCH II **	Y	
623	~FRENCH III **	Y	
624	~FRENCH IV **	Y	
651	~JAPANESE I	Y	
652	~JAPANESE II **	Y	
653	~JAPANESE III **	Y	
654	~JAPANESE IV **	Y	
<b>SPECIAL PROGRAMS (Mark periods needed)</b>			
2111/2112	-- WORK EXPERIENCE 1HR.	S	
2114/2115	-- WORK EXPERIENCE 2HR.	S	
2200	COLLEGE CLASS	S	
<b>CTE --- COURSE TITLE: S/Y</b>			

**COUNSELOR ONLY:**

- ~ MEETS A-G REQUIREMENT  
\* APPLICATION, TRYOUT, AUDITION OR TEST  
\*\* CHECK PREREQUISITE  
^ MUST SUBMIT AP REGISTRATION FORM  
# MUST SUBMIT ZERO PERIOD CONTRACT

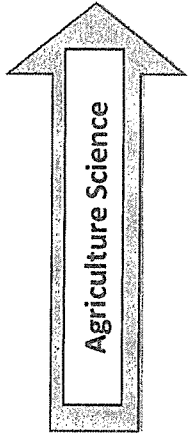
STUDENT SIGNATURE \_\_\_\_\_ PARENT SIGNATURE \_\_\_\_\_

# Agriculture Career Pathways & Academic Plan

## Pleasant Grove High School

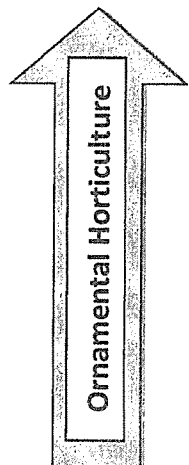
This academic plan allows students to meet graduation and UC/CSU requirements along with being an Agriculture program completer upon graduation. Students, who enter the program after their sophomore/junior/senior year, start in the Agriculture course listed under their grade level.

Each agriculture course is one year in length.



9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 9	English 10
Math	Math
Health/Geography	World History
Applied General Science	Ag Biology
Foreign Language	Foreign Language
Physical Education	Physical Education

11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 11	English 12
Math	Math
U.S. History	Government/Comp Tech
Animal Anatomy & Physiology	Veterinary Science
VAPA Elective (e.g. Floral Design) -or- Elective	Economics in Ag @#
Advanced Science (e.g. Chemistry) -or- Elective	Advanced Science (e.g. Chemistry) -or- VAPA Elective (e.g. Floral Design)



11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 11	English 12
Math	Math
U.S. History	Government/Comp Tech
Ornamental Horticulture	Ornamental Horticulture
Elective	Economics in Ag @#
Advanced Science (e.g. Chemistry) -or- Elective	Advanced Science (e.g. Chemistry) -or- Elective

- Key:
- \*Meets General Science graduation requirement
  - \*\*Meets Life Science graduation requirement
  - ^Meets UC/CSU lab science requirement
  - @Meets Economics graduation requirement
  - #Meets UC/CSU Elective requirement
  - \$Meets UC/CSU Visual & Performing Arts requirement & VAPA graduation requirement



# Support Material 27:

## 7G Student Data Sheets

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name

First Name, MI

B. Gender: Male ☒ Female ☐

C. Ethnicity/Race: ☐

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

1<sup>st</sup>  
(1st, 2nd, 3rd, 4th)

E. Grade Level in School:

9  
(9, 10, 11, 12)

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

☐ I plan a career in agriculture

☐ Not a career, just an interest in agriculture.

☒ Not interested, placed in class.

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

(Mechanic)

(Landscaping)

H. Date:

11/02/00

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

brock@csd@vchod.com

Parent/Guardian Name (Print Full Name For Each):

Mr.

Miss/Mrs./Ms.

Ms. Sandra Castillo

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

☐ Plant & Soil Science (4010)

☐ Animal Science (4020)

☐ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☒ Agriscience (4070)

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

1. Go to Work Full - Time

☒

No Further Education  
Some College Later

☒

2. Go to College

☒

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

☒

3. Go Into Military Service

☐

## STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	World Geography		English 10		English 11		English 12
	English SDAIE		Geometry		Algebra 2		Pre-Calculus
	Physical Ed.		P.E.		U.S. History		Convenient
	Algebra 1		Ag Bio		Animal Anatomy		Ag Exam
	Spanish 1		Spanish 2		Spanish 3		Spanish 4
	Ag.						

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Agriscience		Landscaping		Landscaping		Landscaping	

N. Planned Department Activity (FFA)

Tasting Dairy Products	Tasting Dairy Product	Tasting Dairy Product	Tasting Dairy Product
Movie Nights	Movie Nights	Movie Nights	Movie Nights
Judging Team	Judging Team	Judging Team	Judging Team

Parents/Guardians Signature: \_\_\_\_\_

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name, MI

B. Gender: Male ☒ Female

C. Ethnicity/Race:

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

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

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

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

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

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

I would like to become Doctor (vet/career)

H. Date: September 28, 2014

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian Name (Print Full Name For Each):

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time

No Further Education  
Some College Later

2. Go to College

- Community College
- Four Year College
- Full-Time Student
- Part-Time Student
- Agriculture Major
- Non-Agriculture Major

3. Go Into Military Service

## STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	Ag. Science		English 10		English 11		
	Algebra 1		Next Math		Next Math		
	PE		PE		U.S. History		
	PAND		World History		Animal anatomy &		
	World Geography		Alg. 815		Foreign		
	Honors 9 English		Foreign Language		Foreign Language		
					Portfolio / Community		

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Agriculture		Raise a pig	1	Rab.	2	carp	2
Raise a pig	1						

N. Planned Department Activity (FFA)

Food fair 1-4 (weekly)					
FFA membership (sept)					
Ag. Olympics (sept)		FFA meetings		FFA socials	FFA meetings
FFA movie night (dec & Jan)					
Kickball game				Kickball game	

Parents/Guardians Signature: \_\_\_\_\_

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Ethnicity/Race:

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

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

Lawyer (Ag 1st)

H. Date:

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian Name (Print Full Name For Each):

Mr.

Miss/Mrs./Ms.

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

Plant &amp; Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry &amp; Natural Resources (4060)

Agriscience (4070)

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

1. Go to Work Full - Time

No Further Education  
Some College Later

2. Go to College

Community College  
Four Year College  
Full-Time Student  
Part-Time Student  
Agriculture Major  
Non-Agriculture Major

3. Go Into Military Service

# STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English		English 10		English 11		English 12
	Algebra		Geometry		Algebra 2		Pre-Calculus
	PSA		PE		US History		Government
	Lunch		History		Final		OH
	World Geo		Ag Bio		Foreign language		
	P.E.		Foreign language		Elective		
	Ag science						

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Bunny		Bunny		Bunny		Bunny	
Agriculture							

N. Planned Department Activity (FFA)

FFA Branch	Public speaking	Movie night	FFA Social
Chico State Field Day	Monterey Jr College	FFA Field Day	Ballie of groups
State FFA in Fresno	FFA Social	County Fair	County Fair
Ballie of the groups	County Fair		
County Fair			

Parent Guardian's Signature: \_\_\_\_\_



# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Ethnicity/Race:

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

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

pediatrician

(x10vnc+)

H. Date: Sept. 2, 2014

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email: david5@amci.com

Parent/Guardian Name (Print Full Name For Each):

Mr.

Miss/Mrs./Ms.

Ayara Arakelyan

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

↑↑↑↑

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

1. Go to Work Full - Time

No Further Education  
Some College Later

2. Go to College

Community College  
Four Year College  
Full-Time Student  
Part-Time Student  
Agriculture Major  
Non-Agriculture Major

3. Go Into Military Service

# AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

Name

Last Name

First Name, MI

Gender: Male

Female

Ethnicity/Race:

Are you Hispanic or Latino? (Check one): Yes

No

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

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

1. Year in Agriculture Program:

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

Grade Level in School:

(9, 10, 11, 12)

I Am Taking This Course Because: (Select One)

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

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

paramedic (zoologist)

Birth

H. Date:

1/13/00

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian Name (Print Full Name For Each):

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time

No Further Education  
Some College Later

2. Go to College

- Community College
- Four Year College
- Full-Time Student
- Part-Time Student
- Agriculture Major
- Non-Agriculture Major

3. Go Into Military Service

the f re.

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
School Year	Course	School Year	Course	School Year	Course	School Year	Course
	English 9		Algebra 2		Math		Math
	Geometry		PE		English 11		English 12
	PE		Weight training		US history		vet science
	Health		Spanish 1		Animal anatomy/physiology		Ag econ
	World Geo		English 10 CP		Spanish		government
	Psych		World History		UAPA - Floral		Chemistry
	Law		Ag Bio				
	Ag general						

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Market Lamb		Market Lamb		Market Lamb		Market Lamb	

N. Planned Department Activity (FEA)

State Convention		National Convention		National Convention	
S.A.E	Size	S.A.E	Size	S.A.E	Size

Parents/Guardians Signature:

# Support Material 28:

## 7C Articulation Agreement



## HIGH SCHOOL TO COLLEGE CAREER PATHWAYS HIGH SCHOOL COURSE ARTICULATION AGREEMENT RENEWAL

Please type all information, except signature

High School District: Elk Grove Unified	High School Name: Pleasant Grove High School
Discipline: Agriculture	General Course Title: Economics in Agriculture

Completion of this form is required by Los Rios Community College District Board Policy/Regulations every two years. It is to be completed by the High School teacher who is teaching the articulated course, as well as the CRC faculty member.

1. Please review the attached Articulation Agreement and High School Course Outline on record at the College
2. Please print or type all information (excluding instructors' signature boxes)

Academic Year of This Renewal: 2015-2016

### ***The Following Information Should Be Completed by High School/ROP Instructor:***

HS/ROP Course Title: Economics in Agriculture

Are you interested in renewing the Articulation Agreement with the College for this course? (circle one:)  
(If you have answered no, you may skip to signature and date section and return this form to the college by mail or email.)

Yes

No

Has the High School Course been changed since the mostly recently signed agreement? (circle one:)  
(If the answer to this question is yes, please attach the new course outline for review by College Faculty)

Yes

No

HS Instructor's Name (type/print):  
Jessica Forster

HS Instructor's Signature:

Date:  
9/17/15

### ***The Following Information Should Be Completed by the College Faculty Member:***

College Course Title:

College Course Number:

College Units:

Faculty Facilitator's Name (type/print):

Signature:

Date:

### ***Verification that this renewal has been reviewed by the Curriculum Committee:***

College Curriculum Committee Chair's Name (type/print):

Signature:

Date:

Note: Renewal is required every two years; the next renewal is two years from the date signed by Curriculum Chair.

Support Material 29:

8A Recruitment

8B Student Financial  
Support Options

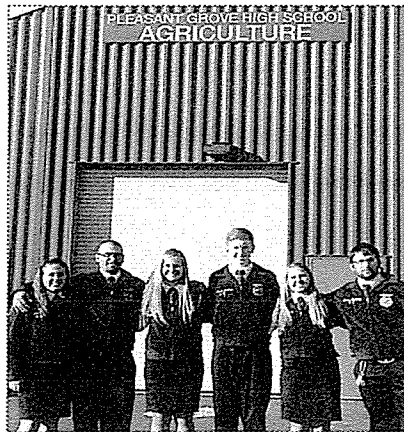
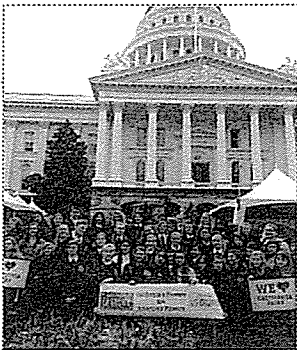
## SAEP Supervised Agricultural Experience Program

The SAEP is an integral part of the agriculture student's education.

This is a project which is related to an aspect of agriculture in which the student is interested.

Examples are: raising animals, growing a garden, working at an agricultural business, landscape management, etc.

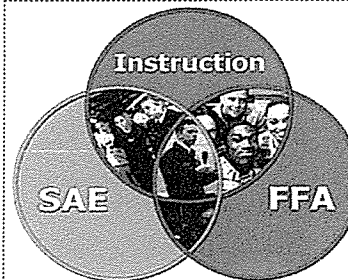
It reinforces course curriculum by providing the student with the "learning by doing" hands-on experience needed to truly learn a skill. Extensive records on the project are kept in the student's record book.



Pleasant Grove High School  
Agriculture Department  
9531 Bond Road  
Elk Grove, CA 95624  
916-686-0230 x4934  
Fax: 916-686-0239  
izallo@egusd.net  
jforster@egusd.net  
jswenson@egusd.net

## Pleasant Grove High School

### Agriculture Department



#### Agriculture Instructors:

Jessica Forster  
Jenna Swenson  
Izaskun Zallo

## Agriculture Classes



### Applied General Science (9)

An introduction to earth science, chemistry, forces, energy, & waves as it pertains to agriculture. Meets UC/CSU elective requirement and General Science graduation requirement.

### Agricultural Biology (9, 10)

Lab science course in molecular & cellular aspects of life; energetics of life; chemical & structural basis of life; growth & reproduction in plants & animals; evolution of modern plants and domestic livestock species; genetics; taxonomy; nutrition; health & diseases. Meets UC/CSU lab requirement and Life Science graduation requirement.

### Elements & Principles of Floral Design (11,12)

This course covers theories and principles related to floral design and artistic design. Students will acquire practical skills and knowledge in the history, theory, and application of artistic styles and practices used in floral design. Meets UC/CSU Visual & Performing Arts requirement and the Visual and Performing Arts graduation requirement.



Picture



### Animal Anatomy & Physiology (11, 12)

This course provides information, activities and skills in the areas of: scientific method, classification systems, mammalian production, production management, health, anatomy, physiology, reproduction, nutrition, genetics, and respiration. Meets UC/CSU lab science requirement and Life Science graduation requirement.

### Economics In Agriculture (12)

This agri-business course is designed to introduce the student to the basic principles of all economic systems as they relate to agriculture. Students will explore careers in agriculture business. Meets Economics graduation requirement and UC/CSU elective requirement.

### Ornamental Horticulture (11,12)

This course covers growth, production, and care of plant for ornamental purposes. Topics include plant growth needs, botanical classification, plant physiology, plant reproduction, plant diseases and pests, planting medias, management practices, selection and care of plants, and careers in Ornamental Horticulture. Completion of Algebra I and Agricultural Biology or Biology. Meets UC/CSU elective requirement.

\*\* In ALL courses, students will be exposed to the F.F.A., Supervised Agricultural Experience Programs, and agricultural careers.



## FFA



FFA is a national leadership organization of students enrolled in public school vocational agriculture and agribusiness programs in the 50 states, Puerto Rico & Virgin Islands.

It is an educational, nonprofit organization designed to develop student's agricultural leadership, strengthen student's self-image, improve public speaking skills, obtain college/career readiness skills, scholarship, cooperation, citizenship, and patriotism.

In California, there are approximately 303 high schools participating in FFA. Overall, FFA membership in California totals approximately 70,555 students!

There are over 400 students at Pleasant Grove High School.

Premier Leadership  
Personal Growth  
Career Success



*PLEASANT GROVE HIGH SCHOOL AGGIE BACKERS*

*Funds Request Form*

Amount of Funds Requested: \$350.00 (or a portion thereof)

Request made by: ~~Riley Waterman~~ & Agriculture Department

Description of Activity/Expense: ~~Riley Waterman~~ has been selected as one of the 40 students to attend Sacramento Leadership Experience (SLE) conference in March.

Reason/Explanation for Request: With the increasing costs that come with senior year and family circumstances, Riley would like assistance to help with payment for the conference, either partial or full coverage.

Date: 3/1/2017

\_\_\_\_\_  
PGHS Agriculture Instructor

Request Accepted/Granted:

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

Request Denied:

Dated: \_\_\_\_\_

# Support Material 30: 8C Recruitment Plan

# KAMS Ag. Dept. Recruitment Day

Thursday, February 25<sup>th</sup>, 2016

## KAMS Schedule

8 <sup>th</sup> Grade				
Period 1	9:00 AM	-	9:50 AM	50 min
Period 2	9:55 AM	-	10:45 AM	50 min
Period 3	10:55 AM	-	11:45 AM	50 min
Period 4	11:50 AM	-	12:40 PM	50 min
Late Lunch	12:40 PM	-	1:10 PM	35 min
Period 5	1:15 PM	-	2:05 PM	50 min
Period 6	2:10 PM	-	3:00 PM	50min

## PGHS Schedule

Period 1	8:48	9:34
Period 2	9:40	10:26
Advocacy	10:32	11:02
Period 3	11:12	11:58
Period 4	12:04	12:50
1 <sup>st</sup> Lunch	12:04	12:35
Period 5	12:41	1:27
2 <sup>nd</sup> Lunch	12:56	1:27
Period 6	1:33	2:19
Period 7	2:25	3:11

### Prizes/Handouts

- Candy
- FFA stickers
- Gift for each teacher
- PG FFA Flyer

### Animals to bring:

### Games (indoor/outdoor):

1. Land/Sea/Air
2. Ninja
3. Follow the Leader
4. Clumps

\*If outside, don't make too much noise that disturbs other classes.

\*Winner from each period gets a PG Ag Dept. lanyard and a candy bar.

## AGENDA

Before each class period:

- Introduce yourself to the teacher of that room. They must remain in the room when you present.
- Have music playing when they walk in (create a playlist!) on the computer or phone. Bring an auxiliary cord if you have one!
- Greet the students at the door and smile! ☺

1. Allow instructor to take attendance and give announcements, etc. Then, it's showtime! ☺
2. Ice Breaker (indoors) (5)
3. Brief introductions (name, grade, favorite part about FFA) (5)
4. Begin "What is FFA?" presentation (7)
5. After "Record-Keeping Skills" slide, take students outside for a game! Write winner's names on board. (8)
6. Continue with power point... "Be A Leader!" slide until last slide. (10)
7. Speak regarding SAE projects (e.g. animals we bring, etc.) (8)
8. Answer any questions they may have. Give a piece of candy for asking a good question! (5)
9. Students will complete a note (name, Student ID # and the science class they are signing up for next year) to turn in as they leave class! **TICKET OUT THE DOOR!!!**
10. Extra time? Give them a brief quiz about information in the presentation. Give candy for correct answer!

# Support Material 31: 9A Comprehensive Program Plan

Pleasant Grove

High School

Agriculture Department

PROGRAM PLAN

*Table of Contents*

- A. Job Market
- B. Targeted Occupations
- C. Total Program Goals & Objectives
- D. Program Description of Courses, SAEP & Leadership
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- F. Program Completion Standards
- G. Description of Facilities & Major Equipment
- H. Five Year Facility & Equipment Acquisition Schedule
- I. Staff Assignments
- J. FFA Program of Activities
- K. School & Department Policies
- L. Proficiency Standards for Program Completers
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## **JOB MARKET DESCRIPTION**

California is the leading state in agriculture. The Central Valley contributes greatly to this success. Production agriculture continues to be an important part of the economy of the United States. Due to advancements in technology, it has been possible for farmers to increase their production from fewer parcels of land. As a result, there has been an increase in employment in the service area of the industry.

Elk Grove is located in Sacramento County. The climate is variable can range from lows of 24-44 degrees to highs of 80-110 degrees. Rainfall occurs from October through April with an average rainfall of 22 inches per year. The population size of Elk Grove in 2011 was 154,908 inhabitants.

Agriculture is an important part of Elk Grove's economy. Agriculture enterprises include grapes, dairy and beef cattle, and row crops. There is a strong demand for employment in high technology, professional service, commercial and retail enterprises. The top 10 agricultural commodities in Sacramento County for 2010 were: wine grapes, milk, Bartlett pears, nursery products, poultry, vegetables, corn (grain), cattle & calves, fish, and alfalfa hay.

Elk Grove Unified School District is one of the fastest growing school districts in the country and is the fifth largest district in California. Elk Grove has experienced a huge population increase in the past 10 years. As a result, it has increased its number of schools such that currently there are nine high schools, four of which offer agricultural education classes.



## TARGETED OCCUPATIONS

### Agriculture Production

Crop Production

Animal Production

Life Sciences

### Jobs

Farmhand, Ranch Laborer, Feed Lot Hand,  
Field Crop Grower, General Maintenance

Livestock Handler, Farm Manager, Veterinary  
Technician, Pet Care, Ranch Laborer, Farm Hand

Ecologist, Biologist, Fish & Game

### Agribusiness/Computers

Agribusiness

### Jobs

Ag Sales, Banking, Farm Accounting, Inventory  
Maintenance, Ag Secretary/Bookkeeper

### Ornamental Horticulture

Floriculture

### Jobs

Floral Marketing & Design, Floral Sales, Floral  
Production & Floral Delivery

## Pleasant Grove High School Agriculture Department Goals 2016-2017

1. Focus on Students
  - Recognize one assignment per semester per academic class to be displayed in the agriculture classrooms.
2. Increase Community Awareness
  - Publish at least two articles in local newspapers regarding PG FFA, as well as EGUSD publications.
3. Public Relations – Increase AG Awareness at PGHS
  - Incorporate Ag awareness and provide a gift to teachers and staff to coincide with Teach Ag Day and National FFA Week.
  - Include FFA/AG news in Principal's Update and EGUSD's News & Notes.
  - Host a "Brown Bag Lunch" at the Ag Department
4. Maintain Rigor in Curriculum
  - Incorporate at least 1 Common Core standard in all AG classes per quarter via a SAE report/write up that goes in SAE grade category, with format to be determined by teacher.
  - Have at least one representative from the Agriculture Department at each Science PLC Team meeting
  - Follow ETAs for PGHS as per handbook.
  - Update and grade FFA record books monthly and close out current year's record book in December/early January.
  - Begin all Freshmen students on AET Record Book.
5. Maintain Professionalism within and outside AG Department
  - Model professional conduct for students.
6. Promote AG Career Pathways
  - Remind Counselors of pathways to ensure continuity and program completion.
  - Present information at 9<sup>th</sup> Grade Summer Event.
  - Present AG/FFA information to Counseling Staff.

## PROGRAM DESCRIPTION OF COURSES, SAEPs & LEADERSHIP

All courses within the Agricultural Education Program at Pleasant Grove High School incorporate the following 3 areas: classroom instruction, leadership development (FFA) and hands-on training (SAEP).

Classroom Instruction consists of lecture and laboratory settings. Students are assessed via assignments, quizzes, exams, lab reports, group projects, SAEPs, FFA participation and a comprehensive final exam.

Through their Supervised Agricultural Experience Programs (projects), students are able to apply the concepts and techniques learned in the classroom through a "real life" situation. Projects vary from an emphasis on animals, plants, or mechanics.

Students develop their leadership skills and abilities by participating in FFA activities. In the course "Applied General Science", we teach a FFA unit. In the subsequent courses, a brief unit on FFA is taught as a "refresher" for continuing students and an introduction for those students who are new to the program.

The following courses are offered at Pleasant Grove High School:

- Agricultural Biology
- Agricultural Leadership
- Animal Anatomy & Physiology of Plants and Animals
- Applied General Science
- Economics in Agriculture
- Ornamental Horticulture (starting Fall 2013)
- Elements & Principles of Floral Design

## Program Completion Standards

The Applied General Science and Agricultural Biology Courses are aligned with the CDE Science Content Standards. Common assessment is conducted with the science courses. All unit exams are submitted into the Prosper Assessment System. Each question is aligned with its specific standard(s). Instructors review the data analysis and compare with other instructors in their area to see which standards were met and which were not. If a student shows lack of progress, instructors develop intervention strategies based from reports.

Students are considered "program completers" if they are enrolled in an agriculture course for three years, including their senior year. It is assumed that upon completion of a course with a passing letter grade of "D" would indicate that the student has met the standards for the class.

In order for a student to be considered a "Program Completer" from the PGHS Agriculture Program, they must have been enrolled in an Agriculture class for three (3) years, including their senior year. Upon completion, students are recognized at graduation with a navy blue cord. Students, who earn their State FFA Degree, are recognized by the addition of the gold FFA sash at graduation.

## Description of Facilities

The Pleasant Grove High School Agriculture Facility consists of:

- Classroom/Lab Building
  - (2) laboratory science classrooms. Each with 8 lab stations, a teacher work station, 36 desks, 2 student computers, LCD projector, screen, phone, lockable cabinets, white board, sinks, eyewash station and document camera.
  - Project Room: lockable cabinets, work table, 8 rolling chairs, copier (leased), network printer, phone, 2 closets, whiteboard, and tack board.
  - Office: 3 teacher work stations, lockable cabinets, and 3 file cabinets.
- Large Animal Barn (~7,392 square feet)
  - Roofed structure to house market steers, goats, sheep & swine. The north and south walls can be completely closed while the east and west walls are predominantly open. The east side of the barn is equipped to house swine on concrete flooring. The west side of the barn is equipped to house cattle, sheep and goats with concrete and dirt flooring. On either east/west side of the barn on the outside, there are exercise areas for the animals.
  - The following items are within the barn: hand washing sink; wash rack area; phone; floral display cooler; storage cabinet.
- Small Animal Barn (~528 square feet)
  - Roofed structure to house rabbits, chickens and turkeys. The north half of the building is for poultry on dirt floor and the south half is for rabbits on concrete floor.
  - Rabbit area is fully enclosed with 1-2 foot mesh on the top and bottom for ventilation purposes. Rabbit cage structures are inside. Plus, a sink and spouts.
  - The poultry area is wire fenced from the dirt to the roof.
- Floral Cooler (~240 square feet)
- Greenhouse (~1,980 square feet)
  - In the final planning stage; to be approved by DSA in 2012-2013
  - Open area on one end to provide a lecture setting with demonstrable table, overhead mirror, tables, and stools. Utility sink, phone, and rolling white board to be included.
  - On the other end, there will be growing tables for plants.

Pleasant Grove High School Agriculture Department  
5 Year Acquisition Schedule

**Year 1                      2014-2015**

<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
10	Portable Digital Balances	Sargent-Welch	WLS1759-62	\$ 342.00
8	Graduated Cylinder, 10mL	Sargent-Welch	WL5260B	\$ 3.65
8	Graduated Cylinder, 25mL	Sargent-Welch	WL5260C	\$ 3.95
8	Graduated Cylinder, 100mL	Sargent-Welch	WL5260E	\$ 4.95
10	Heat Lamps	Nasco	C11387N	\$ 6.70
36	Introductory Horticulture, 10th Ed.	Delmar/Amazon	ISBN-13: 978-1401889524	\$ 126.00
36	Sunset Western Garden Book	Amazon	ISBN-13: 978-0376039200	\$ 23.07
2	Fair Signage (goats, turkeys)			\$ 200.00
10	Hog Panels	Estate Sale	n/a	\$ 25.00
24	Rubber Mats	Estate Sale	n/a	\$ 25.00
36	Pruning Shears			\$ 20.00
15	Loppers			\$ 50.00
1	Refrigerator with lock			\$ 250.00

**Year 2                      2015-2016**

<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
8	Beaker 5 piece set	Sargent-Welch	WLS4675-ZZ	\$ 31.95
2	Wash Bottles, 500mL, 6pk	Sargent-Welch	WLS9486-05C	\$ 31.25
8	Hot Plate 4x4 Ceramic 120V	Sargent-Welch	WLS1765-41	\$ 261.00
10	Hot Hand Protector	Sargent-Welch	WLS1774-22	\$ 20.35
36	Goggles Hooded Vent UV FogFree	Sargent-Welch	WLS40380-03A	\$ 7.30
2	Heavy Duty Service Utility Carts	Sargent-Welch	WLS19758-B	\$ 250.00
1	Thermometers, pkg of 25	Sargent-Welch	WLS80030-AT	\$ 295.00
1	Laminator			

**Year 3                      2016-2017**

<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
36	Ipads or Chrome Books			\$ 450.00

**Year 4                      2017-2018**

<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
1	Network Copier			\$ 2,000.00

**Year 5                      2018-2019**

<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
1	Chevrolet Suburban or Van			\$ 45,000.00
1	Gooseneck Trailer			\$ 16,000.00

Pleasant Grove High School Agriculture Department  
5 Year Acquisition Schedule

<b>Year 1</b>		<b>2015-2016</b>		
<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
8	Beaker 5 piece set	Sargent-Welch	WLS4675-ZZ	\$ 31.95
2	Wash Bottles, 500mL, 6pk	Sargent-Welch	WLS9486-05C	\$ 31.25
8	Hot Plate 4x4 Ceramic 120V	Sargent-Welch	WLS1765-41	\$ 261.00
10	Hot Hand Protector	Sargent-Welch	WLS1774-22	\$ 20.35
36	Goggles Hooded Vent UV FogFree	Sargent-Welch	WLS40380-03A	\$ 7.30
2	Heavy Duty Service Utility Carts	Sargent-Welch	WLS19758-B	\$ 250.00
1	Thermometers, pkg of 25	Sargent-Welch	WLS80030-AT	\$ 295.00
2	Fair Signage (goats, turkeys)			\$ 200.00

<b>Year 2</b>		<b>2016-2017</b>		
<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
36	Ipads			\$ 450.00

<b>Year 3</b>		<b>2017-2018</b>		
<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
1	Network Copier			\$ 2,000.00

<b>Year 4</b>		<b>2018-2019</b>		
<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
1	Laminator			\$ 1,000.00

<b>Year 5</b>		<b>2019-2020</b>		
<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
1	Chevrolet Suburban or Van			\$ 55,000.00
1	Gooseneck Trailer			\$ 16,000.00



**PLEASANT GROVE HIGH SCHOOL**  
**AGRICULTURE DEPARTMENT**  
*Student Eligibility, Leadership Development, & SAEP Integration*

Student Eligibility

It is the policy at Pleasant Grove High School that all students participating in out-of-class activities, including FFA, maintain at least a 2.0 grade point average. The Agriculture Department supports this policy and applies it to all activities outside of class time. For activities during school hours, student must be cleared by his/her teachers prior to being out of class.

According to Pleasant Grove FFA's By-Laws, students willing to participate at Sacramento County Fair must maintain a 2.0 GPA and have a "C" grade in their agriculture class. If not, student will not be allowed to enter their project(s) at the fair.

The PGHS Agriculture Department enforces the Elk Grove Unified School District Policy No. 6145 for Extra-Curricular Activities:

All students who wish to participate in extra-curricular activities must: 1) maintain a 2.0 average in their overall Elk Grove Unified School District 9-12 program during the quarter prior to their participation. During the participating season, a student who receives a failing progress report in any class will be removed from participation in the activity, be placed on academic probation, and will remain on probation until the grade returns to a passing status. 2) Meet standards of satisfactory citizenship. 3) Have a satisfactory attendance record.

In other words, a student with below a 2.0 GPA and/or an "F" in any of their classes at qualifying time (3<sup>rd</sup> Quarter) may not be eligible to exhibit or sell their animal at the Sacramento County Fair. This ruling would also include any other upcoming FFA activities.

Leadership Development

All students in the Pleasant Grove High School Agriculture Department are members of the FFA program. Students are required to attend *at least* two (2) FFA activities per quarter. Each activity is worth 50 leadership points, therefore, 100 points must be earned within this time frame. FFA participation is worth 10% of the student's grade in his/her agriculture class. If students participate in more than two activities, the points earned are extra credit to their current grade. Extra points cannot be "saved" and used for the following grading period. Activities that students may participate in are meetings, socials, judging teams, fairs/shows, leadership conferences, fundraisers, and other events as listed in the current year's FFA calendar of events. (See Program of Activities)

A 2-week unit regarding FFA organization will be taught in Applied General Science (9<sup>th</sup> grade). In subsequent courses, a brief overview of FFA will be taught for continuing students and new students to the program. Parliamentary Procedure will be part of the curriculum in Applied General Science.

SAEP Integration

All students in the Pleasant Grove High School Agriculture Department are required to have a SAEF project. The project may be related to any field of agriculture, such as production, processing, mechanics, business, nursery/landscaping, sales and service, etc. Students will be given a record book in order to maintain records on their project. The SAEF is worth 10% of the student's grade in his/her agriculture class. (See course syllabi).

## **PROFICIENCY STANDARDS FOR PROGRAM COMPLETERS**

A program completer of the Pleasant Grove High School Agriculture Program is a student who has taken three years of coursework in Agriculture Science, including their senior year. Program completers will receive a blue cord and be recognized at the high school graduation ceremony.

# Advisory Committee

Term Date    First Name    Last Name    E-mail    Expertise

6/1/2019 (3yr)	Ray	Bayles	<a href="mailto:ray@oldtowncreations.net">ray@oldtowncreations.net</a>	floral industry admin VP
	Michelle	Doiron	<a href="mailto:midoiron@egusd.net">midoiron@egusd.net</a>	
6/1/2018 (2yr)	Dan	Forster	<a href="mailto:forster.d@frontiernet.net">forster.d@frontiernet.net</a>	Cattle/AG Industry
	Laurie	Fox	<a href="mailto:lfox@egusd.net">lfox@egusd.net</a>	EGUSD AG Sector Coach
6/1/2017 (1yr)	Tony	Jenovino	<a href="mailto:tony_jenovino@campbellsoup.com">tony_jenovino@campbellsoup.com</a>	Campbell Soup AG Business
6/1/2019 (3yr)	Bill	Leicht	<a href="mailto:LeichtwL@Lilly.com">LeichtwL@Lilly.com</a>	Animal Pharmaceuticals
6/1/2018 (2yr)	Lynn	Martindale	<a href="mailto:lmartindale@ucdavis.edu">lmartindale@ucdavis.edu</a>	Secondary
6/1/2017 (1yr)	Hugh	Mooney	<a href="mailto:hmooney@cde.ca.gov">hmooney@cde.ca.gov</a>	State AG Education
6/1/2019 (3yr)	Ron	Oneto	<a href="mailto:roneto@aol.com">roneto@aol.com</a>	Crops/agriculture
6/1/2018 (2yr)	Carlie	Perham	<a href="mailto:ccperham@gmail.com">ccperham@gmail.com</a>	meat science/pg FFA Alumni
6/1/2017 (1yr)	Jim	Perham	<a href="mailto:perhamj@aol.com">perhamj@aol.com</a>	Equine/Fairs

## Teachers

Clair	Chapman	<a href="mailto:cchapman@egusd.net">cchapman@egusd.net</a>	teacher
Jessica	Forster	<a href="mailto:jforster@egusd.net">jforster@egusd.net</a>	teacher
Jenna	Swenson	<a href="mailto:jswenson@egusd.net">jswenson@egusd.net</a>	teacher
Libby	Robbins	<a href="mailto:lrobbins@egusd.net">lrobbins@egusd.net</a>	teacher

## GRADUATE FOLLOW-UP SYSTEM

The first time that the PGHS Agriculture program had program completers was in June 2008 with 18 students. In 2009, we had an additional 18 students complete the program.

In following up with the 2008 graduates, no surveys were sent. Past students were contacted either via a phone call or via email. Data collected was pertaining to the information needed for the R-2 and Graduate data input on [www.calaged.org](http://www.calaged.org).

In 2009, a survey was created and sent out to program completers for 2008 and 2009. A document was created to tabulate the results. Once information is gathered, results will be shared with Ag Advisory Committee and the principal.

## ACTIVE PLACEMENT SITES

Sheldon Feed & Supply  
Corky Donnelly  
8928 Grant Line Road  
Elk Grove, CA 95624-1413  
916-686-6400  
Student: Jordan Jenovino  
Cluster Area: Animal Science, Plant & Soil Science & Ag Business

VanWarmerdam Dairy  
Peter VanWarmerdam  
12121 McKenzie Road  
Galt, CA 95632  
209-914-4112  
Student: Melissa Withrow  
Cluster Area: Animal Science

## RECRUITMENT ACTIVITIES

The Pleasant Grove High School Agriculture Department conducts the following recruitment activities during the school year:

1. Visit 8<sup>th</sup> grade science classes at Katherine L. Albani Middle School (feeder school) in early Spring. FFA members present a power point (see attachment) and do team-building activities with students.
2. During National FFA Week, activities are planned to promote FFA and the agriculture courses.
3. Hold a "Farm Day" on-campus, in which during lunch, FFA members teach other students regarding their SAEP projects and explain what they learn in their agriculture courses.
4. Attend 9<sup>th</sup> Grade Parent Orientation Meeting during early Spring.
5. Agriculture students, PGHS Administrators and Counseling Department receive a copy of the PG FFA Student Handbook.

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

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

### Agricultural Biology

Students are graded on their ability to accomplish or perform certain tasks as certified by instructor.

Rating Scale:

3	Excellent
2	Good
1	Basic
0	Does not meet basic standards
n/a	Not Applicable

Competency Level:

- \_\_\_\_\_ 1. Show relationship between biology and the industry of agriculture.
- \_\_\_\_\_ 2. Describe the difference between living and nonliving things.
- \_\_\_\_\_ 3. Identify molecules of life and explain their functions.
- \_\_\_\_\_ 4. Examine cell structure and relate structure to function.
- \_\_\_\_\_ 5. Compare and contrast photosynthesis and respiration.
- \_\_\_\_\_ 6. Examine Mendel's Laws and explain relationships.
- \_\_\_\_\_ 7. Compare and contrast differences between chromosomes and genes.
- \_\_\_\_\_ 8. Generalize the relationship between meiosis and mitosis.
- \_\_\_\_\_ 9. Analyze how gene technology is utilized in agriculture and medicine.
- \_\_\_\_\_ 10. Demonstrate how energy flows through an ecosystem.
- \_\_\_\_\_ 11. Identify the world's biomes.
- \_\_\_\_\_ 12. Demonstrate an understanding of ecosystems and interactions within the environment.
- \_\_\_\_\_ 13. Demonstrate an understanding of the environment and some of the problems faced by the world's ecosystems.
- \_\_\_\_\_ 14. Utilize classification systems of living things.
- \_\_\_\_\_ 15. Distinguish and differentiate the five kingdoms.
- \_\_\_\_\_ 16. Demonstrate an understanding of plant science and advancements within the plant science field.
- \_\_\_\_\_ 17. Demonstrate computer and software knowledge through research projects and technical writing.
- \_\_\_\_\_ 18. Participate in various FFA and leadership activities.
- \_\_\_\_\_ 19. Maintain ongoing supervised agricultural experience program (SAEP).

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

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

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

### Economics in Agriculture

Students are graded on their ability to accomplish or perform certain tasks as certified by instructor.

Rating Scale:

- |     |                               |
|-----|-------------------------------|
| 3   | Excellent                     |
| 2   | Good                          |
| 1   | Basic                         |
| 0   | Does not meet basic standards |
| n/a | Not Applicable                |

Competency Level:

- |       |   |
|-------|---|
| _____ | 1. Define and use correctly economic terms and concepts.  |
| _____ | 2. Understand the laws of supply and demand discuss how they affect scarcity, price and quantity of products. |
| _____ | 3. Explain foreign exchange and its effects on the US dollar.   |
| _____ | 4. Demonstrate wise credit use in their SAEP.   |
| _____ | 5. Describe the role of cooperatives in agriculture.  |
| _____ | 6. Explore various careers in agri-business.  |
| _____ | 7. Complete State FFA Degree Application.   |
| _____ | 8. Maintain good record-keeping skills.   |
| _____ | 9. Demonstrate computer and software knowledge through research projects and technical writing.               |
| _____ | 10. Participate in various FFA and leadership activities.   |
| _____ | 11. Maintain ongoing supervised agricultural experience program (SAEP).                                       |

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date



Student Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_

### Applied General Science

Students are graded on their ability to accomplish or perform certain tasks as certified by instructor.

Rating Scale:

3	Excellent
2	Good
1	Basic
0	Does not meet basic standards
n/a	Not Applicable

Competency Level:

- \_\_\_\_\_ 1. Develop knowledge and understanding of practical and essential Earth Science concepts and the principles Earth Science shares with other disciplines.
- \_\_\_\_\_ 2. Understand basic principles of Earth Science and think from an Earth Science perspective
- \_\_\_\_\_ 3. Develop an understanding of scientific inquiry.
- \_\_\_\_\_ 4. Use science as a way to demonstrate the relevance of Earth Science to their life and environment.
- \_\_\_\_\_ 5. Utilize local and regional issues and concerns to solve problems and foster a sense of Earth stewardship in their communities.
- \_\_\_\_\_ 6. Understand main course topics of astronomy, weather, oceanography, plate tectonics, and earth forces.
- \_\_\_\_\_ 7. Understand the nature, origin and distribution of Earth's energy and resources.
- \_\_\_\_\_ 8. Integrate mathematics, language arts, and employability standards including creative thinking and problem solving skills, and technological literacy.
- \_\_\_\_\_ 9. Participate in various FFA and leadership activities.
- \_\_\_\_\_ 10. Develop an ongoing supervised agricultural experience project (SAEP).

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

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

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

### Animal Anatomy and Physiology

Students are graded on their ability to accomplish or perform certain tasks as certified by instructor.

Rating Scale:

3	Excellent
2	Good
1	Basic
0	Does not meet basic standards
n/a	Not Applicable

Competency Level:

- \_\_\_\_\_ 1. Explore a variety of systems that make animals unique from any other organism on our planet, with a focus on mammals that are most important to human culture as we know it.
- \_\_\_\_\_ 2. Master a broad body of knowledge regarding anatomy and physiology, including scientific method, classification systems, mammalian production, production management, health care and diseases, genetics reproduction, nutrition, respiration/circulatory, digestion, nervous system, genetics, excretory system, endocrine system, muscle/skeletal system.
- \_\_\_\_\_ 3. Effectively use analytical skills to implement the scientific method to solve problems.
- \_\_\_\_\_ 4. Work effectively with others to solve problems and produce products.
- \_\_\_\_\_ 5. Complete individual projects and long-term assignments, class discussions, labs and dissections.
- \_\_\_\_\_ 6. Participate in various FFA and leadership activities.
- \_\_\_\_\_ 7. Develop an ongoing supervised agricultural experience project (SAEP).
- \_\_\_\_\_ 8. Use factual data to support an argument or position.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Support Material 1a: 9B Staff Assignments

# Pleasant Grove High School Ag Department

Staff Assignments 2016-2017

Chapman Forster Robbins Swenson

## Ag Department

Department Chair				X
FFA Advisor		X		

## Animal/Livestock

Fair Supplies (per species)	X	X	X	X
Veterinary Supplies (per species)	X	X	X	X

## Accounting

Dept/District Acct/PO's				X
FFA Acct / PO's		X		
Floral Acct/PO's		X		
Perkins Funding Application				X

## General Program/Facility

Ag Advisory Comm Minutes	X			
Ag Advisory Comm Planning & Agenda	X			
Department Marketing / PR / PGHS Newsletter	X			
Principal's Update				X
Maintenance Requests				X
Transportation Requests				X
Greenhouse				X
Large Animal Barn (by species)	X	X	X	X
Small Animal Barn (by species)	X		X	
Pleasant Grove HS Aggie Backers Liaison			X	x*begin
AG Truck Maintenance/Repairs				X

## Equipment/Tools

Livestock Trailer				X
Fair Equipment & Tools (per species)	X	X	X	X
Storage Building	X	X	X	X

## Annual Reports

5-Year Equipment Allocation				X
Advisory Committee Roster & Minutes	X			
American FFA Degree Applications		X	X	X
Chart of Staff Responsibilities				X
Comprehensive Program Plan		X		X
FFA Activities Calendar		X		
FFA Award Applications		X		
FFA Membership Roster & Dues (Each teacher enters own)				X
FFA Program of Activities		X		
Graduate Follow-Up	X			X
Incentive Grant				X
Incentive Grant Reviews				X
Recruitment	X			X
Report of Expenditures				X
State FFA Degree Applications	X	X	X	X

## Project Supervision

Beef Cattle		X		
Dairy Cattle		X		
Goats			X	
Horses				X
Floriculture		X		
Horticulture				X
Poultry			X	
Rabbit	X			
Sheep	X			
Swine				X
Turkeys		X		
Work Experience	X	X	X	X
Other animals				X

## FFA/CATA

## Activities

FFA Officer Retreat		X		
Quarterly/Yearly CATA Meetings/Events				X
Jr. Livestock Auction Committee (county fair)		X		
Greenhand Conference	X			
Chapter Officer Leadership Conference		X		
Opening/Closing Ceremonies Contest	X			
National FFA Convention				X
Administrator/Counselor Night				X
Organize Local & Sectional Project Competition		X		
Organize Local Speaking Contests		X		
Sectional Speaking Contests		X		X
MFE/ALA Conferences			X	
Spring Regional Meeting				X
FFA Field Days				X
Ag Day at the Capitol		X		X
State FFA Leadership Conference - Info/Perm Slips				X
State FFA Leadership Conference - Hotel				X
State FFA Leadership Conference - Registration				X
Cal Poly, SLO State FFA Finals - Hotel		X		
Cal Poly, SLO State FFA Finals - Registration				X
Sectional FFA Meeting		X		
Sacramento County Fair				X
California State Fair		X		X

## Fundraisers

Donkey Basketball		X		
Football Fridays				X
FFA Movie Nights		X		

## FFA Judging Teams/Contests

BIG	x			
COOP Quiz		x		
Creed Speaking	x			
Dairy Products		x		
Extemporaneous Speaking				x
Farm Business Management		x		
Farm Power			x	
Farm Records		x		
Impromptu				x
Job Interview			x	
Land Judging				x
Light Horse Judging				x
Livestock				x
Natural Resources	x			
Opening/Closing Advanced		x		
Opening/Closing Novice	x			
Poultry			x	
Prepared Public Speaking		x		
Veterinary Science				x

## Awards

Greenhand Degrees		x		
Chapter Degrees		x		
Awards Banquet		x		
National Chapter Awards		x		x
Top 10 Tabulations (w/ Reporter)		x		x
Proficiency Awards	x	x	x	x

# Support Material 2a: 9B 5 Year Acquisition Schedule

Pleasant Grove High School Agriculture Department  
5 Year Acquisition Schedule

<b>Year 1</b>		<b>2015-2016</b>		
<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
8	Beaker 5 piece set	Sargent-Welch	WLS4675-ZZ	\$ 31.95
2	Wash Bottles, 500mL, 6pk	Sargent-Welch	WLS9486-05C	\$ 31.25
8	Hot Plate 4x4 Ceramic 120V	Sargent-Welch	WLS1765-41	\$ 261.00
10	Hot Hand Protector	Sargent-Welch	WLS1774-22	\$ 20.35
36	Goggles Hooded Vent UV FogFree	Sargent-Welch	WLS40380-03A	\$ 7.30
2	Heavy Duty Service Utility Carts	Sargent-Welch	WLS19758-B	\$ 250.00
1	Thermometers, pkg of 25	Sargent-Welch	WLS80030-AT	\$ 295.00
2	Fair Signage (goats, turkeys)			\$ 200.00

<b>Year 2</b>		<b>2016-2017</b>		
<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
36	Ipads			\$ 450.00

<b>Year 3</b>		<b>2017-2018</b>		
<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
1	Network Copier			\$ 2,000.00

<b>Year 4</b>		<b>2018-2019</b>		
<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
1	Laminator			\$ 1,000.00

<b>Year 5</b>		<b>2019-2020</b>		
<u>Quantity</u>	<u>Description</u>	<u>Vendor</u>	<u>Item #</u>	<u>Unit Price</u>
1	Chevrolet Suburban or Van			\$ 55,000.00
1	Gooseneck Trailer			\$ 16,000.00



# Support Materials 3a

## 9C Enrollment Survey

## 2016-17 Pleasant Grove High School Agriculture Department Enrollment Survey Results

1. Currently, I am enrolled in...

Applied General Science

Agricultural Biology

Animal Anatomy & Physiology

Elements & Principles of Floral Design

Economics in Agriculture

Ornamental Horticulture

2. In the past, I participated in the following activities: (check all that apply)

Raised livestock

Leadership Conferences

Speaking Contest

Career Development Event ("Judging Team")

3. Regarding your Supervised Agricultural Experience Program (SAE project):

Yes, I had a SAE project.

No, I did not have a SAE project.

I don't know what a SAE project is.

4. Which category best describes your SAE project?

Ag Mechanics

Garden Production

Horticulture

Landscape/Yard Maintenance

Livestock

Specialty Animal (e.g. rabbits, cavies, worms, bees) other

5. Being enrolled in an agriculture class helped me to perform well or be prepared in the following areas:

Math

Science

History

English

Career Readiness

Personal Growth

Real World Skills (record keeping, budgets, resumes, communication)

Confidence in my ability to accomplish goals/given tasks

more comfortable in speaking in front of large or small groups

Teamwork

6. Are you enrolled in an Agriculture class next year?

Applied General Science

Agricultural Biology

Animal Anatomy & Physiology

Elements & Principles of

Floral Design

Veterinary Science

Economics in Agriculture

Ornamental Horticulture

Not enrolled in Ag class next year

7. If no, why not? (select all that apply) 68.5% Are enrolled in agriculture class

Not interested

Scheduling conflict

Counselors did not encourage me to continue in the Ag program

FFA requirement

SAE requirement / Record Books

Did not find an Agriculture course that interested me

No remaining Agriculture courses meet graduation requirements

8. Rank the following courses in order of interest. (#1 as most interesting; #6 as least interesting):

Agricultural Chemistry

Food Science

Agricultural Communications

Agricultural Mechanics

Agricultural Gov't & Economics

Ag Leadership

9. One thing I would have liked to learn more about in my Agriculture class this year was...

# Support Materials 4a

## 9D Grad Follow Up

### Survey & Data

**Pleasant Grove High School Agriculture Department  
Graduate Follow-Up**

*Also available online through "Survey Monkey" at  
<https://www.surveymonkey.com/s/PJVTDDR>*

Name: \_\_\_\_\_

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

City, State, Zip Code: \_\_\_\_\_

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

Year of Graduation: \_\_\_\_\_

1. What are you doing at the present time?

\_\_\_\_ Attending School  
    \_\_\_\_ Full-time  
    \_\_\_\_ Part-time

\_\_\_\_ Working  
    \_\_\_\_ Full-time  
    \_\_\_\_ Part-time

\_\_\_\_ In the military

\_\_\_\_ Not working

\_\_\_\_ Homemaker

\_\_\_\_ Other \_\_\_\_\_

2. What type of school are you currently attending?

\_\_\_\_ Community/Junior College  
\_\_\_\_ 4-Year College/University  
\_\_\_\_ Adult Education

\_\_\_\_ Trade/Technical School  
\_\_\_\_ Private Business School  
\_\_\_\_ Other: \_\_\_\_\_

3. If attending school currently, what school and what is your major course of study?

School - \_\_\_\_\_ Major - \_\_\_\_\_

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

\_\_\_\_\_

5. What is your job title or job description?

\_\_\_\_\_

6. Which statement best applies to your present occupation?

\_\_\_\_ I am using **most** of the skills I learned in the Ag program at PGHS.

\_\_\_\_ I am using **some** of the skills I learned in the Ag program at PGHS.

\_\_\_\_ I am **not** using any of the skills I learned in the Ag program at PGHS.

7. How would you rate the training you received in the PGHS Ag program?

☐ Excellent      ☐ Good      ☐ Fair      ☐ Poor

8. How do you rate the career guidance and counseling you received in the Ag program?

☐ Excellent      ☐ Good      ☐ Fair      ☐ Poor

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

☐ Officer and committee chairperson experience  
☐ Judging contests  
☐ Advanced degree and proficiency awards  
☐ Participation in chapter activities & working with others  
☐ Raising livestock, shows, fairs, etc.  
☐ Other (please describe): \_\_\_\_\_

10. What were the most valuable aspects of the SAEP (supervised projects)?

☐ Learning skills related to future ag employment  
☐ Development of responsibility  
☐ Learning record keeping  
☐ Other (please describe): \_\_\_\_\_

11. Please rate the facilities and equipment used at PGHS for the Ag program:

Facilities:      ☐ Overcrowded      ☐ Adequate space provided  
                         ☐ Modern      ☐ Out-of-date

Equipment:      ☐ Modern      ☐ Out-of-date  
                         ☐ Well-maintained      ☐ Poorly maintained  
                         ☐ Adequate amount of equipment for all students in class  
                         ☐ Other (please describe): \_\_\_\_\_

Please note any suggestions you have for improving the agriculture program at PGHS, including the following areas: classroom; FFA; SAEP (supervised projects); teaching methods used; facilities/equipment.

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*Thank you very much for completing this survey!*  
*Please, mail this completed form by October 10, 2014 to:*

**Pleasant Grove HS – Agriculture  
9531 Bond Road  
Elk Grove, CA 95624**

**Pleasant Grove High School Agriculture Department**  
**2015 Graduate Follow Up Survey Results**  
\*Represents the percentage of students who responded

1. What are you doing at the present time?

<u>94%</u> Attending School	<u>6%</u> Working
<u>50%</u> Full-time	<u>6%</u> Full-time
<u>40%</u> Part-time	<u>0%</u> Part-time
<u>0%</u> In the military	<u>0%</u> Not working
<u>0%</u> Homemaker	

2. What type of school are you currently attending?

<u>50%</u> Community/Junior College	<u>0%</u> Trade/Technical School
<u>43%</u> 4-Year College/University	<u>0%</u> Private Business School
<u>0%</u> Adult Education	

3. Enrolled in an Agricultural major course of study? 44%

4. Employed in an Agriculture related industry? 31%

5. Through completion of the agriculture program, I am prepared to perform well in the following areas?:

<u>81%</u> Career Readiness	<u>94%</u> Teamwork
<u>94%</u> Personal Growth	<u>94%</u> Responsibility
<u>81%</u> Writing a resume/cover letter	<u>81%</u> Problem Solving skills (decision-making)
<u>81%</u> Set goals & achieve them	<u>88%</u> Treat others with Respect
<u>100%</u> Public Speaking in front Large/Small	<u>88%</u> Interview Skills
<u>81%</u> Record keeping	<u>13%</u> Other – good judgement, cooperation w/others

6. How do you rate the career guidance and counseling you received in the Ag program?

<u>75%</u> Excellent	<u>19%</u> Good	<u>6%</u> Fair	<u>0%</u> Poor
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7. Please check the following areas you feel are valuable components of FFA:

<u>69%</u> Officer and committee chairperson experience
<u>81%</u> Judging contests
<u>75%</u> Advanced degree and proficiency awards
<u>94%</u> Participation in chapter activities & working with others
<u>100%</u> Raising livestock, shows, fairs, etc.
<u>0%</u> Other (please describe):

8. What were the most valuable aspects of the SAEP (supervised projects)?

81% Learning skills related to future ag employment  
94% Development of responsibility  
62% Learning record keeping  
12% Other (please describe): career development

9. Please rate the facilities and equipment used at PGHS for the Ag program:

Facilities:                      12% Overcrowded                      31% Adequate space provided  
   56% Modern                                      0% Out-of-date

Equipment:                      31% Modern                                      0% Out-of-date  
   31% Well-maintained                                      6% Poorly maintained  
   25% Adequate amount of equipment for all students in class  
   6% Other (please describe): \_\_\_\_\_



# Support Materials 5a

## 11A Summer Program



# Explore CTE Summer Ag Contract

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Agriculture and the educational activities that surround it are of a year-round nature as defined by EdCode and the provisions of FFA and the state Agriculture Incentive Grant. Thus, the need for supervision of these activities continues through traditional summer break. EGUSD Explore CTE provides 35 eight-hour days for teachers to perform this work at the EGUSD summer school rate of \$35/hour.

These time-sheeted hours have the following stipulations:

- The agriculture instructor receiving such a contract must enroll a **minimum of 25 students enrolled** (as per limits in the Ag Incentive Grant) in Agriculture Sales and Service course for the **entirety** of the summer.
- The agriculture instructor receiving the salary must be associated with a school program involved in a four-year sequenced agriculture curriculum.
- The agriculture instructor receiving the salary should be employed as a full-time equivalent in the area of agriculture.
- Instructors will be compensated on a stipend for up to 280 hours of work performed between May 31, 2016, and August 5, 2016. This work will be documented on a Summer Work Log maintained at the site. After August 5, submit a stipend request with a copy of your log to claim compensation.
- **On page 2, briefly describe your plan for each of the following components of your summer work.**
  - 192 of the 280 hours shall be designated as student contact hours equaling 65%
  - 47 of the 280 hours shall be designated as program maintenance equaling 17%
  - 41 of the 280 hours shall be designated as **professional growth** equaling 15%
- Please complete the ***Explore CTE Summer Course information form*** providing the dates and times of your summer class and ***return it to the Department of College and Career Options.***
- ***By your signature below, please confirm that you will complete and retain the following forms:***
  - Work-site training agreements for each student internship or SAE
    - A sample is attached
  - A roster of students, their work-site placements and their work schedule
    - 2 samples are attached
  - A log of your summer activities, with dates for each activity completed

I agree to the terms of the Agriculture Summer Contract:

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Signature

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Date



# Ag summer work plan

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## **Student contact hours (192 hours)**

- Identify the schedule for your summer course.
- Print out a roster of your enrolled students. Identify the SAE for each student enrolled.

## **Program maintenance (47 hours)**

- List or describe the program maintenance tasks that you expect to complete.

## **Professional development (41 hours)**

- Describe your personal professional development plan.

## Summer Agriculture Work Log

Please complete the log for each of the days you worked for the summer of 2016. All days should fall between 5/27/16 and 8/7/16, (the first day of summer break, and the day before the first day of in-service). Record as much information as you think is needed for each activity of day.

Day number	Date	Activity	Class/SAE	Type of Activity		# student contacts
				PD	Program Maintenance	
Example	6/2/14	Agriscience Student application meeting D7				16
1						
2						
3						
4						
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