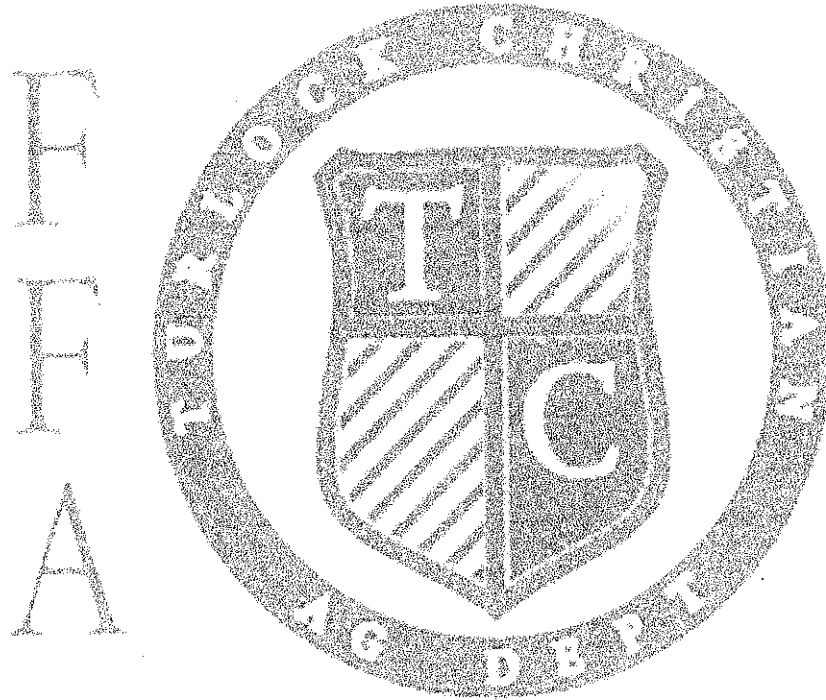


AgEd 539

Teacher Internship Report

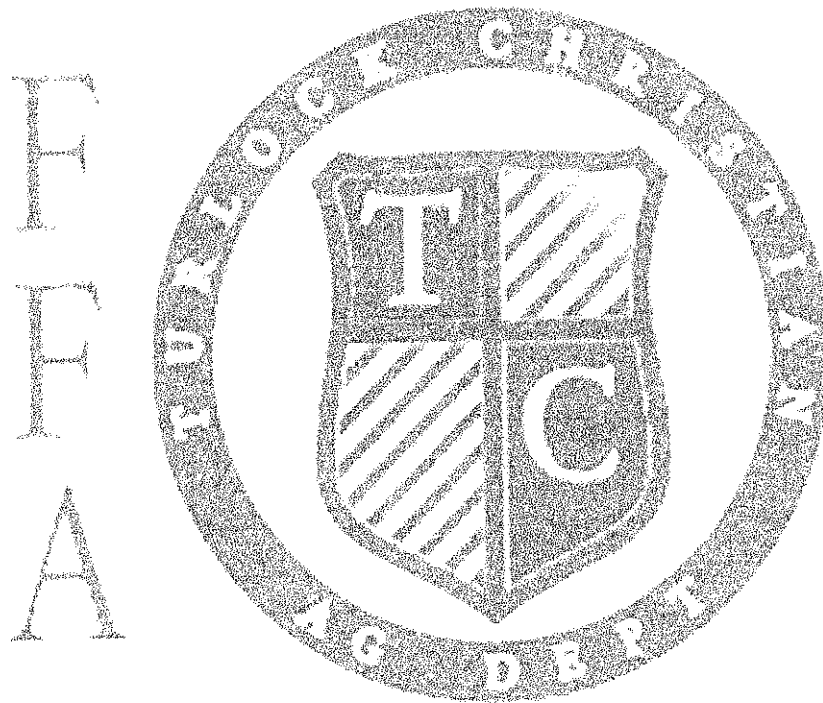


Turlock Christian High School
Agriculture Department
Hannah Ewing

AgEd 539

Teacher Internship Report

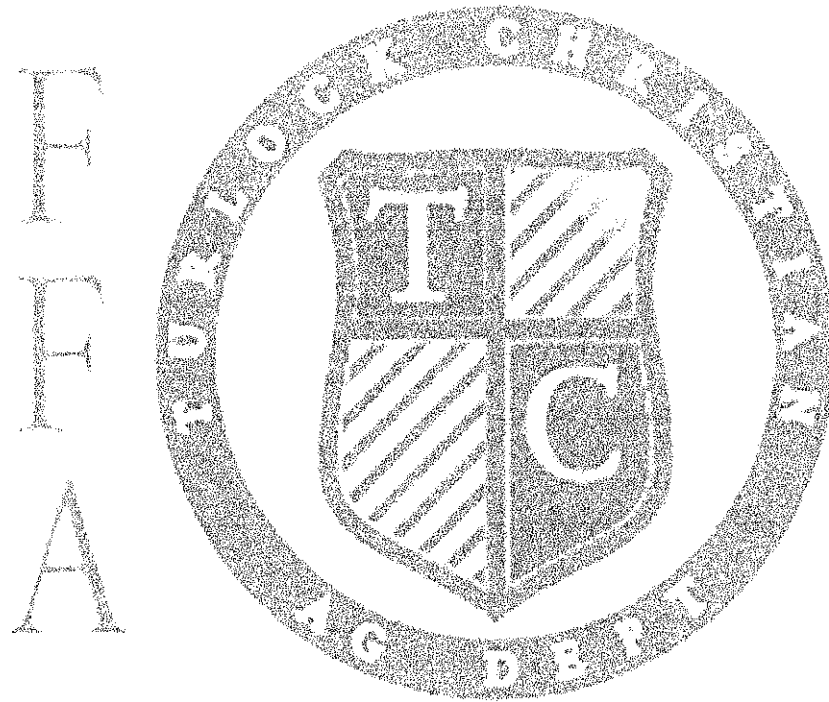
Contents



Part 1 - Reflections on Quality Criteria Standards

Part 2 - Supporting Materials

Part 3 – Project: Graduate Follow-Up Survey



Part 1

Reflections on Quality Criteria Standards

Reflection on Established "Quality Criteria Standards"

Quality Criteria 1: Curriculum and Instruction

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

Turlock Christian High School currently offers five agriculture courses to help its students complete an agriculture pathway. Each of these courses has FFA and SAE as intracurricular requirements, meaning a percentage of their grade is based on their active involvement in FFA as well as their development and maintenance of a Supervised Agriculture Experience project. These courses also fit into the Agriculture Business Pathway that is currently being developed at Turlock Christian High School. The courses offered are Ag Biology, Ag Chemistry, Ag Leadership, Ag Sales and Marketing, and Ag Government and Economics.

Agriculture Biology is academically equivalent to biology, but with a much more hands-on approach. An emphasis is placed on the connection between agriculture and biology, with students learning through a project-based approach. (This course meets the UC –D Requirement)

Agriculture Chemistry is a UC-D approved Chemistry course that provides students with a different approach to chemistry. Students learn the ins and outs of soil science and how chemistry principles apply to plant growth and development. Using the vehicle of agriculture students are able to complete an intimidating subject with less stress than expected.

Agriculture Sales and Marketing is designed to teach critical business aspects of the agriculture industry with special emphasis in sales and marketing. This is a capstone course as part of our CTE Agribusiness Pathway. Topics will include economic principles, business organizations, finance and credit, agriculture sales and services and career preparation. This course is intended to successfully prepare those students who plan on majoring in Agriculture Business in college or for entry-level employment in the agriculture industry after high school.

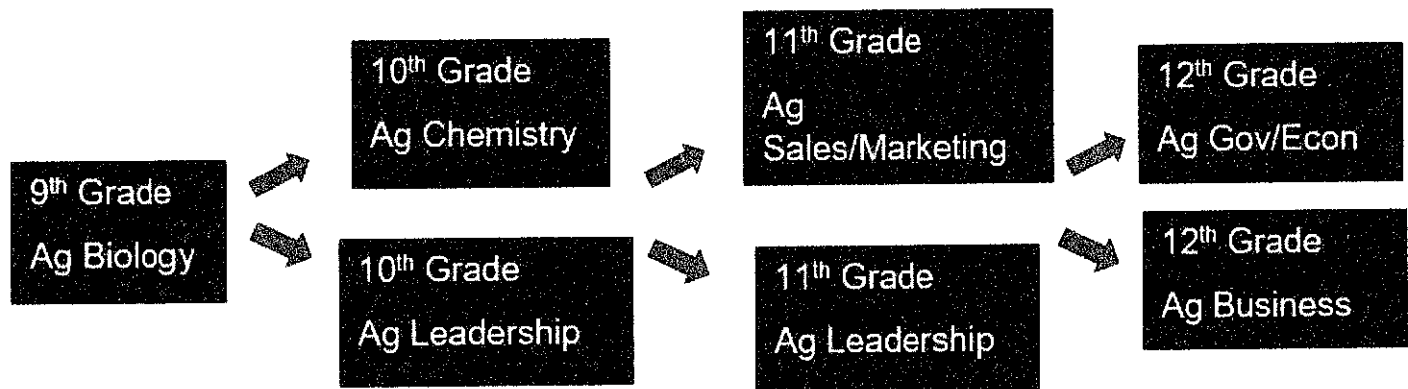
Agriculture Government and Economics is focused preparing students to participate in their local and national government and economic system, with an emphasis on preparing those students to make informed decisions regarding legislature on agriculture industry. One semester will focus on the basic structure and operations of the federal government with a focus on its effect on agriculture. Contemporary issues will be studied as they develop. The second semester will investigate the economics and business practices of the agriculture industry. (This course meets the UC –A Requirement).

Agriculture Leadership is a year-long course that focuses on development of leadership skills in agriculture students. Students work through a leadership development curriculum throughout the year in addition to planning and executing all chapter FFA events throughout the year. Students learn to work effectively in teams to complete a task in a timely manner and earn credits toward high school graduation.

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

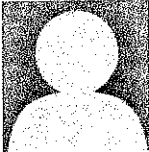
Turlock Christian Agriculture Education Department is currently working toward completion of an Agriculture Business Pathway. We are only one course short of completion and plan to add the capstone Ag Business course to our curriculum in the 2018-2019 school year for seniors to take and complete their Agriculture pathway.

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



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

California Ag Ed Online

Dashboard	Account Settings		MY PROFILE	CHARTER INFO
Home Account Settings Account Balance State Balance: \$0.00 Region Balance: \$225.00 Student Roster Set Student Access Code FFA Membership Post Graduate Data Event Registration Livestock Insurance State Course Summary Application Center Directory	My Profile  Select	Basic Information First Name: Hannah Last Name: Ewing Office Phone: 209-632-2337 ext 2204 Address: P.O. Box 1540, Turlock, CA 95381 City: Turlock State: CA Zip Code: 95382 Gender: Female Ethnicity: Non-Hispanic Race: Two or more Lead FFA Advisor: ☒ Dept. Head: ☒	Login Information Emergency Text Messages Complete the fields below if you would like California Ag Ed to contact you in the event of an emergency. Cell Number: 5599031638 Cell Carrier: Verizon School Salary Information 9/10 Month Base Salary: \$50,000.00 Extended Contract Stipend: \$5,000.00 FFA Stipend: \$0.00 Dept. Head Stipend: \$0.00	

	Order Paper Record Books	Years Teaching: 5
	Go to My FFA.org Account	Bachelors: Cal Poly, SLO
	Go to My AET Account	Credentials From: Cal Poly, SLO
	Go to NFFA Declaration, Certification	Credentials Held: ☒ Single Subject
	Go to Degree Application Manager	☒ Ag Specialist
		☐ Designated Specialist
		☐ Other
Save Profile Changes		

My Courses

Please add the courses that you will teach below. These choices populate the available course list on the student profiles.

Pathway:	Agricultural Business	Advanced Agriscience	Period 1	Add Course
☒	Ag Communications & Leadership (Period: 0)			
☒	Ag Sales & Marketing (Period: 1)			
☒	Agricultural Biology (Period: 5)			
☒	Agriculture and Soil Chemistry (Period: 6)			
☒	Graduate - American Degree (Period: 8)			
☒	Other Agriculture Business Course (Period: 2)			
☒	Prep Period (Period: 3)			
☒	Prep Period (Period: 4)			
☒	SAE/Project Period (Period: 7)			

The Administration has been working to accommodate the agriculture courses over these last 5 years by adding more class periods and pursuing a second agriculture teacher. With this said, being the only Ag teacher means that we are limited on the number of Agriculture classes we can offer, as well as how many students can be in each class, and therefore class sizes are sometimes larger than ideal for our school to accommodate students being able to take the classes. We hope that the addition of a second Ag teacher in the 2018-2019 school year will alleviate some of these issues and allow for more agriculture class options to be available.

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

Each class presents information on careers in agriculture in an effort to make students aware of the options available in agriculture. In the future, the plan is to start inviting community members each week to come in and give a short presentation on their job in agriculture and the schooling it takes to get there. It has been much more useful in the past when people have presented to the students rather than just presenting it as a teacher in a direct instruction manner. In upper-division classes students also prepare resumes and cover letters to be used in their pursuit of jobs in the future.

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

As a part of the science department and the Turlock Christian Schools environment, all of the students in agriculture classes have their own Chromebooks. This means that all agriculture classes are taught through a digital platform. In addition, the agriculture classroom is fitted with a Promethium Board and Apple TV. On campus there is also a computer lab available to reserve should we need it for the agriculture curriculum. This computer lab has come into play recently as every student keeps

track of their SAE project through the AET record book system. The Chromebooks sometimes malfunction with this system, so it's crucial to be able to have computer backups.

Throughout the year the teachers are given opportunities to attend google trainings to help us in converting our curriculum to google classroom. These have greatly helped the teachers learn how to properly incorporate Chromebooks into the agriculture classroom.

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

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

Since Chromebooks are a part of everyday life for the students at Turlock Christian, I use computer aided instruction daily. I especially use computers for students to keep records for their SAE projects using AET. Every student in my program is logged onto AET and uses it throughout the year to keep records on their projects. In addition, all students who compete in Job Interview, Impromptu, Creed and Prepared Public speaking use their Chromebooks to research questions and prepare their manuscripts for competition. This aides me in preparing them as they are able to simply share their documents (using Google Docs) with me directly for me to leave comments and suggestions in real time. I have found this to be extremely helpful in preparing for these time-consuming contests.

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

Every student is required to have and maintain a record book for their SAE project using AET online. I start all students in the class so they know how to log on and navigate the system, and then throughout the year they are responsible for maintaining up-to-date records. Occasionally, class time will be reserved for students to work on record books so that if they need help from the advisor it is available.

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

For the last 2 years all students have had their record books online, therefore keeping these records for one year past their graduation is easy. For all students before two years ago I have kept their paper record books in a file system inside the storage area in my classroom. For those few students who had e-books, I have those files saved on both an external hard drive and my school computer for access at least one year after graduation.

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

My number one priority in developing and teaching courses at Turlock Christian High School was to teach courses that are UC approved. With this being said, both Ag Biology and Ag Chemistry are UC-D approved and Ag Government/Economics is UC-A approved. Ag Leadership and Ag Sales/Marketing will be submitted this year for UC approval in area G, and they currently count as credit for high school graduation. In previous years there have been other courses taught through Turlock Christian Ag Department and they were also UC approved in Area G. This extra work has really helped our high achieving students to be able to take agriculture classes and maintain their college track.

Quality Criteria 2: Leadership & Citizenship Development

2A. An FFA Chapter has been chartered by the State Association or has been applied for.

Turlock Christian FFA received its charter in 2012 and is currently on display in the Ag Classroom.

2B. A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.

I developed the Program of Work during the first year of developing the Turlock Christian FFA program. Since then I have done my best to keep it updated and sent to, now, Mrs. Sperling by December 15th.

2C. Every student is given a grade based upon participation in leadership activities.

FFA participation counts as 10% of each student's grade, no matter what class they are in. This score is based on participation in at least 5 FFA activity points per semester. Activity points can be earned through participation in chapter meetings, conferences, competitions and all CDE team contests. Each activity is 1 point, and multiple-day activities are worth as many points as there are days in the activity.

2D. All students enrolled in agriculture classes are affiliated with the State FFA Association.

All students enrolled in an agriculture education class are listed on Turlock Christian's R2 that is submitted to CA State FFA by October 15th. Dues are paid for through the FFA's fund.

2E. Based on previous year's records, the department participated in a minimum of 12 activities listed on the FFA Activities Check Sheet.

During this last year, Turlock Christian FFA participated in the following activities during the 2016-2017 school year:

1. State FFA Leadership Conference
2. Central Region Meeting
3. Greenhand Leadership Conference
4. Made for Excellence Conference
5. Advanced Leadership Academy
6. Sectional Opening and Closing Competition
7. Sectional Prepared Public Speaking Contest
8. Sectional Creed Recitation Contest
9. Submitted State FFA Degree Application
10. Competed in Dairy Cattle Judging CDE at State
11. Competed in Livestock Judging CDE at State

12. Competed in Milk Quality and Dairy Products Judging CDE at State
13. Competed in Farm Business Management Judging CDE at State
14. Prepared and participated in National FFA Week
15. Participated in the Sectional Ice Skating Activity

2F. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1)

- **Local Best Informed Greenhand Contest**
- **Local Opening & Closing Contest**
- **Local Program of Work Committee(s)**
- **Local Agriscience Fair Exhibition**
- **Local Parliamentary Procedure Contest**
- **Any Section, Region, or State Activity**
- **Local Creed Speaking Contest**
- **Local COOP Quiz Contest**
- **Local Demonstration Fair**
- **Local Public Speaking Contest**
- **Chapter Meeting or Activity**
- **Other Local Activities**

Well over 80% of the students enrolled in Ag Education classes at Turlock Christian participate in at least 3 leadership development activities each school year. I keep track of FFA activity points in my classroom and through my online gradebook. Students also get points for being the most active members and the chance to participate in an end of the year activity as well. Many of our members participate in our local activities, however a larger and larger portion of students are beginning to compete in contests and attend higher level leadership conferences, which has been my goal for the last 5 years.

Quality Criteria 3: Practical Application of Occupational Skills**3A. Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FS 10.2)**

Each student in an agriculture education class has 5% of their grade earned through their SAE project. In the first quarter this grade is based off of completion of an SAE "recipe" for success as well as a poster describing their project – what they will be doing, their expenses and income, time spent on the project, etc. the second through 4th quarters are graded by evaluation of their AET record books online. Students are required to register themselves into the AET system and complete all portions of the set up for their experience, and then they must keep up-to-date records on their project as well as time spent in FFA meetings, community service, competitions, etc. Common projects at Turlock Christian are unpaid placements at parents' agriculture businesses and livestock projects at the fair.

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

All first-year agriculture students are introduced to SAEs during the first three weeks of school. During this time they are able to research ideas for their own SAE project, pick one, and then prepare a short presentation explaining how they plan to start and maintain the project. This includes where their capital will come from, who they will need to get to help them, what knowledge and skills they will need to learn as well as anything else involved in their particular project. After this initial presentation they then have to start their project by spring in order to be able to enter their hours in the AET record keeping system.

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

The Turlock Christian Agriculture Department verifies that at least 80% of continuing students are engaged in an SAE through the AET online record keeping system. All students are required to keep their records on this system which provides easy access for me to keep track of which students are maintaining their projects and which are not.

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

SAE visits are an important part of Ag Education. With this said, I do my very best to visit each student's active SAE at least twice per year (see appendix for 10 copies of SAE visit forms).

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

In March, 2016 an agriculture truck was purchased for sole use of the FFA Advisor. I use this truck for all of my SAE visits as well as some CDE competitions. Gas is purchased using a school credit card. Turlock Christian is responsible for the insurance and registration, the FFA department is responsible for all gas and maintenance of the vehicle. Since this vehicle is only for use by the FFA program, I am not required to check it out, I can simply take it whenever I need it.

Quality Criteria 4: Qualified and Competent Personnel

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

I received both my single subject and Ag Specialists Credentials in 2012 through California Teaching Commission.

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

Professional development isn't simply a professional requirement, it's very important to me that I stay up-to-date with the most effective teaching methods and strategies. In order to accomplish this I attended the following professional development activities last year:

1. Fall Regional Meeting and Road Show (Nov, 2016)
2. Spring Regional Meeting (Feb, 2017)
3. Summer CATA Conference (June, 2016)
4. Central Region AET Training (Feb, 2017)

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

Not Applicable

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

Not Applicable

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

The FFA is in very good financial standing with Turlock Christian, therefore, when we have any events, FFA, SAE or CATA, I simply submit a Purchase Order prior to the event listing what the expenses will be incurred during the event. If possible, the school writes a check to the hotel provider or the organization the event is being held by. If writing a check isn't possible then the expenses are taken care of on the school credit card. If for some reason the school credit card is not available and my personal credit card must be used, the school reimburses me within three weeks for any expenses I submit a Purchase Order for.

Quality Criteria 5: Facilities, Equipment and Materials

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

Proper working facilities are still in development at Turlock Christian High School. I currently teach in a classroom that doesn't really fit the needs of a science class, but additional equipment is added slowly each year, and I anticipate in the next three years we will have it fully functional as a science classroom. In terms of other necessary facilities at Turlock Christian High School, we were able to establish some raised planter beds and a small shadehouse on campus in 2012 that students in the Introduction to Agriculture class took care of. The planter beds are still functional and are used now in the Ag Biology class.

Many of the students at Turlock Christian show animals at the fair for their SAE project, but they don't have a facility at home to keep their livestock. This led us to pursue creating an Ag Farm that could house both small and large animals. That facility went into production March of 2016, and is currently housing goats, sheep and dairy heifers while it's being completed. Once completed we will have 2 barns, one for small livestock and one for large, along with a large pasture and showing and roughly a half an acre of trees for students to work on and harvest. This facility promises to be a huge learning opportunity for the students at Turlock Christian and could even be a source of income to those who choose to work.

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

Storage space in an Agriculture Department will always be a problem. I do have three closets in my classroom that allow ample storage for labs, science equipment, and hard-copy student records. Where I have run into trouble is having enough storage for banquet supplies and fair equipment. We have a fairly large show team that covers 5 species during the fair, which requires a lot of equipment and supplies. We have one small tuff shed that currently holds some of the materials, while others are stored at various residences. Once the Ag Farm that is currently under construction is finished being built, we will have ample storage to maintain all of our necessary fair equipment and supplies, along with extra storage for any other necessities in the two barns and the tack room.

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

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

Turlock Christian High School has raised planter beds on campus and access to a shadehouse for those students wishing to have horticulture-related SAE projects. In addition, we have

a partially completed School Farm Lab that is able to house sheep, goats, cattle, horses, and will also have an orchard that students will run for their SAE projects. Although this School Farm Lab is still under construction, it is completed enough to house our animal projects for the 2017 Stanislaus County Fair and will be completed before the next set of fair animals arrive. Once the School Farm is complete, we plan to add a greenhouse in order to expand our course offerings as well as the students' learning abilities.

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

The Agriculture Department is able to email through my school-provided laptop, my personal laptop and my phone. In addition, an iPad with 10GB and a hotspot in order to accommodate when I am at the School Farm and without Wifi, but need to email students.

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

It is of the utmost importance that the files, closets, storage facilities and the School Farm stay neat and orderly. To accomplish this, I am in charge of cleaning out all files and closets at the end of each year, purging old files and damaged or useless materials as necessary. The students are required to help with keeping the School Farm neat and orderly, making sure to keep their feed and tack areas clean throughout the year. Additionally, when fair is over, there is a mandatory farm clean-up day for all students who showed at the fair. This makes sure that all pens are cleaned and sanitized, extra feed is disposed of, and there is no equipment left out in the elements to be destroyed before the next fair. I also get help from our school maintenance faculty with keeping our raised beds weeded and trash kept out of them.

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

All facilities are maintained through the Turlock Christian Administration by filling out a maintenance request form. The maintenance workers are really quick to fix anything that needs to be fixed on campus and I've never had a problem once I've requested something from them. For the School Farm, all maintenance is done through Cal Mill and P&F Metals. These companies are the donors that are building the Farm and are also maintaining it for the school's use. Finally, the FFA funds pay for any maintenance required on the Ag Truck, and I am responsible for taking it in and handing off any paperwork to the Administrative Office for proper record keeping.

Quality Criteria 6: Community, Business and Industry Involvement

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

When our chapter received its charter in 2012 the first order of business was to create a functioning Agriculture Advisory Committee to help guide and direct the program as we started to decide the most important pathways to create as well as what we wanted to specialize in. The committee consists of members that represent the dairy industry, nut production industry, horticulture industry and other businesses in our community that have stock in the students in our school. We are very fortunate that this committee is dedicated to making certain that the program fulfills the needs of the school and students, and that we are providing an education that prepares our students to fulfill job needs in the agriculture community around us.

In addition to guiding course selection and helping with connecting our students to the agriculture industries around us through field trips and in-class presentations, these members help to insure that our program stays funded as we do not receive any federal or state moneys to keep the program going. This includes raising support for FFA competitions, equipment, gas and maintenance for the Ag Truck as well as any other equipment that will be purchased, and even helping to secure buyers for our students at the Stanislaus County Fair Livestock Auction.

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

The Ag Advisory Committee meets at least once per quarter throughout the year, more if necessary, for 1.5 hours maximum. The meeting dates and times are decided through communication between the agriculture instructor and the Advisory Committee President and then distributed to the rest of the committee.

See attached minutes.

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

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

In 2012 the Agriculture Advisory Committee helped with the initial Job Market Description, Program Goals and Objectives, Course Subject Matter Outlines, Targeted Occupations, Program Description, and Current Year Budget. The 5-year Facility and Equipment Acquisition schedule and Program Completion Standards are developed by the agriculture instructor and reviewed by the Agriculture Advisory Committee for approval. The committee has the goal this year of helping to develop a Graduate Follow Up that is both effective and efficient. In the past 5 years the Committee has reviewed and revised the Course Subject Matter Outlines and overall goals of the program, which has greatly affected the course and success of this program. Although our school doesn't have a specific List of Active Placement Sites, the Committee has helped with getting specific students placed in internships and jobs that have helped those students complete their SAE projects and pursue a career in agriculture.

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

The current Advisory Committee Chair is Kirsten Russell, owner of Yosemite Jersey Dairy and Board Member of Hilmar Cheese Company.

Quality Criteria 7: Career Guidance

7A. Students are counseled regarding (FS 3.0)

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

Every Agriculture class offers a unit to students that provides them with different career pathways available in agriculture, along with the required and recommended education and training necessary in order to get there. During this unit students are even able to research a career they are interested so that they are able to clearly see the steps they need to take to reach their goal. In addition, as much as possible, I invite agriculture community members into the classroom to present to the students to give a real-life look at what it takes to make it in that particular sector of industry.

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

Students now are responsible for filling out a Student Data Sheet online, through calaged.org. This data sheet not only tracks their current information, but also tracks their career plan each year. This started in 2017. Prior to 2017, students filled out a paper-copy of this same data sheet to track the same information. Below is a screenshot of the online student data sheet, see appendix for copies of 10 more.

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

Currently Turlock Christian does not have any articulation agreements with any Community Colleges or Universities, although almost all of the courses taught are UC-Approved for either Lab Science, Social Studies or Elective. It is the goal of this program to pursue and achieve articulation agreements with MJC by 2020.

Quality Criteria 8: Program Promotion

8A. An Agriculture Education program recruitment brochure or similar document is used to promote the program.

Each year a traditional brochure is updated and distributed at Turlock Christian events in order to promote the Agriculture Program. This brochure includes the Agriculture classes that are taught at Turlock Christian High School, the competitions that have been competed in by previous students, as well as SAE ideas and scholarship opportunities. In addition to the traditional brochure, we also promote our program through our Facebook and Instagram pages. On these sites we post all of the events that Turlock Christian FFA puts on with pictures and information. These pages have historically been our best sources of promotion among students.

8B. Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)

Many of the FFA and Leadership Activities offered through Turlock Christian FFA are paid for through the FFA fund. For those activities that do require funding by the student, there is always an opportunity for the student to apply for a scholarship and explain why they would be a good investment. In regard to SAE projects, Yosemite Farm Credit offers interest-free loans to students who intend to purchase a project and sell it at fair. For any other financial need I always encourage the students to come and speak with me because I have many community members willing to support FFA students in their endeavors.

8C. The Agriculture Department conducts recruitment activities with local feeder school.

Our “feeder school” is Turlock Christian Elementary and Junior High. The Junior High is on the same campus as the High School and therefore the 7th and 8th grade students get a first-hand look at what being in the FFA is all about as they watch their High School friends participate and compete in various FFA activities. For the elementary school, each year Turlock Christian hosts an “Ag Day” where we invite the entire elementary (K-6th grade) to the high school campus to work through stations representing different agriculture sectors and the FFA to introduce these students to some of the many opportunities available to them as they pursue agriculture in high school with Turlock Christian FFA. This single event has been a huge success in recruiting students to stay at Turlock Christian and become involved in the agriculture program.

Quality Criteria 9: Program Accountability and Planning

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

Although we do not receive federal funding and therefore aren't required to submit the Program Plan, I made sure to create and keep updated a Comprehensive Program Plan that is submitted to Jill Sperling by November 15th each year. I also keep a digital copy of this plan in my files to make sure I'm pursuing goals that are in line with our program plan.

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

See above

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

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

Currently we do not have an effective follow-up system for our graduated students. Although I informally know where all of my seniors are going and what they are pursuing in college, it is my goal this year to create an effective system to follow up with my senior students and find out how relevant and valuable the program is, as well as what improvements could be made to the program.

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

I did fill out the graduate follow-up data into the online R2/FFA Roster by October 15th, solely off of my knowledge of students' pursuits in college, rather than physical data.

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

I do pay close attention to how many students I retain from year to year. One problem we recognized early-on in the development of our pathway and retention of students in that pathway was that we didn't have UC-approved courses available to each level of student through our program. With this knowledge we pursued UC-approval and we were able to get a course for each grade level UC-approved so that high achieving students can complete the Agriculture pathway and still be on track to attend a good four-year college. We have progressively increased our student enrollment in

agriculture classes, starting with 31 students in 2012 and reaching 102 in 2016, which represents 57% of the high school population.

Quality Criteria 10: Student-Teacher Ratio

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

I do not currently teach any shop classes. I currently only meet the enrollment requirement on one class. My lab-based classes this last year had 23 (not met) and 28 (not met), while my classroom-based classes had 8 (met), 11 (met), and 27 (not met). I've spoken to administration about this and they are aware and trying to make sure that at least my lab-based classes are not that full since my classroom is not very large, nor is it fully equipped as a lab classroom.

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

I do not meet total classroom size. I have 102 total students, counting first year students at .5, I have 82. But as a single-person department, I would rather have too many students because they are interested in the program than barely enough to fill a classroom. Many of those 102 students have competed in competitions and contests that wouldn't be available to them if we limited the number of total students in my classes.

Quality Criteria 11: Full Time Employment

11A. A full-time teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than \$2,000.

I am employed for 10 months of the year for full compensation, and am given a stipend of \$5000 during the summer for my work with students in preparation for the Stanislaus County Fair and for the 2 week time period I am supervising them during the fair.

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

I have one teaching period during the year for project supervision in addition to my prep period in the school day.

Quality Criteria 12: Program Achievement

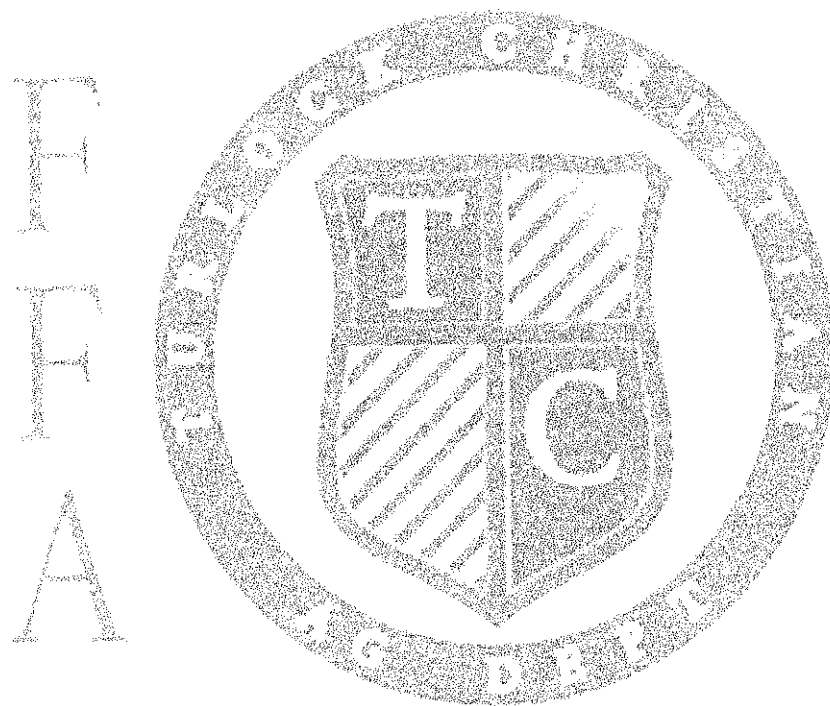
12A. The Agriculture Program meets the requirement of Program Achievement

Turlock Christian FFA did not meet the 5% State FFA Degree Requirement in order to meet quality criteria 12. That is the main focus on mine next year as I know I have at least 5% of my students who qualify for the State FFA Degree, so I will make sure that they complete their record books and fill out their application for this degree.

AgEd 539

Teacher Internship Report

Contents



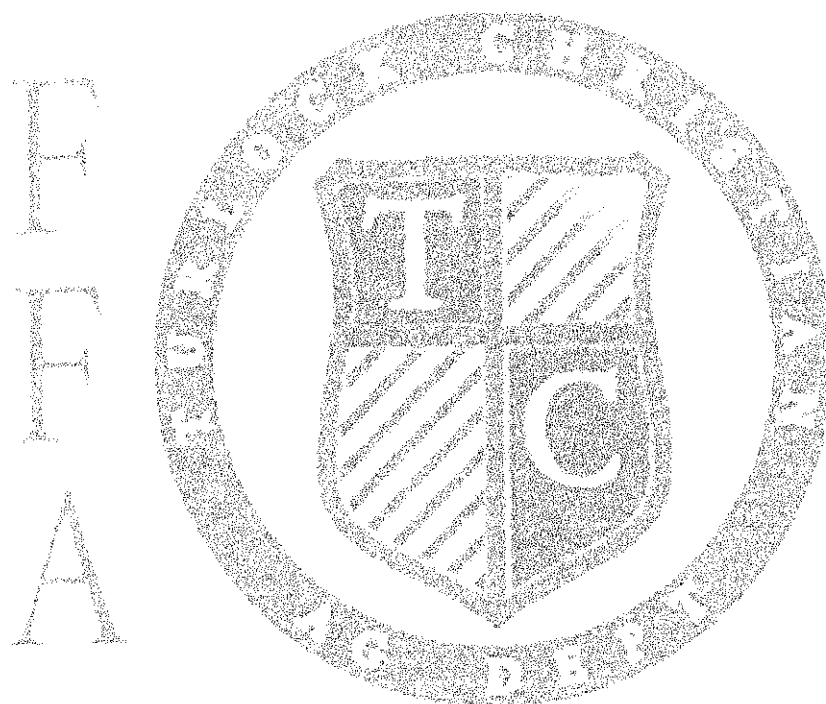
Part 2

Supporting Materials

Table of Contents

- A. Student Data Sheets
- B. Permanent Agriculture Student Files
- C. Course Outlines
- D. Gradebook
- E. SAE Supervision Forms
- F. School Board-Approved Policy Statement – SAE is an integral part of the Ag Program
- G. School Board-Approved Policy Statement – FFA is an integral part of the Ag Program
- H. FFA Program of Activities
- I. Recruitment Program
- J. FFA Chapter Scrapbook
- K. Summer Calendar
- L. Graduate Follow-Up Survey
- M. Results of Graduate Follow-Up Survey
- N. Turlock Christian Agriculture Department Program Plan
- O. Advisory Committee Meeting Agendas
- P. Advisory Committee Meeting Minutes
- Q. Advisory Committee Meeting Constitution and Bylaws
- R. Proficiency Standards
- S. Copy of Teaching Credentials
- T. Calendar of Chapter Activities
- U. Professional Development Calendar
- V. Current Year R2 Information
- W. Travel Requests
- X. Copy of CATA Membership Card
- Y. Copy of Professional Development Report
- Z. Wish List
- AA. Current Operating Budget
- BB. Department Budget Process
- CC. Department Chair's Duties and Responsibilities
- DD. Substitute Teacher Procedures and Plans
- EE. Description of a "Program Completer"
- FF. 2+2 Agreements
- GG. Reimbursement Process for Personal Expenses

Supporting Materials



A. Student Data Sheets

1. Student Data Sheets

Students at Turlock Christian High School enter their information into the calaged.org online site themselves each year. This system keeps track of the students' demographics, classes and other valuable information, all in one place so it's easy for me to find. Below are screenshots of 10 students' data (with names and vital information blacked out).

Student #1:

Dashboard

[Home](#)

[Account Settings](#)

Account Balance

State Balance: \$0.00

Region Balance: \$225.00

Student Roster

Set Student Access Code

[FFA Membership](#)

[Post Graduate Data](#)

[Event Registration](#)

[Livestock Insurance](#)

[State Course Summary](#)

[Application Center](#)

[Directory](#)

[Order Paper Record Books](#)

[Go to My FFA.org Account](#)

[Go to My AET Account](#)

[Go to NFFA Declaration/Certification](#)

[Go to Degree Application Manager](#)

Student Details

[ALL STUDENTS](#)
[INACTIVE STUDENTS](#)

Profile

Inactivate Student

Transfer Student

Contact Information

First Name *

Last Name *

Address *

City *

State *

Zip Code *

Grad Year *

Email

Home Phone

Cell Phone

Cell Carrier --

Gender: * Male

Ethnicity: * Non-Hispanic

Race: * White

DOB: * 4/7/2003

FFA/AET Information

Member Status FFA Member

FFA ID

FFA Inv Code

AET ID

Post Graduate Information

Status Not Entered

FFA Membership History

YEAR	DATE
2016-2017 FFA Membership	11/14/2016

2017-2018 Course Enrollment *

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

New Course

Ag Sales & Marketing - Period 1 (Ewing)

Add Course

COURSE

X

Agricultural Biology (Ewing)

Save Changes

Cancel Changes

Student #2:

California Ag Ed Online

Dashboard

Home

Account Settings

Account Balance
 State Balance: \$0.00
 Region Balance: \$225.00

Student Roster
[Set Student Access Code](#)

FFA Membership

Post Graduate Data

Event Registration

Livestock Insurance

State Course Summary

Application Center

Directory

Order Paper Record Books

Go to My FFA.org Account

Go to My AET Account

Go to NFFA
Declaration CertificationGo to Degree Application
Manager

Student Details

Profile [Inactivate Student](#) [Transfer Student](#)

Contact Information

First Name: *

Last Name: *

Address: *

City: *

State: *

Zip Code: *

Grad Year: *

Email:

Home
Phone

Cell Phone

Cell Carrier: **

Gender: * Female

Ethnicity: * Hispanic

DOB: * 11/17/2002

2017-2018 Course Enrollment

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

New Course

Agricultural Biology - Period 5 (Ewing)

Add Course

COURSE

X Agriculture and Soil Chemistry (Ewing)

Save Changes

Cancel Changes

FFA/AET Information

Member
Status: FFA Member

FFA ID:

FFA Inv
Code

AET ID

Post Graduate Information

Status: Not Entered

FFA Membership History

YEAR	DATE
2016-2017 FFA Membership	11/14/2016

Dashboard

- [Home](#)
- [Account Settings](#)
- [Account Balance
State Balance: \\$0.00
Region Balance: \\$225.00](#)
- [Student Roster
Get Student Access Code](#)
- [FFA Membership](#)
- [Post Graduate Data](#)
- [Event Registration](#)
- [Livestock Insurance](#)
- [State Course Summary](#)
- [Application Center](#)
- [Directory](#)
- [Order Paper Record Books](#)
- [Go to My FFA.org Account](#)
- [Go to My AET Account](#)
- [Go to NFFA Declaration/Certification](#)
- [Go to Degree Application Manager](#)

Student Details

[Deactivate Student](#)   [Transfer Student](#)

Contact Information

First Name * [REDACTED]

Last Name * [REDACTED]

Address * [REDACTED]

City * [REDACTED]

State * [REDACTED]

Zip Code * [REDACTED]

Grad Year * [REDACTED]

Email [REDACTED]

Home Phone [REDACTED]

Cell Phone [REDACTED]

Cell Carrier * [REDACTED] ▼

Gender * Male ▼

Ethnicity * Non-Hispanic ▼

DOB * 2/10/2001

FFA/AET Information

Member Status FFA Member

FFA ID [REDACTED]

FFA Inv Code [REDACTED]

AET ID [REDACTED]

Post Graduate Information

Status: Not Entered ▼

FFA Membership History

YEAR	DATE
2015-2016 FFA Membership	
2016-2017 FFA Membership	11/14/2016

2017-2018 Course Enrollment *

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

New Course: Agricultural Biology - Period 5 (Ewing) ▼ [Add Course](#)

COURSE	Enrollment
X Ag Communications & Leadership (Ewing)	
X Ag Sales & Marketing (Ewing)	

Save Changes
Cancel Changes

Cancel Changes

Student #5:

California Ag Ed Online

Dashboard

[Home](#)
[Account Settings](#)

Account Balance
State Balance: \$0.00
Region Balance: \$225.00

Student Roster
[Set Student Access Code](#)

[FFA Membership](#)
[Post Graduate Data](#)
[Event Registration](#)
[Livestock Insurance](#)
[State Course Summary](#)
[Application Center](#)
[Directory](#)
[Order Paper Record Books](#)
[Go to My FFA.org Account](#)
[Go to My AET Account](#)
[Go to NFFA Declaration/Certification](#)
[Go to Degree, Application Manager](#)

Student Details

Profile

[Inactivate Student](#)
[Transfer Student](#)

Contact Information

First Name *
Last Name *
Address *
City *
State *
Zip Code *
Grad Year *
Email
Home Phone
Cell Phone
Cell Carrier *
Gender * Female
Ethnicity * Non-Hispanic
Race * White
DOB * 4/3/2000

FFA/AET Information

Member Status
FFA ID
FFA Inv Code
AET ID

Post Graduate Information

Status Not Entered

FFA Membership History

YEAR	DATE
2015-2016 FFA Membership	
2016-2017 FFA Membership	11/14/2016

2017-2018 Course Enrollment *

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

New Course
Agricultural Biology - Period 5 (Ewing)
Add Course

COURSE
Agriculture and Soil Chemistry (Ewing)

Save Changes

Cancel Changes

Student #6:**California Ag Ed Online**

Dashboard	Student Details					
Home Account Settings Account Balance State Balance: \$0.00 Region Balance: \$225.00 Student Roster Set Student Access Code FFA Membership Post Graduate Data Event Registration Livestock Insurance State Course Summary Application Center Directory Order Paper Record Books Go to My FFA.org Account Go to My AET Account Go to NFFA Declaration/Certification Go to Degree, Application Manager	Inactivate Student Transfer Student Contact Information First Name: * Last Name: * Address: * City: * State: * Zip Code: * Grad Year: * Email: Home Phone: Cell Phone: Cell Carrier: -- Gender: * Ethnicity: * Race: * DOB: * FFA/AET Information Member Status FFA ID: FFA Inv Code: AET ID: Post Graduate Information Status: Not Entered FFA Membership History <table border="1"> <thead> <tr> <th>YEAR</th> <th>DATE</th> </tr> </thead> <tbody> <tr> <td>2016-2017 FFA Membership</td> <td>11/14/2016</td> </tr> </tbody> </table>		YEAR	DATE	2016-2017 FFA Membership	11/14/2016
YEAR	DATE					
2016-2017 FFA Membership	11/14/2016					
2017-2018 Course Enrollment * Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.						
New Course Agricultural Biology - Period 5 (Ewing) Add Course						
COURSE X Agriculture and Soil Chemistry (Ewing)						
Save Changes Cancel Changes						

Student #7:

California Ag Ed Online

Dashboard

Home

Account Settings

Account Balance

State Balance: \$0.00

Region Balance: \$225.00

Student Roster

Set Student Access Code

FFA Membership

Post Graduate Data

Event Registration

Livestock Insurance

State Course Summary

Application Center

Directory

Order Paper Record Books

Go to My FFA.org Account

Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree Application Manager

Student Details

Profile

Inactivate Student

Transfer Student

Contact Information

FFA/AET Information

Post Graduate Information

FFA Membership History

2017-2018 Course Enrollment

First Name *

Last Name *

Address *

City *

State *

Zip Code *

Grad Year *

Email

Home Phone

Cell Phone:

Cell Carrier: --

Gender: -- Female

Ethnicity: -- Non-Hispanic

Race: -- Asian

DOB: -- 9/12/1999

Member Status: FFA Member

FFA ID:

FFA Inv Code:

AET ID:

Status: Not Entered

2016-2017 FFA Membership

11/14/2016

2017-2018 Course Enrollment

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

New Course

Agricultural Biology - Period 5 (Ewing)

Other Agriculture Business Course (Ewing)

Save Changes

Cancel Changes

Student #8:

California Ag Ed Online

Dashboard

Home

Account Settings

Account Balance
State Balance: \$0.00
Region Balance: \$225.00

Student Roster
[Set Student Access Code](#)

FFA Membership

Post Graduate Data

Event Registration

Livestock Insurance

State Course Summary

Application Center

Directory

Order Paper Record Books

Go to My FFA.org Account

Go to My AET Account

Go to HFFA Declaration/Certification

Go to Degree/Application Manager

Student Details

Profile

Inactivate Student

Transfer Student

Contact Information

FFA/AET Information

Post Graduate Information

FFA Membership History

2017-2018 Course Enrollment

First Name *

Last Name *

Address *

City *

State *

Zip Code *

Grad Year *

Email

Home Phone

Cell Phone:

Cell Carrier:

Gender *

Ethnicity *

Race *

DOB *

Member Status:

FFA ID

FFA Inv Code

AET ID

Status:

FFA Membership History

YEAR	DATE
2014-2015 FFA Membership	
2015-2016 FFA Membership	
2016-2017 FFA Membership	11/14/2016

2017-2018 Course Enrollment *

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

New Course

Ag Sales & Marketing - Period 1 (Ewing)

Add Course

COURSE

Ag Communications & Leadership (Ewing)

Agricultural Biology (Ewing)

Other Agriculture Business Course (Ewing)

Save Changes

Cancel Changes

Student #9:

California Ag Ed Online

Dashboard	Student Details									
Home Account Settings Account Balance State Balance: \$0.00 Region Balance: \$223.00 Student Roster Set Student Access Code FFA Membership Post Graduate Data Event Registration Livestock Insurance State Course Summary Application Center Directory Order Paper Record Books Go to My FFA.org Account Go to My AET Account Go to NFFA Declaration/Certification Go to Degree, Application Manager	Inactivate Student Transfer Student Contact Information First Name: ____ Last Name: ____ Address: ____ City: ____ State: ____ Zip Code: ____ Grad Year: ____ Email: ____ Home Phone: ____ Cell Phone: ____ Cell Carrier: ____ Gender: Female Ethnicity: Non-Hispanic Race: White DOB: 12/24/1999 FFA/AET Information Member Status: FFA Member FFA ID: ____ FFA Inv Code: ____ AET ID: ____ Post Graduate Information Status: Not Entered FFA Membership History <table border="1"> <thead> <tr> <th>YEAR</th> <th>DATE</th> </tr> </thead> <tbody> <tr> <td>2014-2015 FFA Membership</td> <td></td> </tr> <tr> <td>2015-2016 FFA Membership</td> <td></td> </tr> <tr> <td>2016-2017 FFA Membership</td> <td>11/14/2016</td> </tr> </tbody> </table> 2017-2018 Course Enrollment * Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first. New Course Agricultural Biology - Period 5 (Ewing) Add Course COURSE ☒ Ag Communications & Leadership (Ewing) Save Changes Cancel Changes		YEAR	DATE	2014-2015 FFA Membership		2015-2016 FFA Membership		2016-2017 FFA Membership	11/14/2016
YEAR	DATE									
2014-2015 FFA Membership										
2015-2016 FFA Membership										
2016-2017 FFA Membership	11/14/2016									

Student #10:

California Ag Ed Online

Dashboard

[Home](#)
[Account Settings](#)

Account Balance
State Balance: \$0.00
Region Balance: \$225.00

Student Roster
[Set Student Access Code](#)

[FFA Membership](#)
[Post Graduate Data](#)
[Event Registration](#)
[Livestock Insurance](#)
[State Course Summary](#)
[Application Center](#)
[Directory](#)
[Go to My FFA.org Account](#)
[Go to My AET Account](#)
[Go to NFFA Declaration/Certification](#)
[Go to Degree/Application Manager](#)

Student Details

Inactivate Student

Transfer Student

Contact Information

First Name *
Last Name *
Address *
City *
State *
Zip Code *
Grad Year *
Email
Home Phone
Cell Phone
Cell Carrier

Gender * Female
Ethnicity * Hispanic
Race * Two or more
DOB * 10/24/2001

FFA/AET Information

Member Status FFA Member
FFA ID:
FFA Inv Code:
AET ID:

Post Graduate Information

Status Not Entered

FFA Membership History

YEAR	DATE
2015-2016 FFA Membership	
2016-2017 FFA Membership	11/14/2016

2017-2018 Course Enrollment *

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

New Course

Agricultural Biology - Period 5 (Ewing)
Add Course

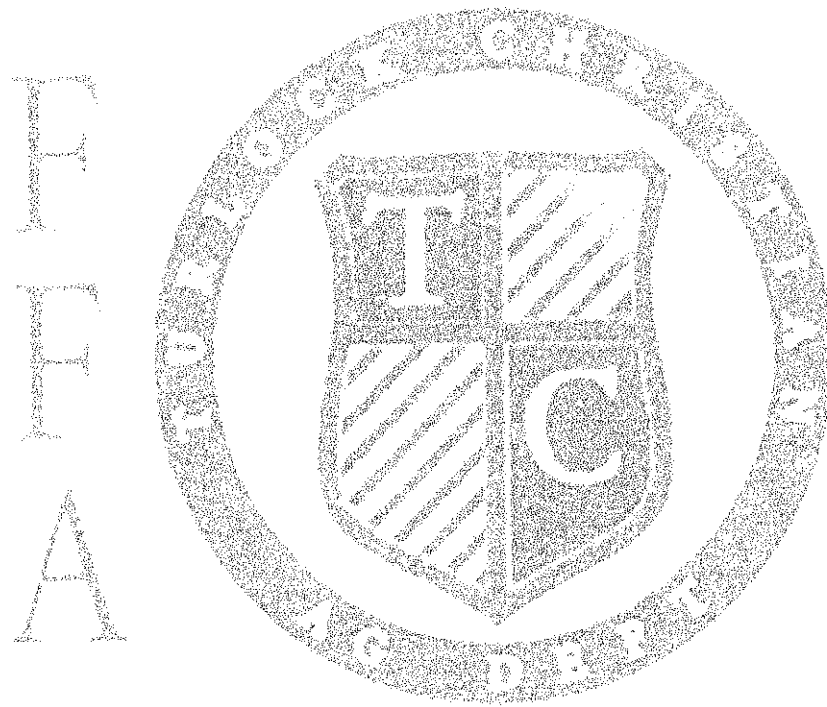
COURSE

X Ag Sales & Marketing (Ewing)

Save Changes

Cancel Changes

Supporting Materials



B. Permanent Agriculture Student Files

2. Permanent Student Files

All students in the Agriculture Education Program at Turlock Christian are tracked through the Agriculture Experience Tracker (AET) system. Below are screenshots of student reports, showing different parts of the report in some of the screenshots. In this system I am able to see every students' personal information, college information, SAE progress, FFA activities, community service and all other aspects of the Leadership and SAE portions of the Agriculture Education Model. This is the easiest way for me to keep track of my students, including those who have graduated in good standing and therefore are showing in the County Fair.



AET - Journal Report
 Turlock - Christian
 Tuesday, October 17, 2017, 3:39:24 PM
[Print](#)   [Back to AET](#)

Summary of Journal of Activities										
School Year	Course	Experience	Office	Committee	LDE	CDE	Other FFA	Non-FFA	School / Comm.	Total Hours
2016-2017		0.0	1.0	0.0	1.0	0.0	4.0	11.5	0.0	264.0
2017-2018		0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	2.0
Total		0.0	1.0	0.0	1.0	0.0	4.0	13.5	0.0	266.0

Course-related Activities

There are no Journal Entries in this category.

Experience (Enterprise)-related Activities

Experience	Type	Net Income	Hours	Rate (\$/hr)
RE - Flower Hybridization (2017-2017)	Floriculture	\$0.00	1.0	\$0.00
Total		\$0.00	1.0	\$0.00

FFA Office-related Activities

There are no Journal Entries in this category.

FFA Committee-related Activities

Committee	In-class Hours	Out-of-class Hours	Total Hours
Strengthening Agriculture - Chapter Recruitment (2016-2017)	0.0	1.0	1.0
Total	0.0	1.0	1.0

LDE-related Activities

There are no Journal Entries in this category.

CDE-related Activities

There are no Journal Entries in this category.

There are no Journal Entries in this category.

In-class

FFA Committee-related Activities			
Committee:	In-class Hours	Out-of-class Hours	Total Hours
Strengthening Agriculture - Agricultural Literacy (2016-2017)	0.0	1.3	1.3
Total	0.0	1.3	1.3

There are no Journal Entries in this category.

There are no Journal Entries in this category.

Invitation	Area

CDE-related Activities										Total Hours
Event (Year) -> Level	Practice	Chapter	Invita- tional	Area	District	Region	State	Multi- State	National	
Farm Business Management (2016)	0.0	15.8	0.0	11.0	0.0	0.0	0.0	0.0	0.0	26.8
Opening/Closing Ceremony (2016)	0.0	3.5	0.0	0.0	0.0	0.0	5.0	0.0	0.0	8.5
Total	0.0	19.3	0.0	11.0	0.0	0.0	5.0	0.0	0.0	35.3

Int-Class

Other FFA-related Activities			
School Year (Level)	In-Class Hours	Out-of-Class Hours	Total Hours
	0.0	20.5	20.5
2016-2017 (Chapter)	0.0	36.0	36.0
2016-2017 (State)			
Total	0.0	56.5	56.5

There are no Journal Entries in this category.

1000

In-Class

School / Community-related Activities			
School Year	In-Class Hours	Out-of-Class Hours	Total Hours
	0.0	183.8	183.8
2015-2016	0.0	9.4	9.4
2016-2017	0.0	193.2	193.2
Total	0.0		

[illegible]

CDE-related Activities											
Event (Year) -> Level	Praction	Chapter	Inta-national	Area	District	Region	State	Multi-State	National	Total Hours	
Creed Recitation (2014)	0.0	0.0	0.0	3.0	0.0	2.0	0.0	0.0	0.0	5.0	
Dairy Cattle (2014)	0.0	42.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	42.0	
Opening and Closing Ceremonies (2014)	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	3.0	
Impromptu Public Speaking (2015)	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	3.0	
Milk Quality & Products (2015)	0.0	62.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	62.0	
Opening and Closing Ceremonies (2015)	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	
Livestock (2016)	0.0	8.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.0	
Opening and Closing Cezemonies (2016)	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	3.0	
Total	0.0	115.0	0.0	12.0	0.0	2.0	0.0	0.0	0.0	138.0	

In-Class

Other FFA-related Activities				
School Year (Level)	In-Class Hours	Out-of-Class Hours	Total Hours	
2014-2015 (Chapter)	0.0	4.0	4.0	
2014-2015 (Area)	0.0	3.0	3.0	
2014-2015 (Regional)	0.0	11.0	11.0	
2014-2015 (State)	0.0	24.0	24.0	
2015-2016 (Chapter)	0.0	25.5	25.5	
2015-2016 (Area)	0.0	3.0	3.0	
2015-2016 (Regional)	0.0	3.0	3.0	
2015-2016 (State)	0.0	30.0	30.0	
2016-2017 (Chapter)	0.0	11.5	11.5	
2016-2017 (Area)	0.0	2.0	2.0	
2016-2017 (Regional)	0.0	12.0	12.0	
2016-2017 (State)	0.0	24.0	24.0	
2016-2017 (National)	0.0	153.0	153.0	
Total	0.0	153.0	153.0	

There are no Journal Entries in this category.

_____

In-Class

School Year	School / Community-related Activities		Total Hours
	In-Class Hours	Out-of-Class Hours	
2014-2015	0.0	6.5	6.5
2015-2016	0.0	5.5	5.5



AET - Journal Report
 Turlock - Christian
 Tuesday, October 17, 2017, 3:53:53 PM

[Print](#)   [Back to AET](#)

Summary of Journal of Activities

School Year	Course	Experience	Office	Committee	IDE	CDE	Other FFA	Non-FFA	School / Comm.	Total Hours
2015-2016		0.0	2.0	0.0	0.0	5.5	95.0	0.0	1.5	104.0
2016-2017		108.0	30.3	0.0	3.0	27.0	40.5	0.0	176.5	409.3
2017-2018		12.0	0.0	45.0	0.0	0.0	6.0	0.0	288.0	351.0
Total		120.0	32.3	45.0	3.0	0.0	32.5	141.5	466.0	864.3

Course-related Activities

Course	In-class Hours	Out-of-class Hours	Total Hours
Ag Communications & Leadership (2017)	12.0	0.0	12.0
Other Agriculture Business Course (2016)	48.0	0.0	48.0
Other Agriculture Business Course (2017)	54.0	0.0	54.0
Total	114.0	0.0	114.0

Experience (Enterprise)-related Activities

Experience	Type	Net Income	Hours	Rate (\$/hr)
EN - Landscape Management (2016-2016)	Fabrication	\$0.00	8.0	\$0.00
PL - Farm Bookkeeping (2016-2017)	Service	\$0.00	24.3	\$0.00
PL - Farm Work (2017-2017)	Food Science	\$484.00	61.0	\$7.93
Total		\$484.00	93.3	\$5.19

FFA Office-related Activities

Office	In-class Hours	Out-of-class Hours	Total Hours
Area Treasurer (2017-2018)	0.0	45.0	45.0
Total	0.0	45.0	45.0

FFA Committee-related Activities

CDE-related Activities

Event (Year) -> Level	Practice	Chapter	Invitational	Area	District	Region	State	Multi-State	National	Total Hours
Milk Quality & Products (2015)	0.0	0.0	0.0	0.0	0.0	0.0	36.0	0.0	0.0	36.0
Opening Closing Ceremony (2015)	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	0.0	5.0
Opening and Closing Ceremonies (2016)	0.0	0.0	0.0	0.0	0.0	4.0	0.0	0.0	0.0	4.0
Total	0.0	0.0	0.0	5.0	0.0	4.0	36.0	0.0	0.0	45.0

Other FFA-related Activities

School Year (Level)	In-Class Hours	Out-of-Class Hours	Total Hours
2015-2016 (Chapter)	0.0	5.0	5.0
2015-2016 (State)	0.0	80.0	80.0
2016-2017 (Chapter)	0.0	3.0	3.0
Total	0.0	88.0	88.0

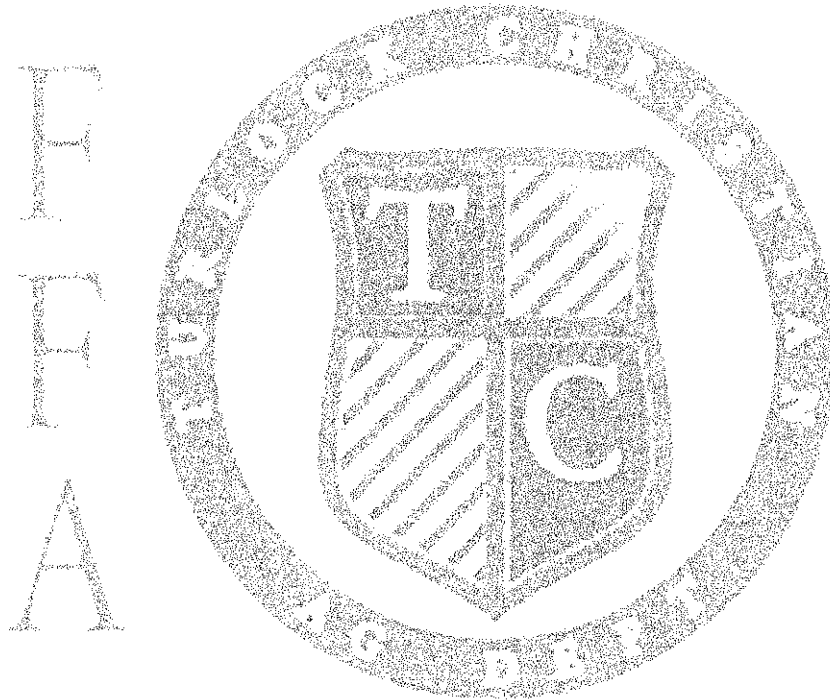
Non-SAEP / FFA-unrelated Activities

There are no Journal Entries in this category.

School / Community-related Activities

School Year	In-Class Hours	Out-of-Class Hours	Total Hours
2015-2016	0.0	11.0	11.0
Total	0.0	11.0	11.0

Supporting Materials



C. Course Outlines

Course Outline:

The course is designed to acquaint the student with the theories and principles of personal and servant leadership development and allow the student to integrate such skills to his/her own life and decision-making processes. The student will acquire practical skills and knowledge by exploring elements of group dynamics, advanced planning, parliamentary procedure, public speaking, marketing, etiquette, and gratitude. Because of the nature of this class, student time is not limited to only classroom experiences. Students should plan to be involved in a majority of FFA activities, including attendance at monthly FFA meetings.

Class Rules:

1. A **positive** attitude ☺
2. **Respect** yourself and the ideas of others (meaning no put-downs, minimal sarcasm)
3. Every student has the right to learn
4. The teacher has the right to teach
5. Anything that prevents numbers 1-4 from happening is not tolerated

Major Goals & Objectives:

1. Develop the values of leadership and identify the benefits
2. Experience and practice roles of responsibility, initiative, creativity, leadership, and program pride
3. Formulate and work effectively on projects within committee groups
4. Engage in activities involving the campus and community at large
5. Master skills in manner and etiquette
6. Experience prepared speaking and/or job interview at local competitive level
7. Demonstrate parliamentary procedures for running efficient meetings
8. Participate in and facilitate activities at FFA activities
9. Participate in SAEP projects employing skills learned in the classroom
10. Maintain an on-going record book

Grading

35% Weekly Class Participation

20% Class Assignments

20% Committee Work/Report

10% FFA Participation (2 Activities per quarter)

10% SAE (maintenance and completed recordbooks)

5% Local Job Interview / Prepared Public Speaking

FFA Participation:

- All students are required to participate in FFA activities as part of the integrated leadership development component of Agriculture Education.
- All students will be required to participate in 5 FFA activities per semester.
  - These activities include monthly FFA meetings, fundraisers, FFA community service activities, FFA competitions and conferences, etc.

SAE Project:

- All students are required to have an Supervised Agriculture Experience Project (SAE) as a part of their agriculture education program
- SAEs require AT LEAST 10 hours of work per semester.
- SAEs should provide an opportunity for students to ENRICH their experiences within the agriculture industry. Projects should not be stagnant from year to year, but should demonstrate personal growth for the student. Therefore, students who do the same project from year to year will be required to demonstrate the

additional growth they have experienced within the project, or choose an additional project that will provide for personal growth.

- Students will complete an SAE planning board for their first quarter SAE grade.
- Students will complete records of their time and money spent/earned on their SAE project on AET for their 2nd-3rd quarter grades. Extra Credit available for students completing a proficiency application.

Late Work:

Any work that is missing will receive an automatic zero in the grade book. The work can be made up, but will receive a percentage off according to the day of the class it was due: one class period late = 15%, two class periods late = 30%. After the third class period late, no credit will be granted.

Attendance/Tardy Policy:

It is critical that students attend class regularly to successfully complete it. This course is taught by means of in-class instruction/lecture and group discussion which will be nearly impossible to repeat for students who have not been in attendance during regular class session. Unexcused absences and tardiness will result in a loss of daily participation points. Students must consult with instructor immediately upon return to class to make up work.

Student Name _____

Student Signature _____ Date _____

Parent Signature _____ Date _____



Ag Sales and Marketing

Turlock Christian High School

Miss Ewing – Rm 204

Email – hewing@tcschools.us

Phone – (209) 632-2337 ext 2204



**This is to be kept at the front of your Ag Sales
Binder ALL YEAR.**

COURSE TITLE: Agricultural Sales & Marketing

COURSE DESCRIPTION:

This course introduces students to the business world as it relates to agriculture -- the world's largest industry. It prepares students to perform tasks related to agribusiness, sales, marketing, and management of farm and agriculturally related enterprises. Included is the study of agribusiness related careers, responsibilities of management, government organizations and regulation, agricultural credit, and accounting. All students enrolled in the program will participate in the FFA and complete an SAE as a planned and graded portion of the class.

HOURS: 180 hours (2 semesters)

TEXTBOOKS/RESOURCES:

Introduction to Agribusiness, Cliff Ricketts & Omri Rawlings, Delmar Publishers; California Agricultural Curriculum Guidelines; All available audio-visual resources; Resources provided by the Farm Credit Service, California Agriculture Council and various marketing agencies

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Academics – Students understand the academic content required for entry into postsecondary education and employment in the Agriculture & Natural Resources sector.
- Communications – Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.
- Career Planning and Management – Students understand how to make effective decisions, use career information, and manage personal career plans.
- Technology – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
- Problem Solving and Critical Thinking – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
- Health and Safety – Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.

- Responsibility and Flexibility – Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.
- Ethics and Legal Responsibilities – Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
- Leadership and Teamwork – Students understand effective leadership styles, key concepts of group dynamics, team and individual decision-making, the benefits of workforce diversity, and conflict resolution.
- Technical Knowledge and Skills – Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:
  - Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
  - Manage and actively engage in a career-related, supervised agricultural experience.
  - Understand the importance of maintaining and completing the California Agricultural Record Book.
  - Maintain and troubleshoot equipment used in the agriculture industry.
- Demonstration and Application – Students demonstrate and apply the concepts contained in the foundation and pathway standards.

INSTRUCTIONAL METHODS:

- Lectures
- Audio Visual Materials
- Cooperative Learning Groups
- Individual Assignments/Projects
- Discussion
- Reading Assignments
- Guest Speakers
- Field Trips
- Student Presentations

EVALUATION METHODS:

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

- Class assignments
- Field study tours
- Guest speaker presentations
- Homework
- Quizzes/tests
- Participation in student leadership activities (FFA)
- Maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book

COURSE OUTLINE:

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Career Opportunities in Agriculture • Production • Processing • Sales and Service • Marketing and Distribution • International Agricultural Trade • Research and Technology	• Career Profile Project (interview, written report, class presentation)	2.2-6 3.1-5 4.1-4 5.0 7.2,7 8.4-6 11.0		WS 9-10.4,7,8 WS11-12.4,7 WS11-12.9-10 LS1.D PE 12.4.3
Agricultural Sales • Determining Needs & Wants of Customers • Preparing for and Approaching Customers • Giving a Sales Presentation • Handling Customer Objections • Closing a Sale • Practical Application	• Customer Profile • Ag Sales Plan with class presentation	2.4-6 4.1-4 5.0 7.3-5 8.6 9.10 10.1,3 11.0	A1.6 A2.3-4 A8.0	RLST 9-10.5,7 RLST 1-12.4 WS 9-10.4,7-9 WS 11-12.4,7,9,10 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 LS1.D PE 12.1.1-4 PE 12.2.1-6,8,10 PE 12.4.3
Marketing • Key Factors in Marketing • Marketing Strategies • Developing a Marketing Plan • Introduction to World Trade • Agricultural Exports & Trade Policies	• Marketing Plan • World Market Analysis & Trade Plan	2.4-6 4.1-4 5.0 8.6 9.10 10.1,3 11.0	A1.6 A2.0 A7.0 A9.0	RLST 9-10.5 RLST 1-12.4 WS 9-10.4,7-9 WS 11-12.4,7,9,10 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 LS4:C,D PE 12.2.1-10 PE 12.4.3-4 PE 12.6.1-4
Business Organizations • Privately Owned/Sole Proprietorship • Partnership • Corporation • Characteristics, Advantages & Disadvantages of Each	• Partnership Agreements • Build a Corporation	2.4-6 3.7 4.1-4 5.0 9.10 10.1,3 11.0	A1.2-3 A6.0	RLST 9-10.5,7 WS 9-10.4,7-9 WS 11-12.4,7,9 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 PE12.2.2,3,5,8
Finance and Credit • Role of Credit in Agribusiness • Public and Public Sources of Credit • Applying for a Loan • Costs of Credit	• Loan Application • Costs Associated with Credit Cards	7.1,6 10.1,3 11.0	A1.4-5 A2.2 A3.0	RLST 9-10.5 RLST 1-12.4 WS 9-10.4,7-9 WS 11-12.4,7,9,10 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 PE 12.2.1-10 PE 12.4.3

Agribusiness Accounting • Review of Record Keeping • Principles of Accounting • Cash Flow Statements • Inventory and Depreciation	• Record Books • Accounting Practical	5.0 7.1,6 10.1,3 11.0	A3.3 A4.0	RLST 9-10.5 WS 9-10.7,9 WS 11-12.7,9 PE 12.2.3
Agricultural Cooperatives • History and Development • The Role of Cooperatives in Agriculture • Principles Behind Farm Cooperatives • Types of Cooperatives and Services Provided	• Ag Cooperatives Research Paper with Class Presentation	2.4-6 4.1-4 5.0 8.6 9.10 10.1,3 11.0	A1.2-3 A6.0	RLST 9-10.5,7 WS 9-10.4,7-9 WS 11-12.4,7,9 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 PE12.2.2,3,5,8
Job Preparation • Self Awareness • Goals and Interests • Resume • Job Application • Interviewing Skills • Considerations in Accepting a Job	• Student Portfolio (resume, cover letter, job application, general scholarship application) • Mock Interview	2.4 3.1-5 3.8 7.2,3,7 8.4-5 9.6,11 11.0		WS 9-10.4,7,8 WS11-12.4,7,9,10 LS1.D
FFA/Leadership Development • Public Speaking • Use of Parliamentary Procedure • Supervised Agricultural Experience (SAE) • Record Books	• Opening/Closing Public Speaking Competition • Class Debates • SAE Presentations • Record Books • Proficiency Awards • FFA Activities	2.1-3 7.2,4,6,7 9.0 10.5-7 11.0		WS 9-10.4,7,8 WS11-12.4,7,9,10

Grading Policies

Grades are based on a percentage:
(90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

Weighted categories:

- 10% FFA Participation
- 5% SAE completion
- 25% Tests
- 60% Classroom Assignments, Projects, and Participation

Late Work:

- Late work will follow the school policy outlined in the Student Handbook.

FFA Participation:

- All students are required to participate in FFA activities as part of the integrated leadership development component of Agriculture Education.
- All students will be required to participate in 5 FFA activities per semester.
  - These activities include monthly FFA meetings, fundraisers, FFA community service activities, FFA competitions and conferences, etc.

SAE Project:

- All students are required to have an Supervised Agriculture Experience Project (SAE) as a part of their agriculture education program.
- SAEs require AT LEAST 10 hours of work per semester.
- SAEs should provide an opportunity for students to ENRICH their experiences within the agriculture industry. Projects should not be stagnant from year to year, but should demonstrate personal growth for the student. Therefore, students who do the same project from year to year will be required to demonstrate the additional growth they have experienced within the project, or choose an additional project that will provide for personal growth.
- Students will complete an SAE planning board for their first quarter SAE grade.
- Students will complete records of their time and money spent/earned on their SAE project on AET for their 2nd-3rd quarter grades. Extra Credit available for students completing a proficiency application.

Classroom Behavior:

- The basic premise of student behavior:
  - No student shall prevent the teacher from teaching.
  - No student shall prevent another student from learning.
  - No student shall do anything that is determined not to be in the best interest of him/herself, the faculty, staff, and/or other students.
- The student will:
  - Be in class on time and be prepared with the proper class materials.
  - Respect the rights and property of others.
  - Use appropriate language at ALL times.
  - Behave as not to disrupt the learning of others or teaching.

DISCIPLINE PLAN:

- In the case of inappropriate behavior, the students will be disciplined as follows:
  - 1st offense: Warning to stop the inappropriate behavior.
  - 2nd offense: loss of participation point, talk to me after class
  - 3rd offense: visit to the office
  - Dress Code Violation – to the office

I have read and understand ALL the policies and procedures contained herein. If you have any questions please feel free to contact Ms. Ewing at hewing@tcschools.us.

Student: _____

Period: _____

Parent/Guardian: _____

Date: _____

Turlock Christian High School

Course Syllabus

Course Title: Agricultural Government and Economics

Teacher: Miss Hannah Ewing

hewing@tcschools.us

209-632-2337 ext 2204

Materials Needed:

- Binder (or at least a 1-inch section in another binder)
- Binder paper
- Pens/pencils
- Chromebook
- **YOU MUST have your packet with you every day**

Course Description:

This is a college preparatory course for students interested in pursuing agricultural studies in college, with emphasis on the application of democratic, civic and economic principles to agricultural practices. Since this is an agricultural education course, students will also participate in leadership development and create a supervised agricultural experience program. Once enrolled in this course, students will automatically become members of the FFA, which is an intracurricular youth leadership program for high schools students.

Tentative Course Schedule*

Weeks	Unit	Reading /Discussion	Assignments
1	Class Procedures and Temperament Testing	Procedures reading and practice	Weekly packet, temperament test and descriptive poster, procedures practice
2	FFA, Ag, and You!	Importance, grading, and instruction in the 3 circles of Ag Education	Weekly packet, SAE recipe and FFA Plan
3-4	Fundamental Principles and Moral Values of American Democracy	Chapters 1-3	Weekly packet, Amendment poster, Constitution quiz, Constitution worksheets
5-6	Federalism and the Interaction between the Federal, State, and Local Government	Chapter 4	Weekly packet, Federal powers worksheet, state powers worksheets, venn diagram comparing federal and reserved powers (including concurrent), Federalism notes
7-9	The Election Process	Chapters 5-9	Weekly packets, mock election
10-11	The Work of Present Day Legislatures	Chapters 10-12	Weekly packets, representation webquest, bicameral legislation skit, quiz
12-13	The Workings of the Executive Branches	Chapters 13-14	Weekly packets, a day in the life of the President activity, presidential cabinets advertisement, USDA webquest
14-16	The Work of Federal and State Courts	Chapters 18-21	Weekly packets, trial court "go fish" activity, biblical judicial system essay

17	Comparative Governments	Chapter 22	Weekly packet, collaboration essay on citizen's rights in various government forms
18	Election Coverage and Final	Presidential Debates	Weekly packets, utube video responses, class discussions throughout year
19-24	The Fundamentals of Economics and Microeconomics	Chapters 1-7	Weekly packets, deserted island simulation, supply/demand posters, elasticity worksheets, market economy graphic organizer
25-28	Macroeconomics	Chapters 14-16	Weekly packets, Market structures and economic systems presentations, taxes, role of government in US economy
29-32	American Agriculture Economics	Chapters 12-13, 17-18	Weekly packets, How will you use that land activity, Food, Inc. worksheets
33-35	Agricultural Sales and marketing	Chapters 4-7	Weekly packets, Ag Marketing project
36	Final Review		

*The specific dates of this schedule are tentative. Every effort (within reason) will be made to stay on the schedule. Flexibility with schedule will be at the instructors discretion based on areas where students need more time on a given topic, changes in the schedule by administration and so on. The schedule is intended to show where we are going in the course.

Grading:

Grades will be based on completion of all assignments and projects, participation in class activities, performance on quizzes, identification quizzes, unit tests, and final exams. Students are also expected to participate in at least 5 FFA activities per semester, which will constitute 5% of their final grade. Students must also have a valid SAE project and California FFA Record Book, which is an additional 5% of their grade. All quarter and semester grades will be based on a percentage of the total points attained. The following scale will be used:

Labs/Activities	40%	A = 90 – 100%
In-Class Assignments	30%	B = 80 - 89%
Tests/Quizzes	10%	C = 70 – 79%
Homework	10%	D = 60 – 69%
FFA Activities	5%	F = 59% and below
SAE Involvement	5%	

a. Late Work:

Any work that is missing will receive an automatic zero in the grade book. The work can be made up, but will receive a percentage off according to the day of the class it was due: one class period late = 15%, two class periods late = 30%. After the third class period late, no credit will be granted.

b. FFA Participation:

- i. All students are required to participate in FFA activities as part of the integrated leadership development component of agriculture education.
- ii. All students will be required to participate in 5 FFA activities per semester. These activities include monthly FFA meetings, fundraisers, FFA community service activities, FFA competitions and conferences, etc.

iii. Students can earn up to 5% extra credit by participating in FFA activities above and beyond the required 5.

c. SAE Project:

- i. All students are required to have an SAE project as a part of their agriculture education program
- ii. SAEs require AT LEAST 10 hours of work per semester.
- iii. SAEs should provide an opportunity for students to ENRICH their experiences within the agriculture industry. Projects should not be stagnant from year to year, but should demonstrate personal growth for the student. Therefore, students who do the same project from year to year will be required to demonstrate the additional growth they have experienced within the project, or choose an additional project that will provide for personal growth.
- iv. Students will complete an SAE board for their first quarter SAE final.
- v. Students will complete a proficiency application for their SAE project final.

Course Weekly Packets:

Students will be provided with weekly packets, which will include a schedule, student learning log, vocabulary, course notes, labs, activities, and any other assignments for that week. **Weekly packets will be turned in each Friday or whatever day marks the end of that week.**

Make Up Work:

If you need to miss class, please first refer to weekly calendar to see what you missed. From there, please see me at lunch or after school to make up that assignment.

Classroom Behavior:

The basic premise of student behavior:

No student shall prevent the teacher from teaching.

No student shall prevent another student from learning.

No student shall do anything that is determined not to be in the best interest of him/herself, the faculty, staff, or other students.

The student will:

Be in class on time and be prepared with the proper class materials.

Respect the rights and property of others.

Use appropriate language at ALL times.

Behave as not to disrupt the learning or teaching.

Please Sign Below indicating you have read and understand the course Syllabus:

_____
Student Name

_____
Student Signature

_____
Parent Name

_____
Parent signature

P.S. Don't miss out on getting 100% on one of your first assignments by all the required signatures on these IMPORTANT forms.

Last Name _____



Ag Biology
Turlock Christian High School
Miss Ewing – Rm 204
Email – hewing@tcschools.us
Phone – (209) 632-2337 ext 2204



This is to be kept at the front of your Ag Bio Binder ALL YEAR.

COURSE TITLE AND LEVEL

Credit

AG Biology

UC Biological Sciences

BRIEF DESCRIPTION

Ag Biology is a one year, laboratory science course, designed for the college-bound student with career interests in agriculture. This course emphasizes the life functions and interrelationships of plants and animals, focusing on growth and reproduction, genetics, animal behavior, animal and plant taxonomy, nutrition, health and disease and the ecological relationships among plants, animals and humans. Students will be involved in "hands-on" agriculture activities and projects. Participation in FFA activities is an integral part of this course. This course satisfies the life science graduation requirement.

Tentative Course Schedule*

Week(s)	Unit	Reading /Discussion**	Assignments
1	Intro and Safety	Poster making and safety instruction in labs	Safety Poster and Test
2	FFA, Ag, and You!	Importance, grading, and instruction in the 3 circles of Ag Education	SAE recipe and FFA Plan
3-4	Science and Chemistry of Biology	Chapters 1 and 2	Weekly Packets, WS 1.3 and 2.3, Curds and Whey Lab, Food Lab
5-8	The Cell	Chapter 7	Weekly Packets, 3D cell, Cell City Poster, WS 7.2 and 7.3, Diffusion in a Baggie, Cell parts flash cards
9-10	Photosynthesis	Chapter 8	Weekly Packets, Photosynthesis in pictures, WS 8.1 and 8.2, Light Dependent Reactions and Calvin Cycle drawings, Photosynthesis board game review
11-12	Cell Respiration	Chapter 9	Weekly Packets, WS 9.1, 9.2 and 9.3, Cell Respiration foldable
13-16	Cell Division	Chapter 10	Weekly Packets, Mitosis picture book, review poster, meiosis foldable, mitosis vs. meiosis comparison poster, WS 10.1, 10.2 and 10.4
17-19	Genetics	Chapter 11	Weekly Packets, Genetics with a smile activity, Reebop lab, probability and Punnett square practice, WS 11.1, 11.2 and 11.3
20-24	DNA	Chapters 12-13	Weekly Packets, Candy DNA, molecular model building, protein synthesis simulation, writing "protein sentences", Bead Lab, WS

			12.2 and 12.3
25-28	Genetic Engineering	Chapter 15	Weekly Packets, Beef Cattle Selection, DNA scissors activity, Let's Clone a Mouse activity, WS 15.1, 15.2 and 15.3
29	Heredity	Chapter 14	Weekly packets, building a karyotype, inheritance patterns ws, WS 14.1, 14.2 and 14.3
30-31	Evolution	Chapter 16-17 (only specific sections in preparation for Creation vs. Evolution paper	Weekly packets and notes, Evolution vs. Creation paper
32-34	Ecology	Chapters 3-5 (sections only)	Weekly packets, food web diagram, graphing population changes, WS 3.1, 3.2 and 3.3
35-37	Physiology	Chapters 30-35 (sections only)	Weekly Packets, Fetal pig dissections

*The specific dates of this schedule are tentative. Every effort (within reason) will be made to stay on the schedule. Flexibility with schedule will be at the instructor's discretion based on areas where students need more time on a given topic, changes in the schedule by administration and so on. The schedule is intended to show where we are going in the course.

All reading mentioned is in the textbook **Biology by Miller and Levine.

KEY ASSIGNMENTS

- Laboratory experiments highlight key state standards
- Hands-on activities such as data analysis, timeline construction, model making
- Research projects
- Posters and other types of display presentations related to various topics

INSTRUCTIONAL METHODS AND/OR STRATEGIES

- Teacher-led instruction and discussion
- Hands-on activities
- Lab experiments
- Group projects

ASSESSMENT METHODS

- Tests and quizzes
- Group and individual projects/reports
- Lab experiments and activities

REQUIRED MATERIALS

- Binder (2 inch, ONLY to contain Ag Bio materials)
- 5 Dividers for Binder (labeled packets, notes, quizzes/tests, homework, misc)
- Pens/pencils
- Binder paper
- White board marker (just 1)
- Chromebook

Grading Policies

Grades are based on a percentage:

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

Weighted categories:

o 10%	FFA Participation	o 40%	Classroom Assignments
o 5%	SAE completion	o 15%	Homework
o 25%	Tests	o 5%	Recycling

HOMEWORK:

Homework assignments are graded on a scale of 0-3 points :

- 0 Points - did not do assignment
- 1 Point - less than 50% complete
- 2 Points - 50% - 90% complete
- 3 Points - 90% or more complete, some may be left blank if there are questions

Homework is used as a tool to reinforce the lecture. Students are not graded on number correct, but instead given a grade based on completion.

Late Work:

- Late work will follow the school policy outlined in the Student Handbook.

FFA Participation:

- All students are required to participate in FFA activities as part of the integrated leadership development component of Agriculture Education.
- All students will be required to participate in 5 FFA activities per semester.
  - These activities include monthly FFA meetings, fundraisers, FFA community service activities, FFA competitions and conferences, etc.

SAE Project:

- All students are required to have an Supervised Agriculture Experience Project (SAE) as a part of their agriculture education program
- SAEs require AT LEAST 10 hours of work per semester.
- SAEs should provide an opportunity for students to ENRICH their experiences within the agriculture industry. Projects should not be stagnant from year to year, but should demonstrate personal growth for the student. Therefore, students who do the same project from year to year will be required to demonstrate the additional growth they have experienced within the project, or choose an additional project that will provide for personal growth.
- Students will complete an SAE planning board for their first quarter SAE grade.
- Students will complete records of their time and money spent/earned on their SAE project on AET for their 2nd-3rd quarter grades. Extra Credit available for students completing a proficiency application.

Recycling Assignment:

The science department focuses on providing meaningful, hands-on labs to all of our students and in order to help fund these labs, **we require each student to bring in 50 recyclable items by the last day of each quarter.**

Classroom Behavior:

The basic premise of student behavior:

- No student shall prevent the teacher from teaching.*
- No student shall prevent another student from learning.*
- No student shall do anything that is determined not to be in the best interest of him/herself, the faculty, staff, and/or other students.*

The student will:

- Be in class on time and be prepared with the proper class materials.
- Respect the rights and property of others.
- Use appropriate language at ALL times.**
- Behave as not to disrupt the learning of others or teaching.

DISCIPLINE PLAN:

In the case of inappropriate behavior, the students will be disciplined as follows:

- 1st offense: Warning to stop the inappropriate behavior.
- 2nd offense: loss of participation point, talk to me after class
- 3rd offense: visit to the office
- Dress Code Violation – to the office

I have read and understand ALL the policies and procedures contained herein. If you have any questions please feel free to contact Ms. Ewing at hewing@tcschools.us.

Student: _____

Period: _____

Parent/Guardian: _____

Date: _____

Chemistry

Turlock Christian Schools

2017-2018

Ms. Hannah Ewing

hewing@tcschools.us

(209) 632- 2337 x 2204

Modern Chemistry

Pearsons

Labs

Modern Chemistry -

Persons

Chemistry with

Computers-

Vernier

"He is the image of the invisible God, the first born over all creation. For by Him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by Him and for Him. He is before all things, and in him all things hold together." Col 1:15-17

Welcome! During this one year course, students explore the fundamental principles of Chemistry in which characterize the properties of matter and how it reacts. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include, but are not limited to: measurement, atomic structure, electron configuration, the periodic table bonding, gas laws, properties of liquids and solids, solutions, stoichiometry, reactions, kinetics, equilibrium, acids and bases, and possibly nuclear chemistry. The main goal of this class is to provide a solid foundation in the study of matter and its changes. Through many activities students will demonstrate how theory is applicable in laboratory situations. All students will develop good methods of problem solving and proper laboratory technique. My hope is that students will gain a glimpse into the intricacies of God's amazing creation. Looking forward to a fun year!

GRADING:

Quarter grades:

25% tests/quizzes/lab practical

30% classwork & homework

20% lab reports & projects

10% participation/recycling

10% FFA Participation

5% SAE Completion

Semester grade:

40% each quarter

20% Final Exam

HOMEWORK:

Homework assignments are graded on a scale of 0-3 points :

0 Points - did not do assignment

1 Point - less than 50% complete

2 Points - 50% - 90% complete

3 Points - 90% or more complete, some may be left blank if there are questions

Homework is used as a tool to reinforce the lecture. Students are not graded on number correct, but instead given a grade based on completion.

CLASS SUPPLIES:

~ Binder and binder paper (may be a section in a large binder)
~ Scientific / graphing calculator
~ Composition Book for Lab Reports
~ Pencils/pens
~ Chromebook

Tests/Quizzes

Quizzes are given if there is a table/chart/info that must be memorized. At the end of each chapter there will be a review day and a test. These review days are important because it is your only chance to earn extra credit AND an opportunity to know exactly what is on the test. Retakes are not given.

Lab Work

Each student will work in an assigned group of 3-4 classmates for lab activities. A composition book or spiral bound notebook dedicated to this class is necessary for lab write ups. Lab days are scheduled in advance, although sometimes changes are necessary depending on the flow of the classroom. Please make an effort to avoid missing

Recycle Assignment:

Each student (family) is asked to bring in 50 recyclable bottles and/or aluminum cans each quarter. Recycling must be washed and sorted. We ask that these be brought in during the last week of the quarter, to avoid pile ups in the classroom. The money raised from recycling comes directly back to the classroom for lab/classroom supplies.

Class Participation:

Students are expected to be in class, on time, and ready to learn. They will need to have their class supplies and materials, be prepared for lab days, participate in class discussions, and be active participants during group work. Students caught copying off of group member work will receive a zero for the assignment.

ABSENCES AND MISSED WORK:

Absences will be dealt with according to the Parent-Student Handbook. For an excused absence, you will have until the Chapter Test to turn in any missed assignments. It is the student's responsibility to find out what work was missed, get notes from classmates, and schedule lab or exam make-ups. Labs and Tests can be made up during Academic Support, for excused absences only.

DISCIPLINE PLAN:

In the case of inappropriate behavior, the students will be disciplined as follows:

1st offense: Warning to stop the inappropriate behavior.

2nd offense: loss of participation point, talk to me after class

3rd offense: visit to the office

Dress Code Violation – to the office

FFA GRADE:

- All students are required to participate in FFA activities as part of the integrated leadership development component of Agriculture Education.
- All students will be required to participate in 5 FFA activities per semester.
  - These activities include monthly FFA meetings, fundraisers, FFA community service activities, FFA competitions and conferences, etc.

SAE GRADE:

- All students are required to have an Supervised Agriculture Experience Project (SAE) as a part of their agriculture education program
- SAEs require AT LEAST 10 hours of work per semester.
- SAEs should provide an opportunity for students to ENRICH their experiences within the agriculture industry. Projects should not be stagnant from year to year, but should demonstrate personal growth for the student. Therefore, students who do the same project from year to year will be required to demonstrate the additional growth they have experienced within the project, or choose an additional project that will provide for personal growth.
  - Students will complete an SAE planning board for their first quarter SAE grade. Students will complete records of their time and money spent/earned on their SAE project on AET for their 2nd-3rd quarter grades. Extra Credit available for students completing a proficiency application.

Tentative Schedule

This schedule is subject to change based on the student's needs.

<u>Dates</u>	<u>Chapter</u>
Aug 17-18	Eagle Expo/Class Procedures/Syllabus/etext
Aug 21-25	FFA/SAE intro Ch 1 Matter & Change
Aug 28- Sept 5	Ch 2 Measurements and Calculation
Sept 6-8	High School Retreat – Sugar Pine
Sept 11-22	Ch 3 Atoms: The Building Blocks of Matter
Sept 25 – Oct 6	Ch 4 Arrangement of Electrons in Atoms
Oct 9 – 20	Ch 5 The Periodic Law
Oct 23 – Nov 3	Ch 6 Chemical Bonding
Nov 6 - 17	Ch 7 Chemical Formulas and Compounds
Nov 20 -24	Thanksgiving Break
Nov 27 – Dec 8	Health Week/Ch 8 Chemical Equations
Dec 11 – 15	Review for Final Exam/ Lab Presentations
Dec 18 – 21	Finals/Service Day
Dec 22 – Jan 8	Christmas Break
Jan 9 – 19	Ch 9 Stoichiometry
Jan 22 – Feb 2	Ch 10 States of Matter
Feb 5 – 15	Ch 11 Gases
Feb 19 – Mar 1	Ch 12 Solutions
Mar 5 – 16	Ch 13 Ions
Mar 19 – 29	Ch 14 Acids and Bases
Mar 30 – Apr 6	Easter Break
Apr 9 – 13	Ch 15 Acid – Base Titrations/pH
Apr 16- 20	Standardized Testing
Apr 23 – May 1	Ch 16 Reaction Energy
May 7 – May 18	Ch 18 Chemical Equilibrium
May 21 – 25	Review for Final Exam/Lab Presentations
May 29 – 31	Finals

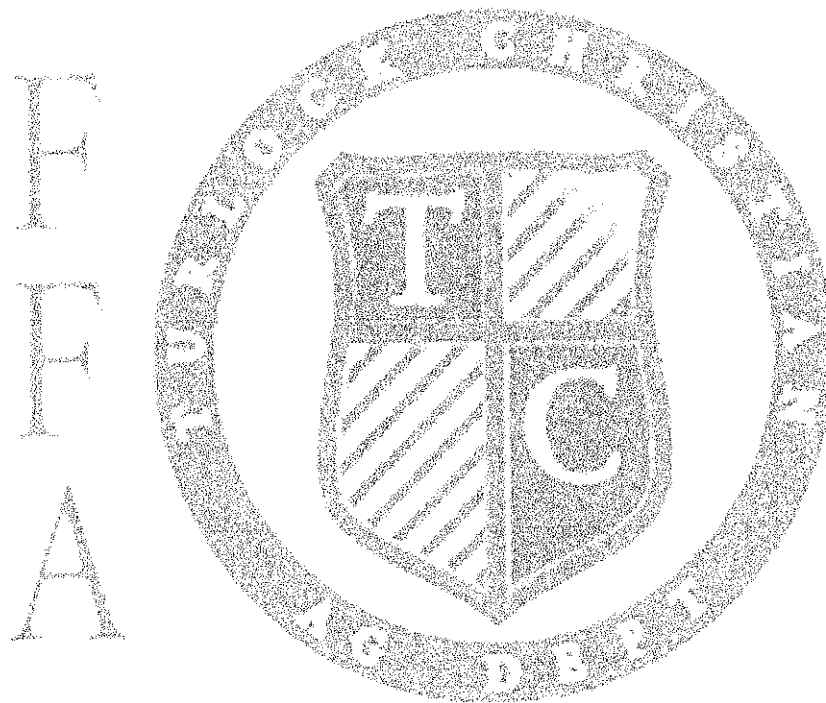
Parent/Student Signatures

The following signatures indicate that all parties are aware of the course description and requirements for Chemistry offered at TCS.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Supporting Materials



D. Gradebook

4. Copy of Gradebook for Each Class (FFA and SAE gradebook categories are outlined in red):

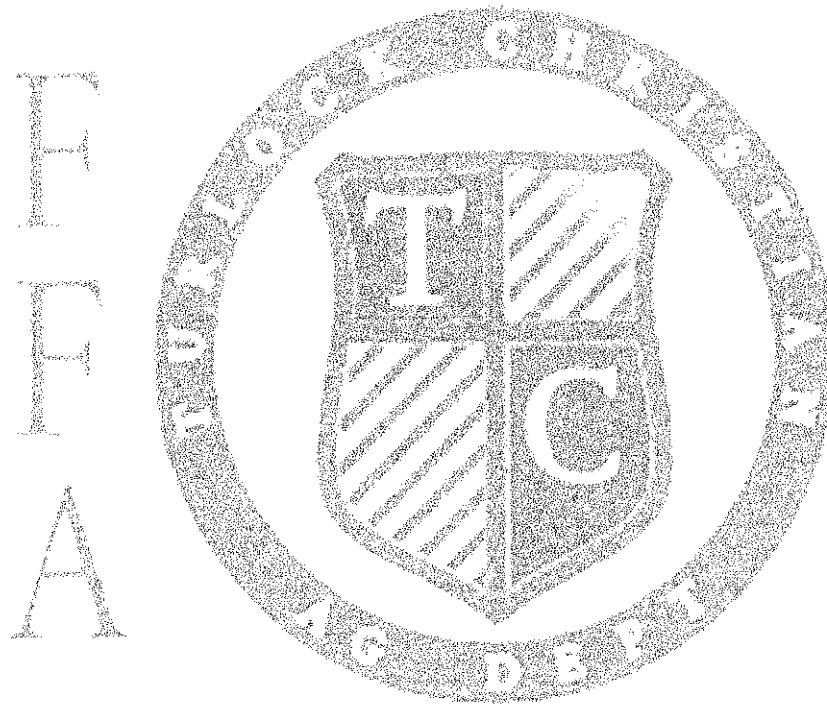
AG BJOL - 5 Gradebook							
Secondary 2017-2018 Sem 1							
Sem 1 Summary							
Student Name	Classroom Assig. 40	FFA Participation 10	Homework 15	Recycling 5	SAE Completion 5	Tests 25	Gradebook Grade
	92		100		100	97	96 / A
	79		63		100	85	79 / C+
	73		47		100	90	75 / C
	70		51		97	86	73 / C
	64		81		100	86	76 / C
	95		94		100	92	94 / A
	80		26		100	94	76 / C
	81		98		96	90	88 / B+

AG SALES/MRKT Gradebook						
Secondary 2017-2018 Sem 1						
Sem 1 Summary						
Student Name	Classroom Assignmen. 60	FFA Participation 10	SAE completion 5	Tests 25	Gradebook Grade	Report Card Grade
	100		100		100 / A+	
	100		100		100 / A+	
	88		100		89 / B+	
	100		100		100 / A+	
	99		100		99 / A+	
	87		100		88 / B+	
	97		100		97 / A	
	100		94		100 / A+	
	99		97		99 / A+	
	99		100		99 / A+	
	99		100		99 / A+	
	98		100		98 / A+	
	96		100		96 / A	

AGECON 22 Report Card 2017-2018 HE Sem 1 Summary Unenrolled Options Categories Sort Recalculate Reports						
Student Name	Assignments/Activities 55	FFA Activities 10	Homework 15	SAE Involvement 5	Tests/Quizzes 15	Gradebook Grade Report Card Grade
92			58	100	0	72 / C
97			100	100	95	97 / A
88			50	100	96	84 / B
99			100	100	100	99 / A+
97			75	100	75	90 / A-
94			0	100	26	67 / D
83			50	100	59	75 / C
100			100	100	97	100 / A+
94			78	100	85	90 / A-
97			100	100	97	98 / A+
99			100	100	93	98 / A+
99			100	100	100	99 / A+
99			100	100	100	99 / A+
99			100	100	97	99 / A+
86			75	100	89	86 / B
92			100	100	79	91 / A-
99			100	100	98	99 / A+
95			0	100	87	78 / C+
95			100	100	81	94 / A
94			100	100	97	96 / A
93			100	100	98	95 / A
92			100	100	98	95 / A
96			100	100	94	97 / A

AG CHEM - 6		Gradebook		Secondary 2017-2018 Sem 1		HE											
Team		Categories		Unenrolled		Options		Categories		Sort		Recalculate		Reports			
Sem 1		Summary															
Student Name		Classwork and ... 30		FFA Participation 10		Lab reports and ... 20		Participation/re... 10		SAE Completion 5		Tests/Quizzes/L... 25		Gradebook Grade		Report Card Grade	
95						90		100		95		86		92 / A			
100						90		100		100		78		92 / A			
100						90		100		100		92		95 / A			
62						50		33		100		67		60 / D-			
65						10		100		95		42		52 / F			
99						100		100		100		76		93 / A			
100						90		100		100		81		92 / A			
96						100		33		100		93		89 / B+			
100						80		100		100		79		90 / A-			
78						86		100		83		74		81 / B-			
91						0		100		100		84		70 / C-			
100						40		100		100		79		81 / B-			
75						50		100		100		80		75 / C			
68						80		100		100		74		78 / C+			
89						100		100		100		60		85 / B			
88						100		100		95		93		94 / A			
100						90		100		100		97		97 / A			
82						58		100		33		83		76 / C			
88						80		100		100		83		87 / B			
94						90		33		100		81		83 / B			
76						70		100		100		84		81 / B-			
88						76		100		100		40		74 / C			
86						74		100		33		86		82 / B			
100						100		100		95		94		98 / A+			
100						100		100		100		95		99 / A+			

Supporting Materials



E.SAE Supervision Forms

Turlock Christian High School
Ag Department
Record of SAE Visits

Student Name [Redacted]
Project Ag Dept Graduation Year 2020

Conditions Found at Time of Visit:

- General Conditions of Project:
Good
- Recommendations Made:
Good
- Other Items:
Good

Market Animal Info:

Weight 100 ADG 100
Days to Fair 78 PFW 100

Student Signature [Redacted] Date 1/1/20
Advisor Signature [Redacted]
White: Student Yellow: Teacher

Turlock Christian High School
Ag Department
Record of SAE Visits

Student Name [Redacted]
Project Market Graduation Year 2020

Conditions Found at Time of Visit:

- General Conditions of Project:
Good
- Recommendations Made:
Good
- Other Items:
Good

Market Animal Info:

Weight 100 ADG 100
Days to Fair 78 PFW 100

Student Signature [Redacted] Date 1/1/20
Advisor Signature [Redacted]
White: Student Yellow: Teacher

Turlock Christian High School
Ag Department
Record of SAE Visits

Student Name [REDACTED]
Project [REDACTED] Graduation Year 2014

Conditions Found at Time of Visit:

- General Conditions of Project:
feeding looks good
- Recommendations Made:
keeping pig, want up
- Other Items:
water for animal of pigs
head hanging up

Market Animal Info:

Weight 100 ADG 2 lbs
Days to Fair 2 w PFW _____

Student Signature [REDACTED] Date 1/21/14
Advisor Signature [Signature]
White: Student Yellow: Teacher

Turlock Christian High School
Ag Department
Record of SAE Visits

Student Name [REDACTED]
Project [REDACTED] Graduation Year 2017

Conditions Found at Time of Visit:

- General Conditions of Project:
good looking build 50
- Recommendations Made:
work on the water - get into water
more on the water. Don't really
- Other Items:
can brace better

Market Animal Info:

Weight 21 ADG _____
Days to Fair 2 w PFW _____

Student Signature [REDACTED] Date 1/21/14
Advisor Signature [Signature]
White: Student Yellow: Teacher

Turlock Christian High School
Ag Department
Record of SAE Visits

Student Name [Redacted]
Project mailed Spec Graduation Year 2021

Conditions Found at Time of Visit:

- General Conditions of Project:
feeding 3 times a week
- Recommendations Made:
keep 2 in 3000 sq ft cage
you must get 1000 sq ft cage
- Other Items:
1000 sq ft cage
1000 sq ft cage
1000 sq ft cage

Market Animal Info:

Weight 100 ADG 20
Days to Fair 20 PFW 20

Student Signature [Redacted]
Advisor Signature [Redacted]
White: Student Yellow: Teacher

Turlock Christian High School
Ag Department
Record of SAE Visits

Student Name [Redacted]
Project mailed Spec Graduation Year 2020

Conditions Found at Time of Visit:

- General Conditions of Project:
feeding 3 times a week
- Recommendations Made:
keep 2 in 3000 sq ft cage
you must get 1000 sq ft cage
- Other Items:
1000 sq ft cage
1000 sq ft cage
1000 sq ft cage

Market Animal Info:

Weight 100 ADG 20
Days to Fair 20 PFW 20

Student Signature [Redacted] Date 10/10/20
Advisor Signature [Redacted]
White: Student Yellow: Teacher

Turlock Christian High School
Ag Department
Record of SAE Visits

Student Name [REDACTED]
Project [REDACTED] Graduation Year 2017

Conditions Found at Time of Visit:

- General Conditions of Project:
all needed animals in pen
and kept
- Recommendations Made:
take all animals to school
and put them in a safe
place
- Other Items:
could use a new feed bin

Market Animal Info:

Weight N/A ADG _____
Days to Fair 16 PFW _____

Student Signature [REDACTED] Date 1/17
Advisor Signature [Signature]
White: Student Yellow: Teacher

Turlock Christian High School
Ag Department
Record of SAE Visits

Student Name [REDACTED]
Project Woolhead Sheep Graduation Year 2021

Conditions Found at Time of Visit:

- General Conditions of Project:
feeding going good
- Recommendations Made:
work on sheepmanship
specifically bending
- Other Items:
2021 sheep
1 ewe 1 ram

Market Animal Info:

Weight 144 ADG _____
Days to Fair 23 PFW _____

Student Signature [REDACTED] Date 6/12
Advisor Signature [Signature]
White: Student Yellow: Teacher

Turlock Christian High School
Ag Department
Record of SAE Visits



Student Name _____

Project _____

Graduation Year _____

Conditions Found at Time of Visit:

1. General Conditions of Project: _____

2. Recommendations Made: _____

3. Other Items: _____

Market Animal Info:

Weight 10.2 ml

Days to Fair _____

ADG _____

PFW _____

Student Signature _____

Advisor Signature _____

White: Student

Yellow: Teacher

Date 6/10



Turlock Christian High School
Ag Department
Record of SAE Visits



Student Name _____

Project _____

Graduation Year _____

Conditions Found at Time of Visit:

1. General Conditions of Project: _____

2. Recommendations Made: _____

3. Other Items: _____

Market Animal Info:

Weight 10.2 ml

Days to Fair _____

ADG _____

PFW _____

Student Signature _____

Advisor Signature _____

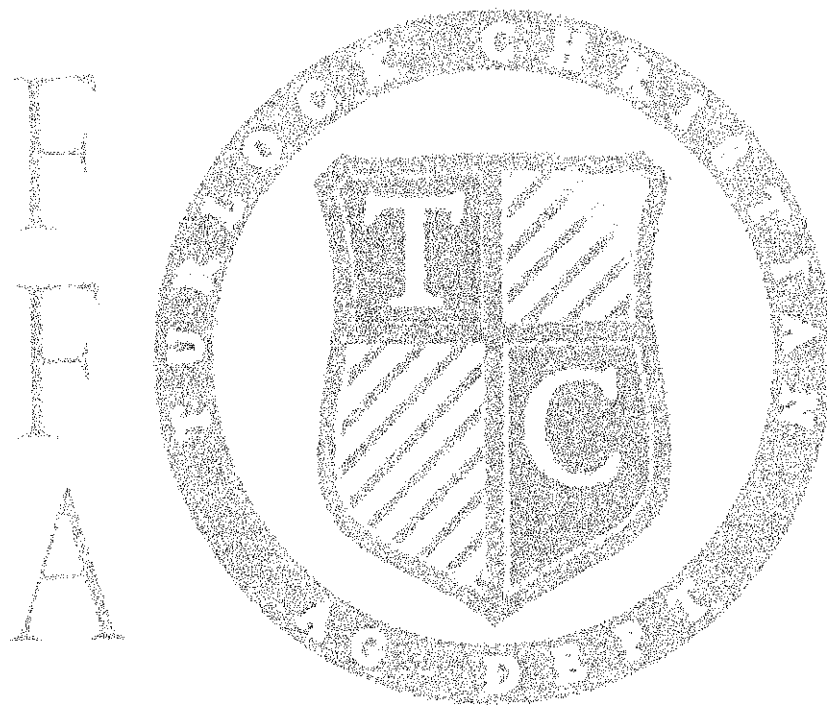
White: Student

Yellow: Teacher

Date 6/10



Supporting Materials



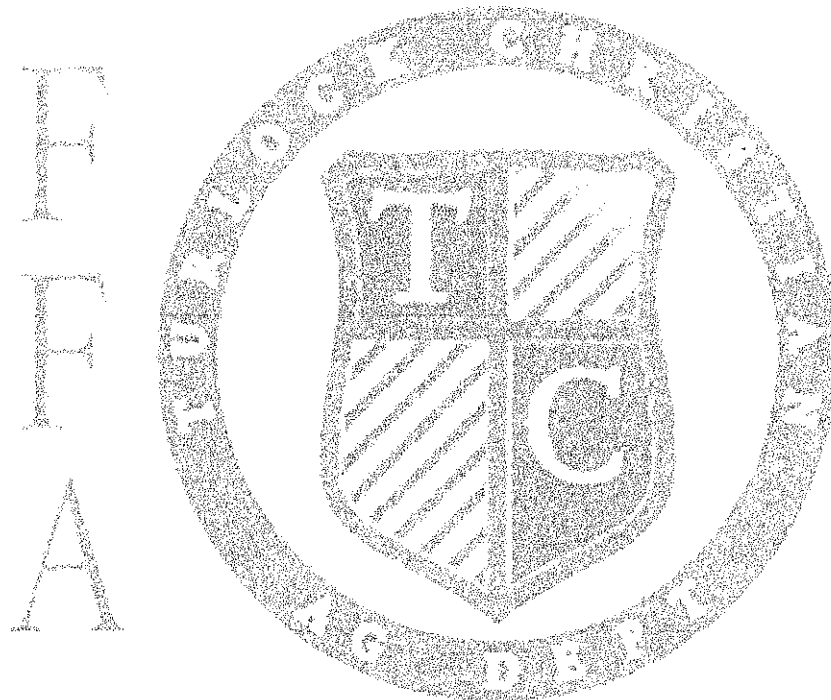
**F. School Board-Approved
Policy Statement – SAE
is an integral part of the
Ag Program**

6. School Board-Approved Policy Statement – SAE is an integral part of the Ag Program

SAE Project:

- All students are required to have an Supervised Agriculture Experience Project (SAE) as a part of their agriculture education program
- SAEs require AT LEAST 10 hours of work per semester
- SAEs should provide an opportunity for students to ENRICH their experiences within the agriculture industry. Projects should not be stagnant from year to year, but should demonstrate personal growth for the student. Therefore, students who do the same project from year to year will be required to demonstrate the additional growth they have experienced within the project, or choose an additional project that will provide for personal growth.
- Students will complete an SAE planning board for their first quarter SAE grade.
- Students will complete records of their time and money spent/earned on their SAE project on AET for their 2nd-3rd quarter grades. Extra Credit available for students completing a proficiency application.

Supporting Materials



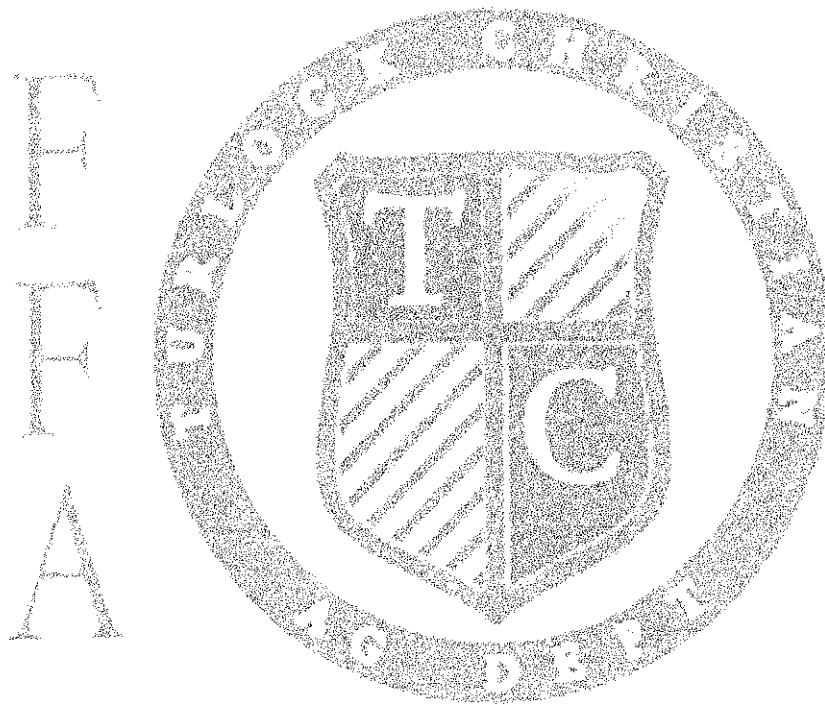
**G. School Board-Approved
Policy Statement – FFA
is an integral part of the
Ag Program**

7. School Board-Approved Policy Statement – FFA is an integral part of the Ag Program

FFA Participation:

- All students are required to participate in FFA activities as part of the integrated leadership development component of Agriculture Education.
- All students will be required to participate in 5 FFA activities per semester.
  - These activities include monthly FFA meetings, fundraisers, FFA community service activities, FFA competitions and conferences, etc.

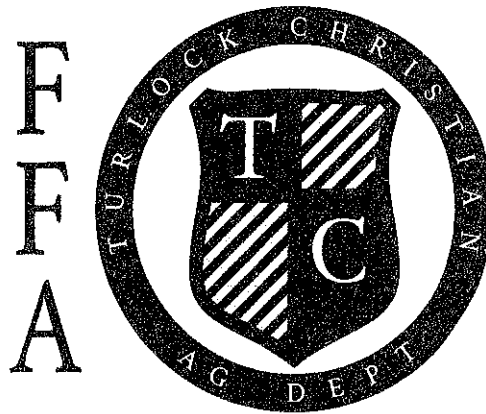
Supporting Materials



H. FFA Program of Activities

Turlock Christian High School

FFA



2017-2018

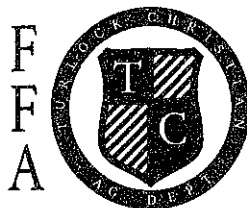
Program of Activities

Getting Equipped for Success
Immersing Ourselves in the Experience
Giving Back to our Community



Table of Contents

President's Message	3
Officer's Message	4
Advisor's Message	5
2017 – 2018 Chapter Goals	6
Calendar of Activities	8
FFA and Agricultural Education	11
FFA Mission and Strategies	12
FFA Emblem	13
FFA Creed	14
FFA Colors and Motto	15
FFA Official Dress	16
FFA Code of Ethics	18
SAE	19
Cooperation	21
Community Service	22
Leadership	23
Earnings and Savings	25
Conduct of Meetings	26
Scholastic Achievements and Scholarships	27
Recreation	28
Public Relations	29
Alumni Relations	30
Fairs and Official Show Uniforms	31
Market Hog Project Plan	32
Market Lamb Project Plan	33
Market Goat Project Plan	34
Market Steer Project Plan	35
Beef Replacement / Bred Heifer Project Plan	36
Dairy Replacement Heifer Project Plan	37
Point Awards System	38
Chapter Constitution	42
Turlock Christian FFA: The Start	50



Dear Chapter Members,

I hope you all had a refreshing summer vacation and are ready for a new school year to begin! The 2017-2018 officer team has been working hard this summer to help make your experience in our FFA chapter an enjoyable one. We are eager to share what new events we have planned for this year and hope you are as excited as we are!

Our desire for our FFA members this year is to see our chapter "getting equipped for success, immersing ourselves in the experience, and giving back to our community." To help us achieve this goal, we have added a few new opportunities to take advantage of, along with our traditional ones. To help equip our members for success we have designed two new committees to get involved in: a recruitment committee and a social media committee. Furthermore, we hope our members will immerse themselves in our industry tours we will be taking every quarter now. Finally, we wish to give back to our community more in our quarterly community service opportunities this year.

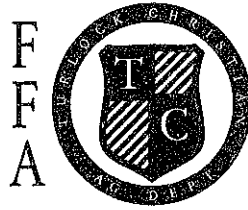
Overall, our officer team hopes that every member will step out of their comfort zone and try something new this year whether it be a speech competition, judging team, or even apply to become one of us next year! Also, we want anyone to feel free to voice any questions or concerns to our team throughout the year. We want to make your FFA experience a positive one and would love your input on how we can help achieve that! Also, throughout the year don't forget that to succeed, we must immerse ourselves in the experience and use that experience to help give back to our community. It's going to be a great year!

Sincerely,

Alyss Myers

Alyss Myers
2017-2018 Chapter President

Advisor's Message



Hello Chapter Members!

I'm so excited to be here starting our fourth year as an Ag Program! This year it is my goal to step it up in terms of participation in Sectional, Regional, and State FFA events by our Chapter. This is going to take a commitment on your part to step outside your comfort zone and be a light to the FFA community!

As your Advisor, I commit to offer you every opportunity possible to excel as a student, person, and leader in the FFA. I truly believe that given the right opportunities you can be anything that you're supposed to be, and I'm here to provide those opportunities! As we continue to grow and develop as a program there will be even more ways for you to be involved. Even though I may be able to offer many opportunities for you to grow and improve, it will take your commitment to excellence for you to truly benefit from this program. As a single-person department it takes both me and you to provide successful opportunities for excellence.

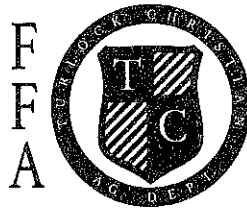
Please never hesitate to ask me for help or if you've heard of an activity that you would like to be part of – that's why I'm here! I truly care for you as an individual and I want to see you grow, excel, and succeed in life after high school; FFA is a great start to that process. I look forward to getting to know each of you individually and helping you on your path to success!

Sincerely,

Hannah Ewing

Hannah Ewing
2017-2018 Chapter Advisor

Officer's Message



Hey Guys,

Hello and welcome back. We hope you had a fantastic summer, we're very excited for this upcoming year and what it has in store for our chapter. We have many exciting things planned for you this year. As your chapter officers. We present to you this year's theme; TC FFA is... Getting equipped for Success. Immersing ourselves in the EXPERIENCE. Giving back to our COMMUNITY. We chose this because these are three things that we would like to see played out in our chapter. We believe that it is important to equip yourselves with the tools you need for success, such as getting involved in conferences and competitions. Immersing ourselves in the experience means that you should try to get out of your comfort zone and participate in new things with full ability, and immersing yourselves in what FFA really is. Our last one is giving back to our community because it is something we feel very strongly about and it is what God has called us to do. The verse that we decided on for this year is 2 Timothy 3:16-17, All scripture is breathed out by God and profitable for teaching, for reproof, for correction, for training in righteousness, that the man of God may be complete, equipped for every good work.

Some things that we have planned for this year are, insightful industry tours, community service opportunities, fun conferences, speech competitions, judging teams, and more. We really want to encourage involvement from everyone in our chapter. We expect big things for this upcoming year, and we are excited to see each and every member grow through the experiences with involvement in becoming successful.

Sincerely,

Alyss Myers, Nicole Mendonca, Danika Muller, Jared Muller, Bella York, Kelly McFarlane, Austin Aschwanden, and Paige Vieira

**Alyss Myers, Nicole Mendonca, Danika Muller, Jared Muller, Bella York, Kelly McFarlane,
Austin Aschwanden, and Paige Vieira
2017-2018 Chapter Officers**

Chapter Goals

The 2016-2017 FFA officer team created the following chapter goals during our first annual FFA Chapter Officer Retreat in August 2017:

1. Getting equipped for success

- Create a recruitment committee
- Spread awareness of upcoming events through newsletters, announcements, and posters
- Create a social media committee

2. Immersing ourselves in the experience

- One industry tour per quarter
- 3 participants per speaking competition
- 5 new people attend a conference, compete in competitions, and apply for officerships
- 3 sustainable judging teams

3. Giving back to our community

- One community service event per quarter

Calendar of Activities

August

17	First Day of School	MJC	7:15-3pm
24	Greenhand Leadership Conference	TC	6:30pm
29	Back to school		

September

5	Kick off BBQ	York Residence	5:30pm
11-15	Greenhand Initiation Week	TC	
15-17	Camp Sylvester	Camp Sylvester	

October

2	Start selling BBQ tickets		
4	Almond Industry tour	Skittone Sheller	3pm
7	Chapter Officer Leadership Conference	Gregori High	8:30-7pm
11	Opening and Closing Competition	Newman	4pm
24	Intro into MFE ALA		

November

2	Collect money for BBQ tickets		
7	Judging Season Kickoff	TC Library	5:30-7pm
8	Day of Service	Diamond Bar Arena	3:30pm
9	Tri-Tip BBQ Fundraiser	TC	4-7pm
16	State Degree and Proficiency mtg	TC	4-5pm
29	Sweet Potato Industry Tour		3pm
30	Sectional Meeting/ Ice Skating	Turlock Ice Rink	4-6pm

December

4	State Degree and Proficiency mtg	TC	4-7pm
7	State Degree and Proficiency mtg	TC	4-6pm
11	Chapter Community Service Event		
12	Mandatory Fair Meeting	TC	5:30
14	MFE/ALA Meeting	Room 204	Lunch

January

9	Christmas Break Ends		
12	Chapter Meeting/Get Air	Get Air, Turlock	5pm
17	Speech Contest Manuscripts Due		
24	Sectional Speaking Contest	Turlock High	2pm

February

1	State Conference Apps. Released		
3	Arbuckle Judging Contest		
9-10	MFE/ALA	Modesto	8am-12pm
13-15	World Ag Expo	Tulare	
20-23	National FFA Week	TC	Lunch Time
20-23	SLE	Sacramento	
24	Regional Meeting/Elections		
27	Yosemite Jersey Dairy Tour	Yosemite Dairy	3pm

March

3	UC Davis Field Day	UC Davis	
10	Chico Field Day	Chico	
16	Regional Speech Contest		
17	Merced Field Day	Merced	
20	State Degree Awards	Merced College	6pm
24	MJC Field Day	MJC	

April

12	Sectional Elections	Patterson	4pm
14	Chapter Mtg/Trapshoot	Waterford Sportsmans	
19	State Speaking Finals	Fresno	
21	Fresno Field Day	Fresno State	
22-25	State Conference	Anaheim	

May

4-5	State Finals	Cal Poly	
9	FFA Awards Banquet	TBD	5:30pm
25	Ag Day	TC	
30	Last Day of School		

FFA and Agricultural Education

When you put on an FFA jacket, you become the symbol of a total agriculture education program that will connect you to exciting careers in the science, business and technology of agriculture. FFA is only *one* of *three* essential components of this system; all of which work together to provide you with the personal, academic, and career experiences essential for your success. Get to know the “three circles” that make this possible.

Classroom/Laboratory Instruction-

Agriculture is rooted in science, math, business and technology. The time you spend in the classroom and school lab with your teacher will help you explore and master the information necessary to move forward with your career development. Get ready for exciting hands-on opportunities that make textbooks come alive!

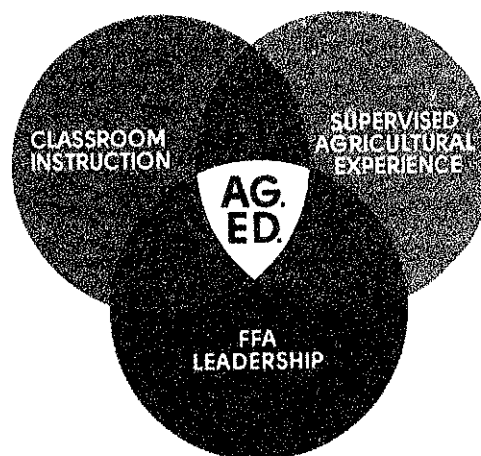
Supervised Agricultural Experience (SAE)-

Nothing takes your skills to the highest level faster than putting them into practice. Through an SAE, you can create your own landscaping business, conduct a scientific research project that could change the world, grow crops or raise livestock, secure a meaningful job that provides insider experience related to your agriculture career choice, or learn how to make a difference in your community through civic engagement. Best of all, you can earn while you learn.

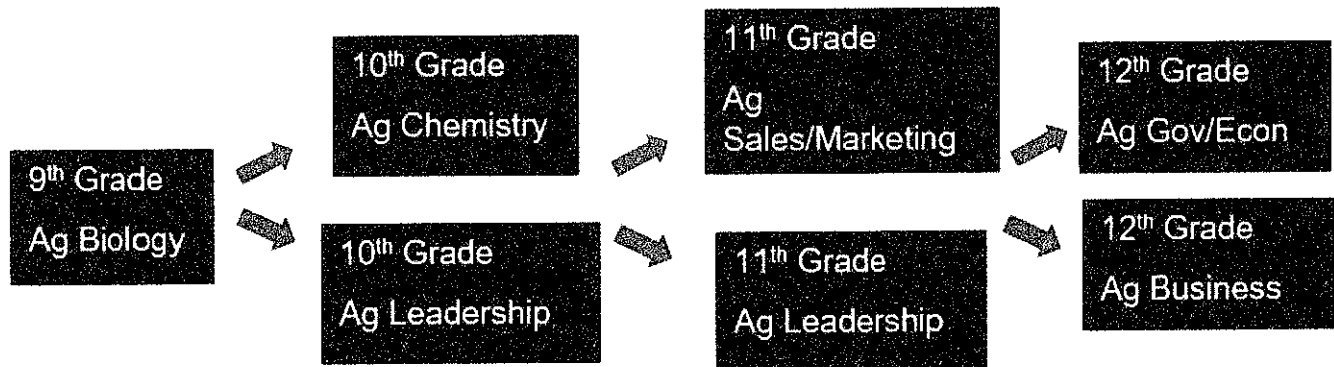
FFA-

As an FFA member, you'll work on developing your potential for premier leadership, personal growth, and career success. By participating in competitions, degree programs, state and national conventions, community service projects, summer camps and chapter committees, you'll grow in ways that take advantage of your talents and help you become the leader you were meant to be. The key to success in FFA is to get involved!

Make sure you're getting a complete Agricultural Education experience, and remember that it all works together. Talk with your agricultural teacher today and make plans to perform in all three arenas. Don't just settle for a high school diploma when you can get set for life.



Turlock Christian Agriculture Pathway

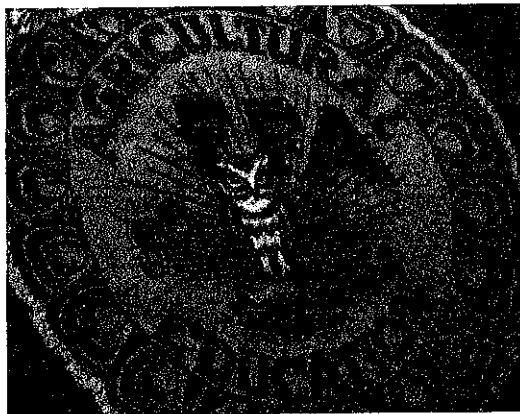


FFA Mission and Strategies

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

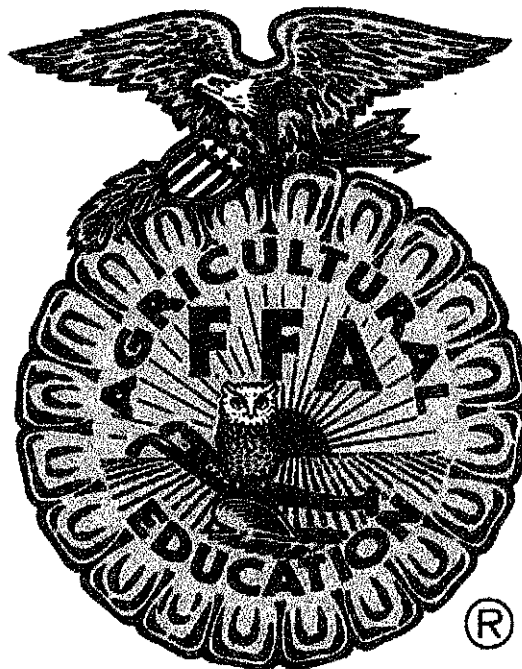
To accomplish this mission, FFA:

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



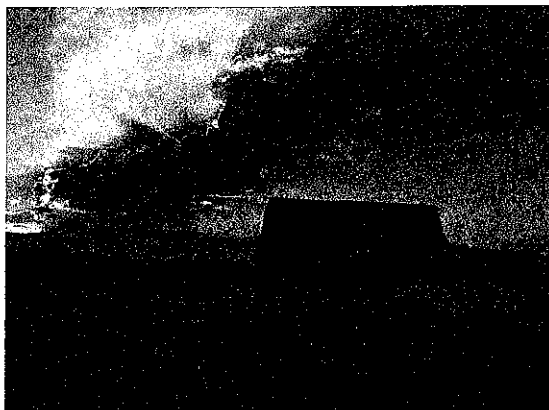
FFA Emblem

Many organizations have logos they use as part of their identity. As with most logos, the FFA emblem is symbolic. It contains five separate elements. Each element represents items or ideals that are important to the organization and its members.



- ❖ **The cross-section of an ear of corn** serves as the emblem's foundation, just as corn has historically served as a foundation crop in American agriculture. Corn is also a symbol of unity because it is native to America and it is grown in every state.
- ❖ **The rising sun** appears in the center of the emblem and symbolizes progress in agriculture and the confidence FFA members have in the future of agriculture.
- ❖ **The plow** is a symbol of labor and tillage of the soil, without which no agriculturist could accomplish much.
- ❖ **The owl** represents knowledge and wisdom.
- ❖ **The eagle** is perched on top of the emblem and served as a reminder of our freedom and ability to explore new horizons for the future of agriculture.
- ❖ Finally, the words, "**Agriculture Education**" surrounding the letters "FFA" indicate that the FFA is an integral part of the agricultural education program, and is not meant to stand alone.

FFA Creed



The FFA Creed is a basic statement of beliefs and a common bond between members. The creed was written by E.M. Tiffany and adopted at the 3rd National FFA Convention. It was revised at the 38th and 63rd conventions to reflect changes in FFA members and the agricultural industry.

The FFA Creed

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

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

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

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

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

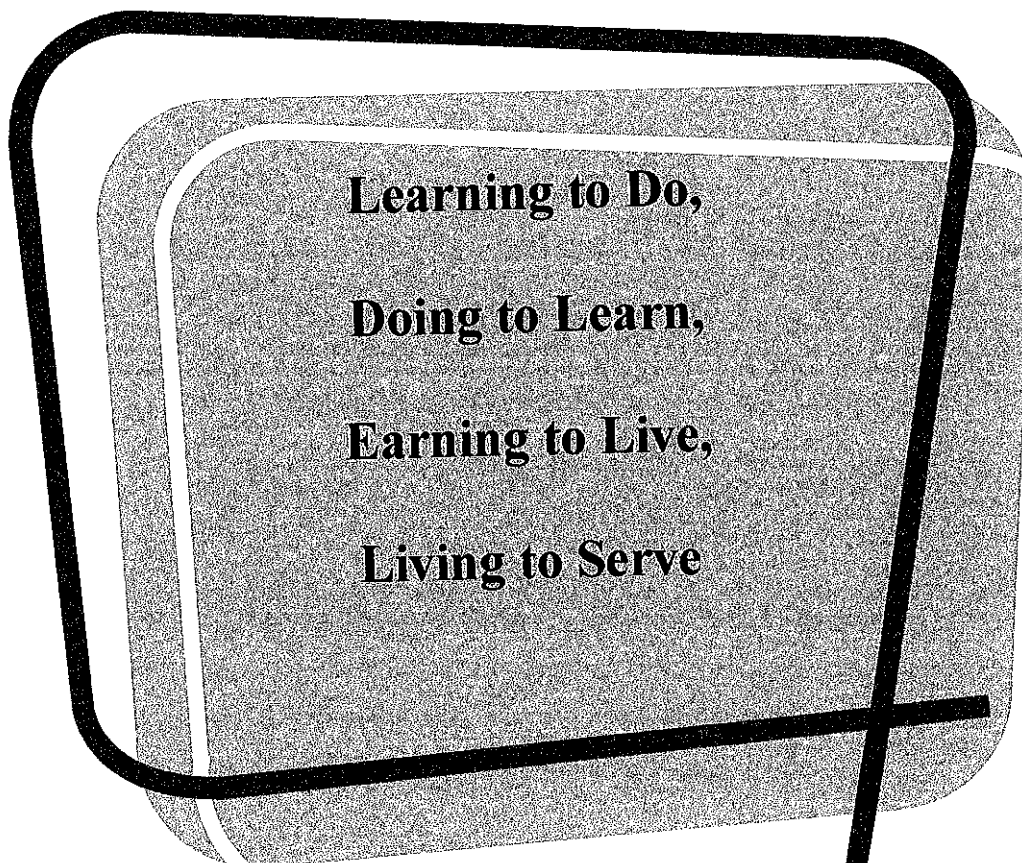
FFA Colors and Motto

Colors

The National FFA Organization chose **national blue** and **corn gold** as its official colors in 1929. As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors give unity to the organization.

Motto

Many important things come in small containers. Although a diamond ring takes up little space, it is extremely valuable. So it is with the FFA motto. The motto has just 12 words, but those words are powerful.



FFA Official Dress

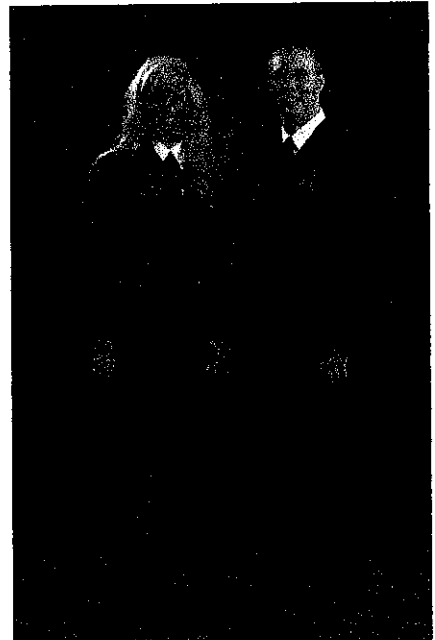
One of the most unifying elements for any group is its uniform. In FFA, the uniform members wear to local, state, and national functions is called official dress. It gives the organization a distinctive and recognizable image.

Proper Use of the FFA Jacket

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

Official FFA Dress

- Official dress for female members is a black skirt, nude nylons (CA), white blouse with blouse with official FFA scarf, black shoes, and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities.
- The official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks and the official jacket zipped to the top.



FFA Code of Ethics

Actions speak louder than words. Your actions when you wear the FFA jacket or represent the FFA organization become part of the organization's image. To keep the image of the FFA and members sharp, delegates at the 1952 National FFA Convention adopted a Code of Ethics for FFA members to follow. The FFA Code of Ethics still protects the FFA image. It also guides members to make positive, healthy choices – and not only during FFA activities. The code of ethics guidelines are good to follow during all occasions and functions.

The FFA Code of Ethics

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

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

What if you could get classroom credit and FFA awards for doing what you like: experimenting with careers, earning money, building a resume and having fun? You can – with a Supervised Agricultural Experience (SAE) program. An SAE is a program you design to gain hands-on experience and develop skills in agricultural career areas that interest you.

You choose an SAE program that lets you discover, explore, experience and excel in careers. In the meantime, you gain skills and experience that pay off in areas of life. Your SAE program can lead you toward personal growth, premier leadership, and career success.

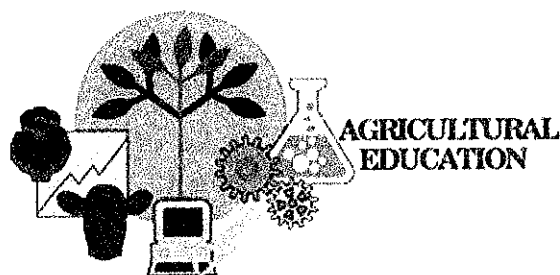
An SAE program is not just another class assignment or graduation requirement. You are truly in charge of your SAE! Although your agriculture teacher will help you learn related information and keep good records, the success or failure of your SAE is up to you. It's an exciting opportunity to improve your skills and abilities for future employers – and for yourself.

Turlock Christian FFA SAE Program

- ❖ This Chapter will encourage all members to maintain a Supervised Agriculture Experience (SAE) program.
- ❖ The Chapter will encourage members to compete at shows with their SAE.
  - All Chapter members are expected to work as a team at all fairs and shows.
  - The Chapter will conduct an Exhibitors / Parent evening to inform parents and members of a member's responsibilities.
    - The Chapter will require parents of all first time exhibitors to attend a meeting conducted by the Chapter Advisor. This meeting will serve as an informal session to allow parents and exhibitors to become aware of the expectations and responsibilities placed on the exhibitor.
  - All projects exhibited at fairs and shows by members of the Chapter must be entered in the FFA division and only with Advisor approval and supervision.

S.A.E.

- Members exhibiting at fairs must maintain academic requirements set forth by Turlock Christian High School and the Atwater Agriculture Program and FFA. In order to participate in any activity beyond the chapter level, an individual must maintain at least a 2.5 GPA, cannot have a failing grade in any class, and cannot have received less than a C grade in any Agriculture class the last eligibility period to the event.
- Additional eligibility rule – Students will be given one chance for scholastic ineligibility for showing at fairs. If a student becomes ineligible to show at a fair that they had planned to show, the student will receive a warning. If the same student should become ineligible again to show at a fair that they had planned to show at, the student will no longer be eligible to show with Atwater FFA.
  - Members are encouraged and assisted in applying for local, regional and state proficiency awards.
  - Members are encouraged and assisted in applying for advanced degrees (i.e. State and American FFA Degree).
  - Members are encouraged to compete in the Local and Sectional Project Competition.
  - Members are required to follow project Advisor's recommendations concerning their SAE.
  - Members are encouraged to strive to improve and develop their SAE each year.
    - ◆ Advisors will encourage members to develop skills within their SAE through participation and appropriate judging teams.
    - ◆ Members are encouraged to attend demonstrations, breeding shows, and equipment shows which will enable them to increase their efficiency and knowledge of their SAE.
- ❖ Members are encouraged to provide support and help their fellow Chapter members.



Cooperation

The Turlock Christian FFA Chapter will make a distinct effort to not only strive for cooperation among their own chapter members, but also among all of the members of the FFA across the nation. We as a chapter feel that relationships are the most important use of our time and will therefore make efforts to develop meaningful relationships throughout the FFA organization.

- The Turlock Christian FFA Chapter will cooperate with other FFA chapters.
  - ◆ Participation in Sectional, Regional, and State activities.
  - ◆ Hosting Sectional activities as needed.
  - ◆ Providing assistance wherever and whenever needed.
- The Chapter will cooperate with Turlock Christian High School.
  - ◆ Participation in school functions and events
  - ◆ Chapter representation during school sponsored activities and functions
  - ◆ Cooperation and support with other TC youth organizations
- The Chapter will participate in community cooperation.
  - ◆ Participating and cooperating with TC elementary in various agriculture projects (example: school gardens, Ag Ed day, etc.)
  - ◆ Providing local middle schools with an informative recruitment presentation.
  - ◆ Participation in a local city beautification project(s) as needed.
  - ◆ Cooperation with Sacred Heart 4H members in all project-related needs.
- Members exhibiting at fairs and shows will cooperate together and compete as a team.



Community Service

The primary objective towards community service is for FFA members to establish an attitude of service towards the community in which they live. As students grow in FFA they develop the sense of servant leadership; the most powerful leadership style. Servant leadership is exemplified here when the members serve the community.

The Turlock Christian FFA will develop a sense of community service among the entire membership.

- Our chapter will conduct food and toy drives during the Thanksgiving and Christmas holidays to help those in need.
- We will assist with community projects and activities when called upon by the Chamber of Commerce.
- We will take advantage of opportunities to form partnerships with community organizations in working with agricultural education and agricultural projects.
- Our chapter will strive to work with community members to best serve the communities needs.



Leadership Development

Leadership is the ability to guide or influence others to work towards a meaningful goal while helping each person to develop themselves as group members. Leadership is the ability in a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions or to move a group to action. Leadership is a contribution to the establishment and attainment of group processes. Therefore, leadership is a quality of group action. The following is a list of the activities that our Chapter will strive to participate in with the goal being leadership development.

Public Speaking

- Prepared Public Speaking
- Extemporaneous Public Speaking
- Parliamentary Procedure
- Job Interview
- Opening and Closing Ceremonies Speaking Contest

Committees

- Every member on at least one committee or involved in some kind of activity
- Select Chapter members (rather than officers) as Chairpersons for Committees

Degrees and Awards

- Encourages and assist every member in applying for Greenhand and Chapter Farmer FFA Degree
- Encourage and assist every qualified member in applying for the State and American FFA degree
- Encourage and assist members in applying for State Proficiency Awards

Officer / Leadership Training

- Annual Chapter Retreat for new officers
- Leadership Training Conference for all officers (COLC)
- Sectional & Regional Officer Training for those pursuing leadership past the Chapter level
- Encourage students to attend: Made for Excellence Leadership Training / Advanced Leadership Academy / Sacramento Leadership Experience / Washington DC Leadership Conference

Meetings

- Conduct meetings in an orderly fashion by utilizing Parliamentary Procedure
- Have regularly scheduled and organized Chapter Officer and Chapter Meetings
- Encourage every member to attend and participate at all meetings
- Send delegates to all Sectional, Regional, State, and National Meetings

Offices

- Encourage local members to run for local, sectional, regional, and state offices
- Invite Sectional, Regional, and State Officers to speak to our chapter

Earnings and Savings

As a non-profit organization in the process of becoming self-supported, the earnings and savings aspect of our chapter is very important towards the success and productivity of our 2012-2013 school year.

The chapter earns money in various ways in order to finance FFA events and activities throughout the year. Some of these activities include:

- Annual Tri-Tip BBQ Fundraiser
- Annual Trapshoot



Conduct of Meetings

Hold Regular, Well-Planned Meetings that Capture the Chapter's Interest and Participation

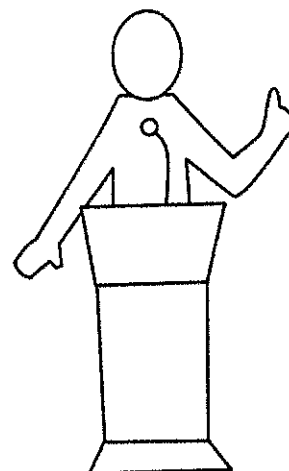
- Have biweekly Chapter Officer Meetings
- Have regular monthly Chapter Meetings
- Call special meetings when necessary
- Conduct regular Executive Meetings in order to maintain solid Chapter communications
- Prepare a well planned program before meetings
- Provide refreshments for Chapter Meetings
- Have frequent and informative committee reports as necessary
- Invite parents and the community leaders to the Chapter Meeting
- The duty of the Sentinel is to set the proper paraphernalia out for the Chapter Meeting and to help the President in maintaining order.
- The goal of the Chapter is to have 100% attendance at each Chapter Meeting
- Have a fun and inviting activity after every Chapter Meeting

Special Meetings Should be Held as Necessary

- A special potluck dinner meeting will be held for the Greenhand FFA Degree Installation Banquet
- A very special Awards Banquet will be held in May to distribute awards, degrees, and wrap up the year.

The Official Ceremonies Guidelines will be used at all Meetings

- All officers are required to memorize their part.
- The officers will wear the official uniform at all meetings
- The necessary paraphernalia will be used at all meetings.



Scholastic Achievement and Scholarships

The chapter will encourage each and every student to strive for academic excellence.

1. Improve scholarship of FFA members in all academic subjects

- A. Encourage members to strive for C.S.F. standards
- B. Strive to have all FFA members on the Honor Roll
- C. Award points on the Chapter Point Awards system for good grades
- D. Require that all Chapter Officers maintain at least a B in all agriculture classes.
- E. Members participating in competitive events shall not fall below a C+ or 2.5 average on a 4.0 scale or have less than a C in any agriculture class. Eligibility for all competitive events will be suspended if any of the above shall occur.

2. Will strive to improve home reading and library use.

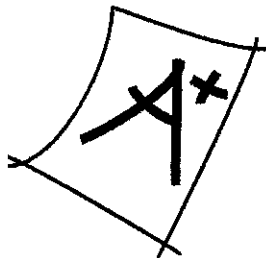
- A. Encourage each member to subscribe and read at least one agricultural publication.
- B. Encourage each member to use school and county libraries for agriculture research projects.
- C. Encourage each member to subscribe to online reading resources in agriculture as well for the most up-to-date information.

3. Will encourage Seniors to apply for scholarships available to them in order to continue their education.

- A. Twelfth grade members are encouraged to apply for the Bloss, Fancher, Winton Grange, Farm Bureau, and Elks Scholarship which are available to local students.
- B. Twelfth grade members are encouraged to apply for any scholarships which are available to them for the school they are planning to attend.
- C. Twelfth grade chapter members are encouraged to talk with their counselors about other scholarships which may be available to them as a result of their parent's affiliation with a lodge or places of employment.

4. Scholastic Awards

- A. Award trophies to the Agriculture students in each grade level with the highest GPA.



Recreation

The purpose of recreation is to create an opportunity for FFA members to participate in recreational activities and develop one's social and team building skills. Students truly find out who they are when they are placed in social situations that require them to live by their beliefs and values, therefore social interaction at the high school level is critical. It's also an opportunity to have some fun!

Here's a list of recreational activities scheduled for the 2015 – 2016 school year:

August	Leadership Training / Recreation
September	BBQ/Information Night and Flag Football
October	Almond Industry Tour
November	FFA Drive Thru BBQ Fundraiser / Sweet Potato Processing Plant Tour
December	Community Service
January	State Officer Visit / Get Air after chapter meeting
February	FFA Week Extravaganza! / Tulare Farm Show
March	Yosemite Jersey Dairy Tour
April	Trapshoot / State Conference
May	Awards Banquet / Annual Ag Day
June	(Point Award Trip)

Public Relations

The purpose of public relations is to inform our chapter members and the general public about the activities of our local chapter as well as the overall benefits of the FFA.

Media

- Develop and keep up-to-date a chapter website
- Establish and maintain strong relationships with media contacts
- Submit articles and photos to various local, regional, and state media publications
- Extend media coverage beyond newspapers and publications (i.e. radio, tv, etc...)
- Explore participation in new communication technology resources such as Facebook, Twitter, etc.

FFA Week

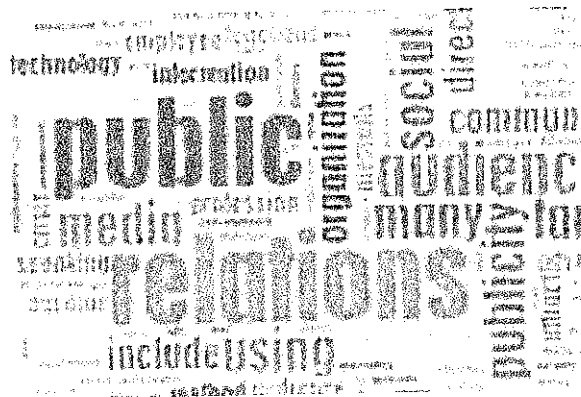
- Use various forms of media to keep the public informed during FFA Week
- Conduct school and community activities throughout FFA Week

Various FFA Events and Activities

- Select worthy persons as Honorary Chapter farmers
- Recognize worthy individuals to receive Certificates of Appreciation
- Provide community advertisements through Placemat Ad fundraiser
- Host an award recognition ceremony for parents and families of FFA members
- Develop a chapter scrapbook
- Chamber of Commerce and other community service clubs

Turlock Christian High School

- Regular communication sessions with TC administration and counselors
- Assist and support various school activities



Alumni Relations

The Chapter will encourage graduating seniors to keep membership affiliation for the following year, as well as seek any help required in their first year post-high school.



W
E
E
N
I
N
G
A
J
O
I
N
T
H

- As graduate members, the chapter will encourage these members to:
  - Exhibit at fairs until eligibility membership expires
  - Apply for advanced degrees such as the American FFA Degree
  - Apply for proficiency awards in their SAE area
  - Continue an active role in participation in local activities
  - Attend all chapter meetings
- The Chapter will utilize the expertise of alumni members when needed by the Chapter.
  - To help coach judging teams
  - To serve as judges of local FFA contests
  - To assist in money raising activities such as ad sales, BBQ's, etc
  - Provide facilities for SAE projects

Fairs and Official Show Uniforms

Official Show Uniform

The official show uniform for FFA members consists of:

White shirt or blouse, white pants, FFA tie, and FFA jacket. Shoes should be closed toed and appropriate for what you are showing.

Fairs

The TC FFA Chapter will be involved in many fairs throughout the year. The livestock and horticulture projects will be exhibited throughout the state, where the chapter wins many awards and honors. The animals that will be exhibited include market and breeding sheep, market and breeding beef, market and breeding swine, dairy cattle, and market, breeding, and dairy goats.

The fairs that are attended are:

- (Summer) Stanislaus County Fair



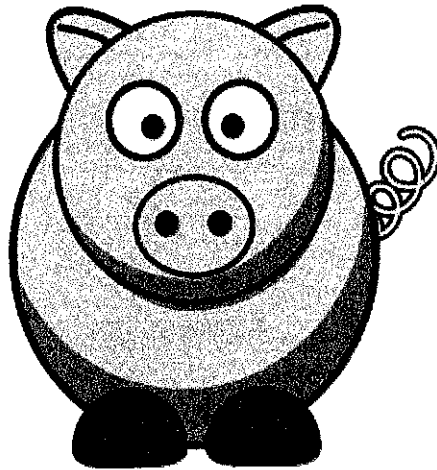
Market Hog Project Plan Sheet

Estimated Expenses

Cost of hog	\$350.00
Feed	250.00
Show Supplies	<u>+ 15.00</u>
Total Estimated Expenses	615.00

Estimated Receipts

Sale of hog (230 lbs. @ \$3/lb)	\$690.00
	↓
Total Estimated Receipts	\$690.00
Total Estimated Expenses	<u>- 615.00</u>
Estimated Net Profit	\$75.00



Market Lamb Project Plan Sheet

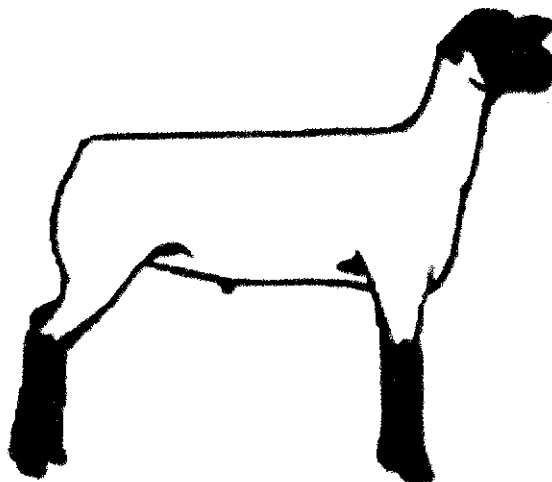
Estimated Expenses

Cost of Lamb	\$350.00
Feed (grain and hay)	250.00
Show Supplies	<u>+ 20.00</u>
Total Estimated Expenses	\$620.00

*Cost includes purchase of animal, insurance on animal,
initial veterinary supplies, and bedding.

Estimated Receipts

Sale of Lamb (130 lbs. @ \$6.00/lb) =	\$780.00
	↓
Total Estimated Receipts	\$780.00
Total Estimated Expenses	<u>- 620.00</u>
Estimated Net Profit	\$160.00



Market Goat Project Plan Sheet

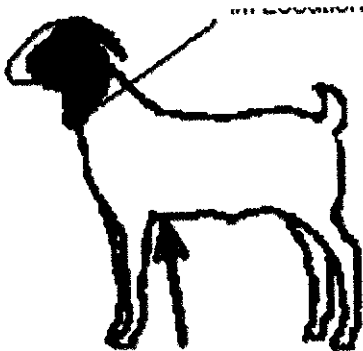
Estimated Expenses

Cost of Goat	\$350.00
Feed (grain and hay)	\$200.00
Show Supplies	<u>+ 20.00</u>
Total Estimated Expenses	\$570.00

*Cost includes purchase of animal, insurance on animal,
initial veterinary supplies, and bedding.

Estimated Receipts

Sale of Goat (90 lbs. @ \$7/lb) =	\$630.00 ↓
Total Estimated Receipts	\$630.00
Total Estimated Expenses	<u>- 570.00</u>
Estimated Net Profit	\$60.00



Dairy Replacement Heifer Project Plan Sheet

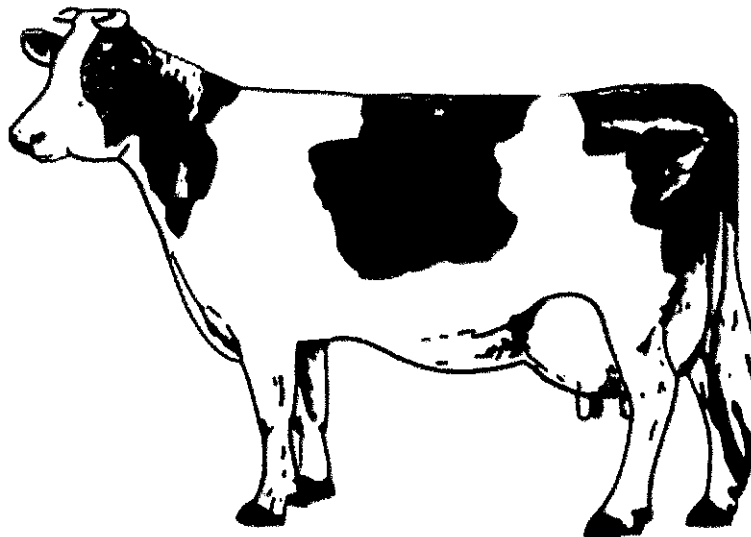
Estimated Expenses

Stanislaus County Fair
(4 mos.)

Cost of Animal	\$1200.00
Feed	300.00
Show Supplies and Equipment	75.00
Veterinary Supplies	75.00
Insurance	60.00
Total Estimated Expenses	\$1710.00

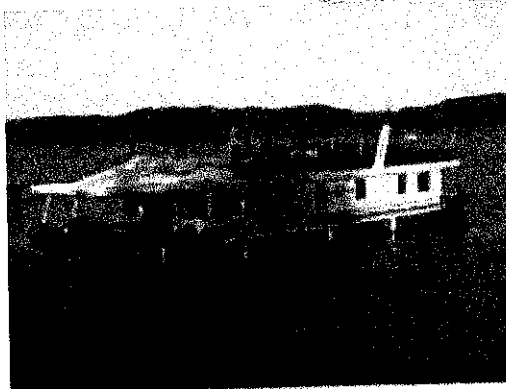
Estimated Receipts

Sale of Heifer	\$3000.00 ↓
Total Estimated Receipts	3000.00
Total Estimated Expenses	<u>1710.00</u>
Estimated Net Profit	\$1290.00



Point Awards System

The Point Award System was developed in order to recognize and award those members who are most active in various FFA activities throughout the year. As with all things, what you put in is what you get out; and the members that are the most active in this Chapter are the members that are shaping the Chapter for the future. The top twenty-five individuals will receive an award and recognition at our awards banquet in May. The top twenty members will be invited to participate in a Point Award trip sponsored by the Turlock Christian FFA.



Point Awards System

Turlock Christian FFA Point Awards List 2017-2018

I. FFA Leadership / Community Service / Work Day Activities

A	Ag Dept. Work Day	-----	20
B	Chairman		
	1. Over-all Chairman (Upon Completion Of Report)	-----	20
C	Chapter FFA Degree (Year Received)	-----	15
D	Community Service Work	-----	5/Hour
E	Greenhand Degree (Year Received)	-----	30
F	Homecoming Float	-----	15 / day
G	Meetings		
	1. Attendance At Each Chapter Meeting	-----	25
	2. 100% Attendance At Chapter Meetings	-----	50
	3. Representing The Chapter At Sectional Meetings	-----	15
	4. Representing The Chapter At Regional Meetings	-----	20
	5. Representing The Chapter At State Meetings	-----	25 / day
	6. Representing The Chapter At National Meetings	-----	50 / day
H	Officers		
	1. Chapter Officer	-----	30
	2. Sectional Officer	-----	100
	3. Regional Officer	-----	65
	4. Student Body Officer	-----	75
	5. Class Or Club Officer	-----	35
I	Own Official FFA Jacket	-----	25
J	Star Chapter Farmer	-----	60
K	Star Greenhand	-----	50
L	Star Regional Farmer	-----	100
M	Star Sectional Farmer	-----	50
N	Star State Farmer	-----	75
O	State FFA Degree (Application Submitted)	-----	100
P	State FFA Degree (Year Awarded)	-----	
Q	Wear FFA Jacket Or Apparel To School On Designated Day	-----	10

II. Fundraisers

A	FFA Trapshoot	-----	25

B	Take-Out BBQ Tickets	.....	10 / ticket

II Supervised Occupational Experience Program (SAE)

A	Agriculture Mechanics Project(s)	.....	25
B	Beef / Dairy Cattle Fair Project	.....	125
C	Landscape Project at Stanislaus County Fair	.....	50
D	Plant / Horticulture Project(s)	.....	25
E	Swine / Goat / Sheep Fair Project	.....	75
F	Project Competition		
	1. Local Competitions	.....	50
	2. Sectional Competition		
	a. Gold Award Winner	.....	100
	b. Silver Award Winner	.....	50
G	Exhibition at Fairs and Shows		
	1. Animal Projects		
	a. Class Winner (1st or 2nd)	.....	10
	b. Breed Champion	.....	15
	c. Overall Champion (Grand or Reserve)	.....	25
	2. Agriculture Mechanics / Horticulture Projects		
	a. Outstanding Project	.....	25
	3. Showmanship		
	a. Top 10 Showmanship	.....	15
	b. Showmanship Champion	.....	25
	c. Round Robin Winner	.....	50

III Scholarship (Based On Semester Grade Only)

A	3.5 - 4.0+ Overall School Year GPA (all TCHS classes)	.....	50
B	3.0 - 3.49 Overall School Year GPA (all TCHS classes)	.....	25
C	2.5 - 2.99 Overall School Year GPA (all TCHS classes)	.....	10

IV Judging Teams

A	Participation (Official FFA Contest)	.....	20
	Individual Placing		
	1. Top 5 Overall	.....	20
	2. Top 10 Overall	.....	10

Team Placing		
1. Top 5 Overall	-----	20
2. Top 10 Overall	-----	10

V Best Informed Greenhand, Co-Op Quiz, Public Speaking, Parliamentary Procedure, Creed And Opening And Closing Ceremonies Contest

A	Chapter Competition	-----	20
B	Sectional Competition	-----	25
C	Regional Competition	-----	30
D	State Competition	-----	50

VI National Competitions (Participation)

A	Judging Teams	-----	200
B	Parliamentary Procedures	-----	200

VII Proficiency Awards

A	Local	-----	25
B	Submitting Regional Application	-----	35
C	Region/State	-----	50
D	Nation	-----	75
E	Final Four	-----	150

Chapter Constitution

Constitution of the Turlock Christian FFA Chapter

Revised July 2012

Article I:

Names and Purposes

- Section A. The name of this organization shall be the Turlock Christian FFA (Future Farmers of America)
- Section B. The Purposes for which this Chapter is formed are as follows:
1. To improve agriculture conditions and practices in and about Stanislaus County
  2. To develop agricultural skills and prepare individuals for leadership, cooperative attitudes and rural responsibility, in individuals preparing to enter an agricultural occupation.
  3. To advance the cause of agriculture education and to encourage the FFA which make a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agriculture education.

Article II:

Organization

- Section A. The Chapter of the Future Farmers of America is a chartered local entity of the Tri-Rivers Section of the California Association, made up of local members.

Article III:

Membership Organization

- Section A. Membership in this organization shall be active and honorary.
- Section B. Membership is limited to students enrolled in agriculture education courses at Turlock Christian High School.
- Section C. Membership of graduates is limited to students that were active members their Senior year and graduated from high school.
- Section D. The Turlock Christian FFA is a 100% affiliation Chapter with every student becoming a member of the FFA when they enroll in an agriculture class.

- Section E. No student may participate in any FFA activities unless they are members in good standing.
- Section F. The FFA Advisors at their own discretion have the right to dismiss any member from the Turlock Christian FFA organization at any time.
- Section G. Active work in this chapter shall be carried on by active members.
- Section H. Award recipients must attend Chapter awards banquet to receive any awards.
- Section I. All members exhibiting livestock at fairs and shows must attend the fair with official uniform; jacket only.
- Section J. High School members exhibiting at fairs and shows must attend 8 chapter meetings to be eligible to show. All graduates are strongly encouraged to attend 6 agricultural related meetings or activities.

Article IV:

Officers

- Section A. The chapter officers for the Turlock Christian FFA shall be President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Historian, and Chaplain.
- Section B. All elected chapter officers shall hold office for one year after election or until successors are selected as described in Article IV, Section G.
- Section C. Application for chapter office shall be available at least one week prior to selection of officers via the Nomination Committee. All applications will be screened by the nominating committee.
- Section D. Members holding the FFA Greenhand Degree, or higher, are eligible to hold office.
- Section E. All officers must have all of their SAE projects in the FFA with accurate record books.
- Section F. Officers who cannot fulfill their duties or who are impeached will be replaced by the first alternate selected by the Nominating Committee.
- Section G. No officer may be impeached without due process as defined in Article VII.
- Section H. The Nominating Committee shall select the chapter officers.
- Section I. The Nominating Committee shall be composed of a maximum of two student representatives from the 9th grade, 10th grade, 11th grade, 12th grade, the retiring FFA chapter president, and advisors. Nominating Committee members are not eligible to run for chapter office. In the event the current FFA chapter president is not in the 12th grade, their spot on the Nominating Committee will remain vacant. The Nominating Committee will review officer applications, conduct interviews of prospective candidates, and select each chapter officer via a unanimous vote within the Nominating Committee.
- Section J. The time for Nominating Committee selection shall be set by the FFA Officer Team and the Advisors.

Section K. All FFA chapter officers who fall below a 2.4 grade average in their Agriculture class(es), or become academically ineligible, will be put on probation for a six week period. If by the end of the six week period, the grade average has not improved to a 2.4 or above, or does not become academically eligible, said officer will be replaced by the manner described in Article IV, Section G.

Section L. All newly elected officers are required to attend the Chapter Officer Leadership Retreat to be held the summer prior to the school year that they serve as an officer as well as the fall Chapter Officer Leadership Conference (COLC). Officers who do not attend the conference, except for reasons beyond their control, i.e. sever illness, death in the family, etc., will be replaced in the manner described in Article IV, Section G.

Article V: Duties of Officers

Section A. The duties and responsibilities of the Chapter Officer shall be:

1. Attend all Chapter and Chapter Officer meetings.
2. Attend Chapter Officer Leadership Training Conference.
3. Cooperate with advisors on all activities.
4. Be able to lead by example: act and perform in a manner which is becoming of an FFA Chapter officer at all times.
5. Be willing to memorize individualized parts as prescribed in the Official FFA Manual for all official ceremonies.
6. Have a genuine interest in being part of a leadership **TEAM**.
7. Be familiar with the Chapter Constitution and Bylaws.
8. Be willing to accept responsibility, and do so.
9. Be familiar with basic parliamentary procedure.

Section B. The duties and responsibilities of the President shall be:

1. Conduct and preside over meetings according to accepted parliamentary procedure.
2. Call special meetings if needed.
3. Keep members on the subject and within time limits.
4. Appoint committees and serve as a non-voting member of each.
5. Call other offices to the chair as necessary or desirable.
6. Represent the Chapter and speak on occasions as needed.

1. Preparation of a 5-20 minute devotional at the start of each Chapter Officer and Chapter meeting.
2. Responsible for the invocation at the Greenhand/Chapter Farmer awards ceremony, annual awards banquet and at other times when needed.

Article VI: Impeachment

Section A. Immediate Impeachment

The FFA advisors may at any time at their own discretion remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability.

Section B. Steps of Impeachment

Step 1. Any FFA Chapter officer not fulfilling the duties as described by this constitution will be required to meet with fellow officers and two Advisors to discuss a plan for improvement.

Step 2. A written plan of improvement will be drawn by the advisor based on the conversation of the meeting in Step 1, and will be confirmed and signed by the FFA President, Vice-President, and by the Officer in question.

Step 3. If the Officer in question still does not fulfill his/her duties, then a 2/3 vote of the Chapter officers and advisors will remove that Officer from office.

Article VII: Committees

Section A. A member may serve on not more than two committees at any one time and may only serve on one committee if he/she is a chairperson of that committee.

Section B. The committee chairperson is responsible to call committee meetings and to see that all work that committee is assigned is performed.

Section C. That committee chairperson shall cooperate with the Chapter advisors and Chapter officers on all committee work.

Section D. That committee chairperson's report to the Chapter in writing will be the result of all work performed by his/her committee including financial implications for the Chapter.

Section E. No person having been chairperson on any committee shall be eligible to work on another committee until the written report is made by the committee.

Article XIII: Meetings

Section A. Meetings shall be held once a month.

Section B. The president shall have the power to call special meetings as the need arises.

Article IX: Dues

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

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

Article X: Eligibility to Participate at Fairs and Judging Contests

Section A. Eligibility of members exhibiting at fairs and shows will be based on the Advisor's discretion.

Section B. Members must maintain a 2.5 GPA with no failing grades to be eligible to participate at fairs and judging events.

Section C. Members must comply with rules and guidelines set forth by the Chapter committee on fairs and shows.

Section D. In the event that a student becomes academically ineligible to participate at a fair at which they planned to exhibit livestock, he/she will be placed on academic probation by the Agriculture Department. If that student becomes ineligible again, he/she will lose his/her privilege to exhibit at all fairs with the Turlock Christian FFA Chapter for the next semester.

Article XI: Amendments

Section A. To amend the Constitution, a 2/3 vote of the active members is required.

Section B. To become effective, the amendment must be posted for two weeks previous to the vote of the active members.

Article XII: Ratification of Constitution

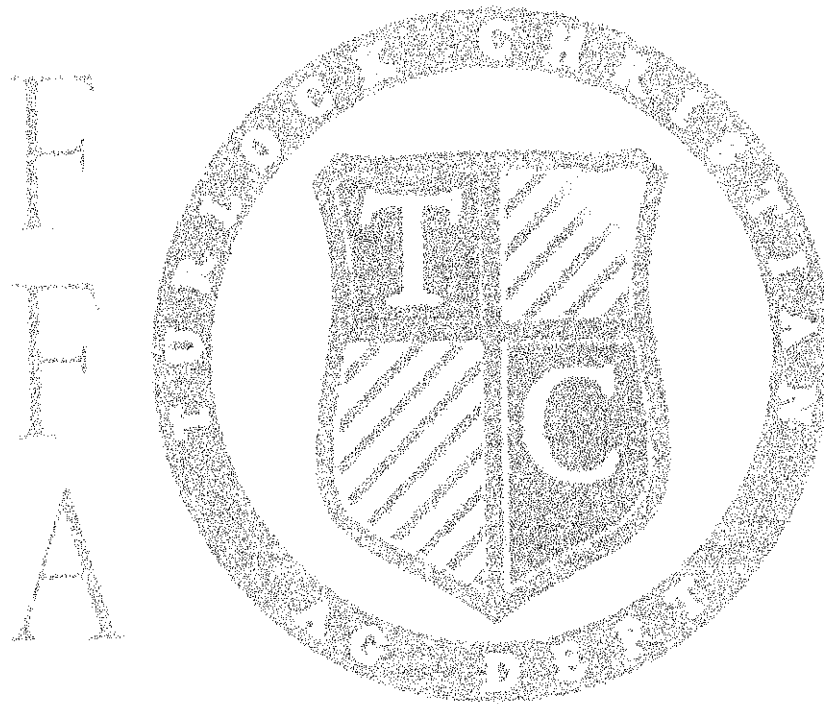
Section A. The Constitution should become effective when passed by 2/3 vote of the members voting.

Turlock Christian FFA: The Start

The Turlock Christian FFA became an official chapter during the 2012-2013 school year. This was the result of the efforts of many community members and the administration of Turlock Christian High School. The first hurdle to jump was the fact that at the time, private schools were not able to charter an official FFA chapter, and therefore many students in private schools were losing out on the manifold benefits of agriculture education. Through the efforts of the aforementioned persons, legislation was brought before California State FFA that would allow private schools to charter an FFA chapter. To the great joy of many private schools throughout the state, the amendment passed. Thus began the journey to be the first private school to offer its students all that agriculture education and the FFA have to offer. Although this is our first year of membership, rest assured, the members of Turlock Christian FFA will make an impact on the state of California, and eventually on the entire nation.

Now, 6 years later, TC FFA is growing strong! We've increased our numbers from 31 to 82 (which is 2/3 of the high school population), we've had sectional winners and competitors in Prepared Public Speaking, Creed and Job Interview, and our Dairy Cattle Judging team has improved from 6th in the state to 2nd, with one of our students winning High Individual in 2016. Our Stanislaus County Fair team has also increased from just 6 students in 2013 to 21 in 2016! With that, we've brought home Supreme Champion Market Lamb, Reserve Supreme Champion Market Goat, Herdsmanship award for Dairy, and the Joe Estacio Memorial Award along with many commendable placings along the way. Overall, we've definitely made improvements through the years and we look forward to continuing to add to our programs and increase our overall numbers. I look forward to seeing what comes in the future!

Supporting Materials



I. Recruitment Program

9. Recruitment Program:

Recruitment in any Agriculture Education program is very important, without it no program would be able to maintain active membership and therefore a chapter charter. With that said, there are a few things that Turlock Christian FFA does to recruit younger students into our program.

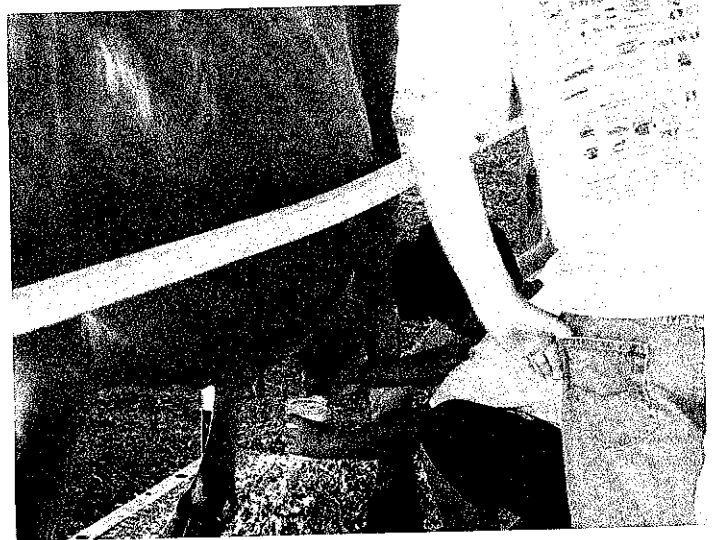
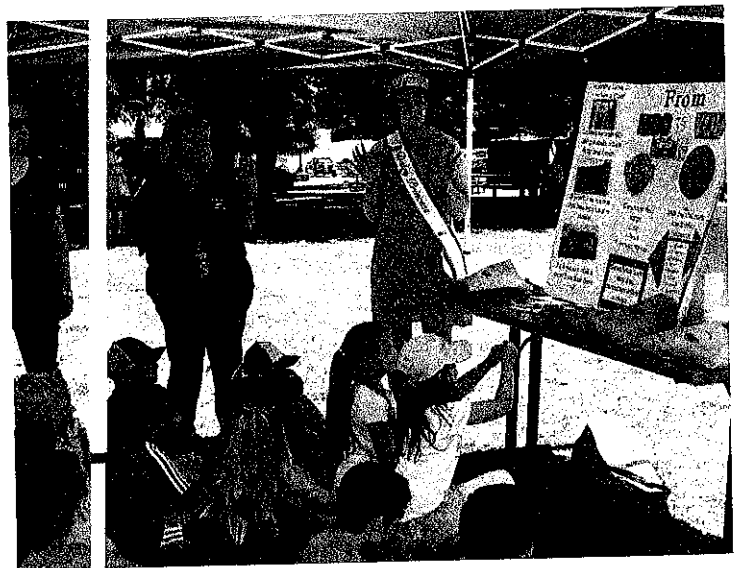
The most important event that we put on is our annual "Ag Day". On this day our high school students set up stations that represent each agriculture industry, as well as a special booth solely about FFA. We then invite our entire elementary school (K-6) to come and work through each station. These stations include each of the livestock species, agriculture mechanics (such as the different types of tractors used to harvest our important agricultural crops), horticulture, FFA, and the Section Dairy Princess presents the importance of the dairy industry as well. This event has served to excite students in the past to sign up for agriculture courses as they are entering high school and prepares them for all of the ways that they can get involved once they are here.

In addition to recruiting at our elementary school, we also recruit throughout the community by sending our brochures to various agriculture business in and around Turlock. These brochures tell all about what TC Agriculture Education has to offer as well as how our students have done in various competitions throughout the previous school year. These brochures have not only served as a way to have businesses partner with our chapter financially, but they have also encouraged those community members to enroll their children in our program.

Finally, all of our social media sites act as constant recruitment for our program. The TC FFA Chapter Officer Team maintains Facebook and Instagram pages that not only keeps members aware of upcoming activities and events, but also posts pictures of what the chapter has done so far. This is an indirect way of recruiting new members as we are not specifically targeting one group, but it does serve to inform students in the Junior High and High School age ranges of what we do here at TC FFA and why they should join our chapter and get involved.

Although these are only 3 recruitment programs used by Turlock Christian Agriculture Education, they have been effective in the past in encouraging students to enroll and participate in the TC FFA chapter and has helped us to grow active membership over the last 5 years. I look forward to implementing other recruitment activities in the future as well.

Ag Day Photos (2016)



Facebook and Instagram Posts:



Turlock Christian Ffa added a new photo to the album: Instagram ...
Photos
Continue Instagram

The last day to sign up to help is Friday, donations will be taken until Nov 8th. In addition to the cans, we are also collecting school supplies for those in Santa Rosa who lost their homes (a bunch of ag kids and teachers lost their homes in the wildfires).

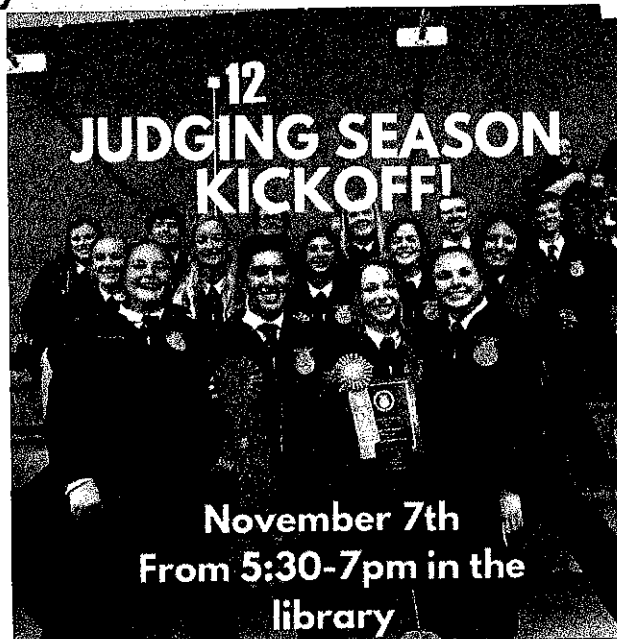
FFA DAY OF SERVICE

November 8, 2017

@ Diamond Bar Arena



We will be sorting cans, come prepared to serve!
Sign up in Ewing's room



turlockchristianffa

turlockchristianffa If you are interested in joining a judging team this year, come check out our judging season kickoff on November 7th! There will be explanations of the different judging teams that we will have this year, and we will provide TACOS!! Judging teams are a great way to get involved, so we hope to see you there!

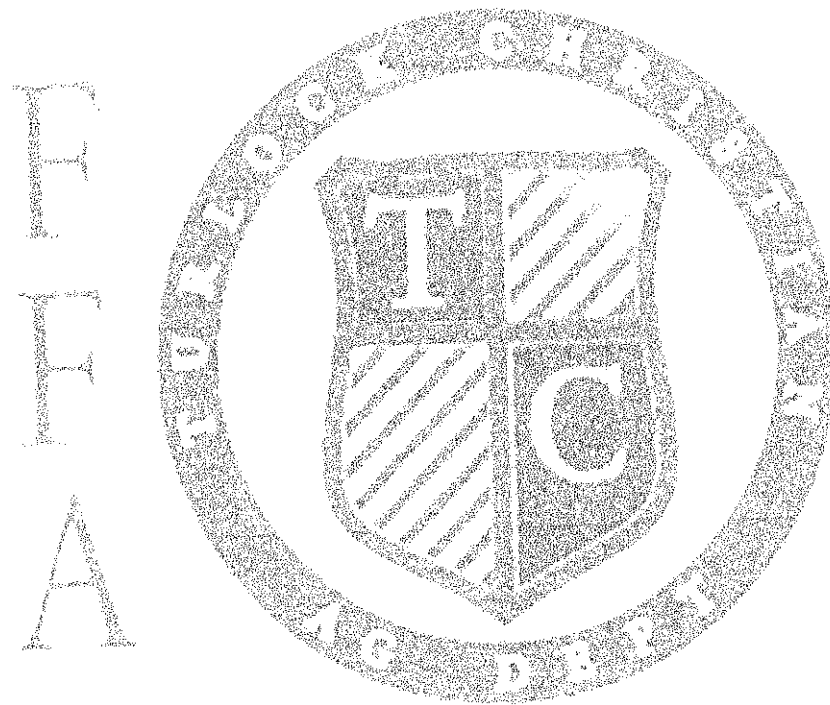


41 likes

5 comments

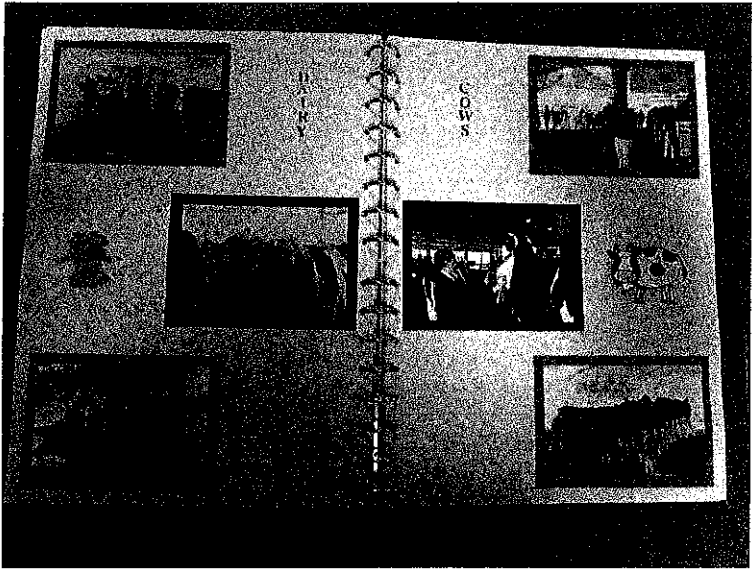
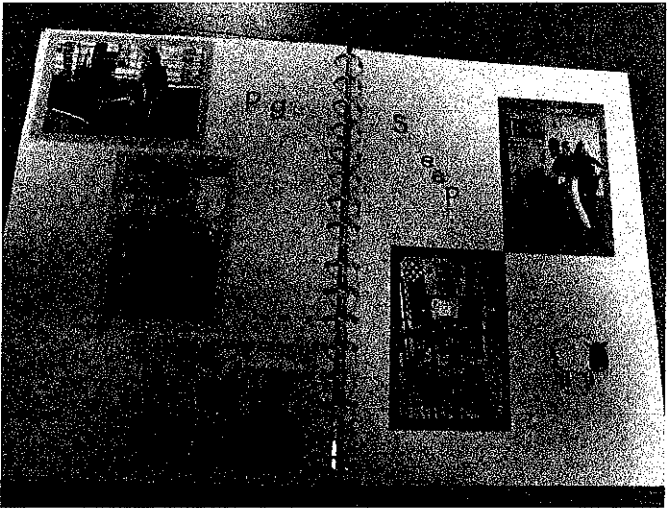
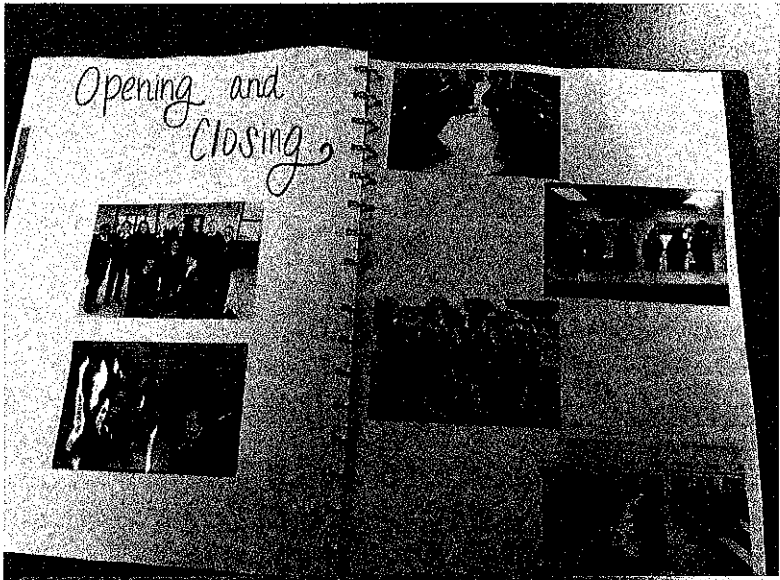
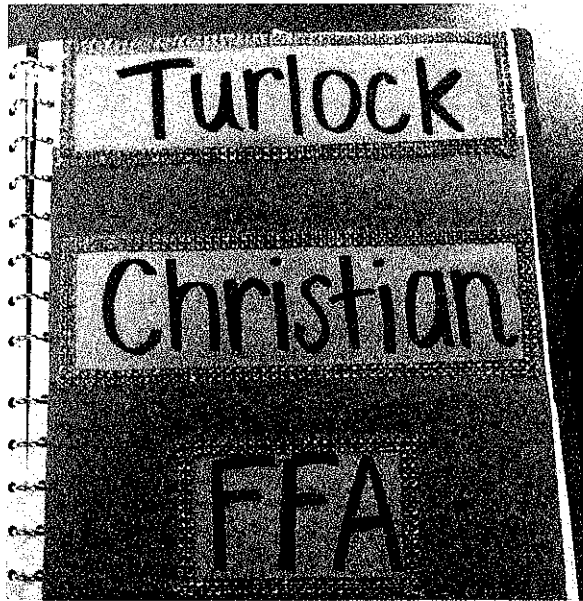
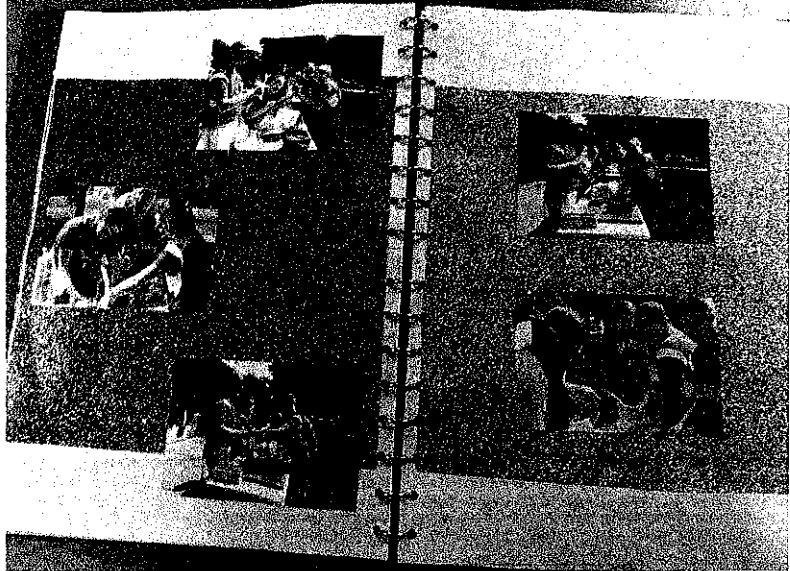
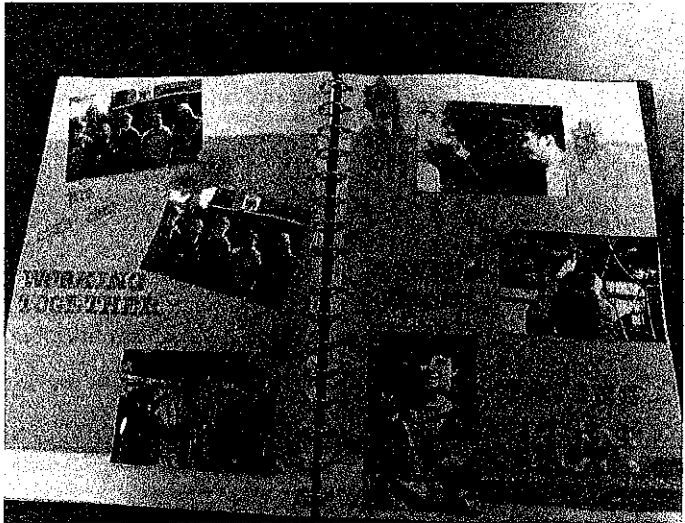
Add a comment...

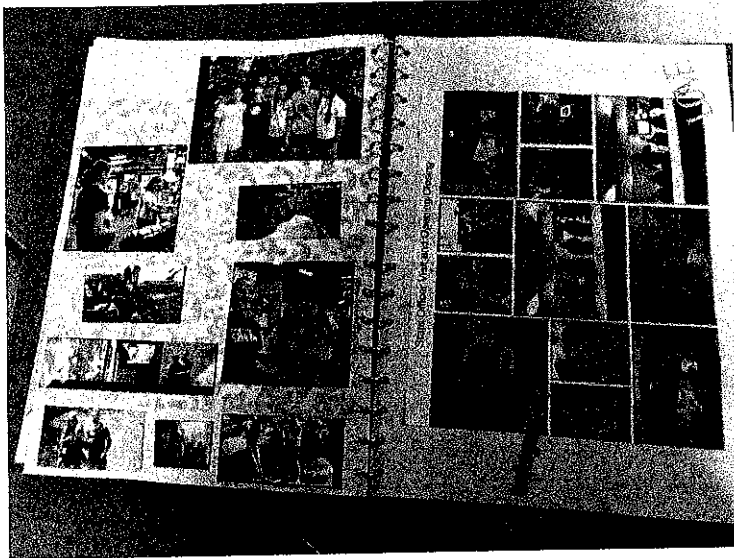
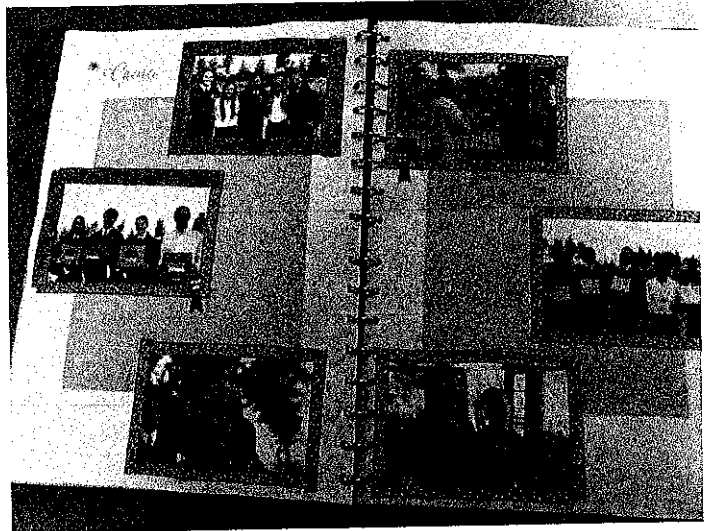
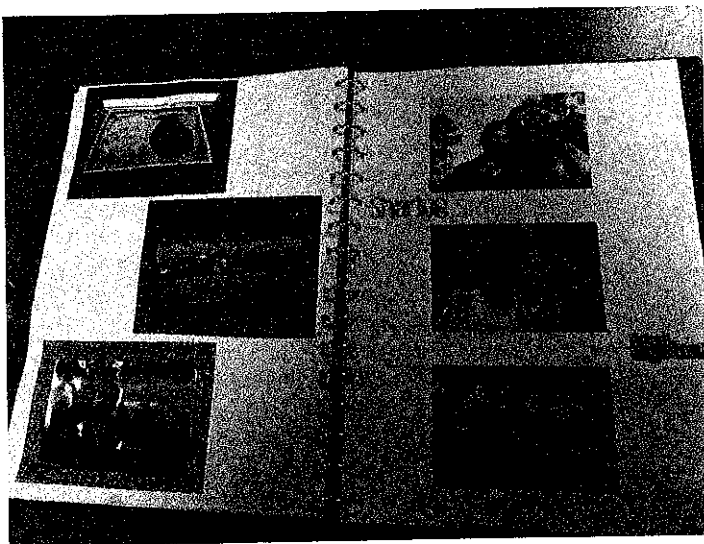
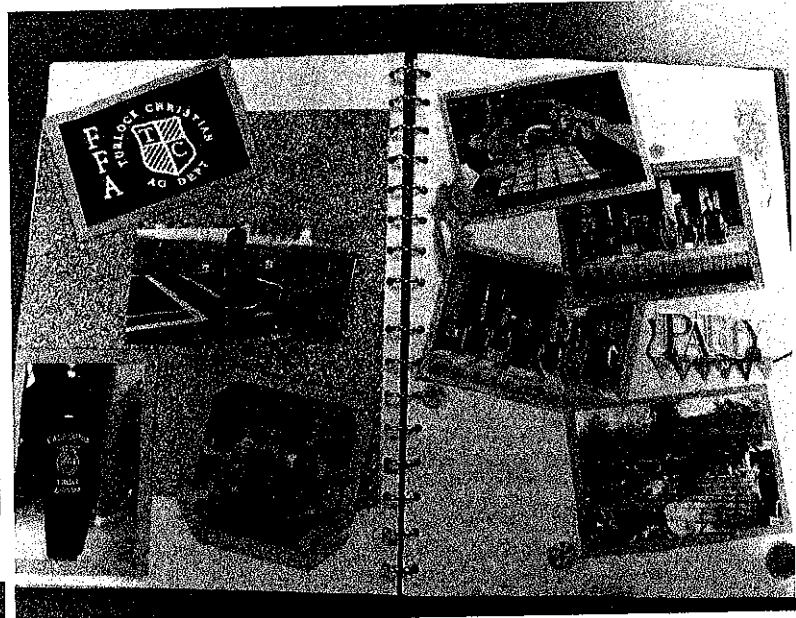
Supporting Materials



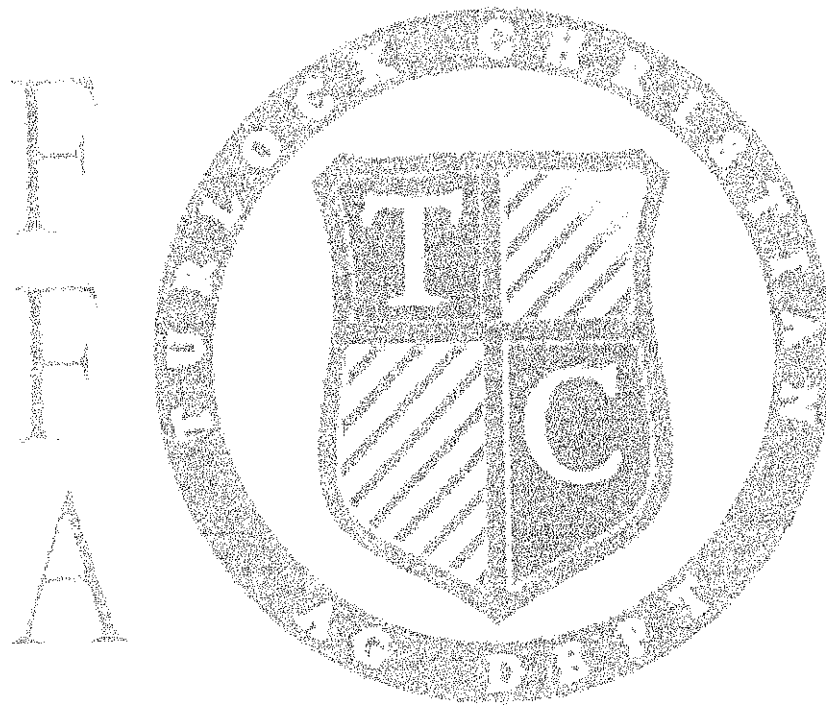
J. FFA Chapter Scrapbook

J. TC FFA Scrapbook





Supporting Materials



K. Summer Calendar

may

2017

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SAT/SUN

1 May

2

8

9

15

16

17

18

19

20/21

22

23

24

25

26

27/28 1-5 - Aseda
27 5-9pm Anna
4pm - Michael N
28 - 2-5 Emilie

29

7am - Alyss

6pm - Paige/Nicole

Heifers

2pm - Alyss

30

6:30am sheep/goats

8:20am - sheep in

Hillmar

9:20am - Emilie heifer

31

7am - Alyss

8:30am - Gage

9:30am - Gage

10:30am - Gage

11:30am - Gage

12:30pm - Gage

1:30pm - Gage

2:30pm - Gage

3:30pm - Gage

4:30pm - Gage

5:30pm - Gage

6:30pm - Gage

7:30pm - Gage

8:30pm - Gage

9:30pm - Gage

10:30pm - Gage

11:30pm - Gage

12:30am - Gage

6:30am sheep/goats

8:20am - sheep in

Hillmar

9:20am - Emilie heifer

1pm - handback

integrated to

code

camping

Ms Ewing - 559-903-1638
Mr. Truax - 209-485-6105

Left Toulomne Right on preschool
Right on Toulomne

june

2017

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
5 7am - Alyss 8:30am - Clarissa 6pm - Paige/Nicole Heifers 7pm - Logan Crowell	6 6:30am sheep/goats 8:20am - sheep in Hilmar 9:20am - Emilie heifer 10:30am - Kavya	7 7am - Alyss 8:30am - Alyss 9:30am - Alyss 10:30am - Kavya	1 June 6:30am sheep/goats 8:20am - sheep in Hilmar 9:20am - Emilie heifer 10:30am - Kavya	2 6am - Paige/Nicole heifers 7am - Logan 8:15am - Claire Jones 11:30am - Claire Jones	3/4
12 7am - Alyss 8:30am - Clarissa 6pm - Paige/Nicole Heifers 7pm - Logan Crowell	13 6:30am sheep/goats 8:20am - sheep in Hilmar 9:20am - Emilie heifer 10:30am - Kavya	14 7am - Alyss 8:30am - Alyss 9:30am - Alyss 10:30am - Kavya	8 6:30am sheep/goats 8:20am - sheep in Hilmar 9:20am - Emilie heifer 10:30am - Kavya	9 6am - Paige/Nicole heifers 7am - Logan 8:15am - Claire Jones 11:30am - Claire Jones	10/11 17/18
19 7am - Alyss 8:30am - Clarissa 6pm - Paige/Nicole Heifers 7pm - Logan Crowell	20 6:30am sheep/goats 8:20am - sheep in Hilmar 9:20am - Emilie heifer 10:30am - Kavya	21 7am - Alyss 8:30am - Alyss 9:30am - Alyss 10:30am - Kavya	15 6:30am sheep/goats 8:20am - sheep in Hilmar 9:20am - Emilie heifer 10:30am - Kavya	16 6am - Paige/Nicole heifers 7am - Logan 8:15am - Claire Jones	24/25
26 7am - Alyss 8:30am - Clarissa 6pm - Paige/Nicole Heifers 7pm - Logan Crowell	27 6:30am sheep/goats 8:20am - sheep in Hilmar 9:20am - Emilie heifer 10:30am - Kavya	28 7am - Alyss 8:30am - Alyss 9:30am - Alyss 10:30am - Kavya	22 6:30am sheep/goats 8:20am - sheep in Hilmar 9:20am - Emilie heifer 10:30am - Kavya	23 6am - Paige/Nicole heifers 7am - Logan 8:15am - Claire Jones 9:15am - Claire Jones	30

Camping

10/11

strike

10/11

10/11

10/11

10/11

10/11

10/11

10/11

10/11

10/11

10/11

10/11

10/11

10/11

10/11

10/11

10/11

10/11

10/11

2017

SAT/SUN

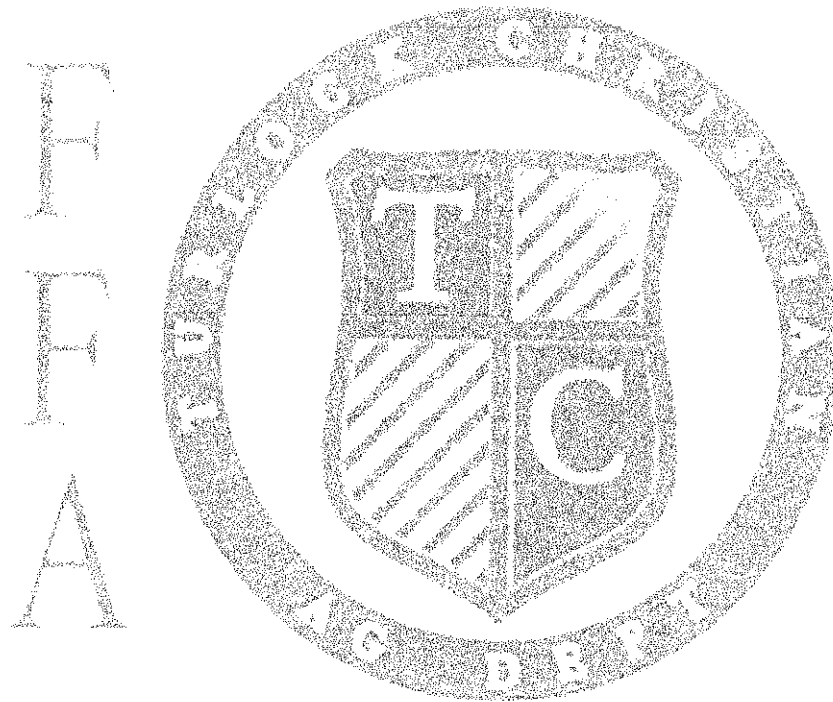
29/30
showmanstrip

*Fair Street
No. 10*

*Kent St.
Mg
Wright
H
P
B
S*

*Cellar
down*

Supporting Materials



L. Graduate Follow-Up Survey

TC FFA Graduate Survey

Please take this survey to tell us where you're at and how you're doing!

* Required

1. What is your name? *

2. What are you currently doing?

Mark only one oval.

- ☐ Community college
- ☐ 4-year college
- ☐ Part-time work
- ☐ Full-time work

3. If you are working, please provide the following: Employer Name and Job Title

4. If you are enrolled in college, please provide your college name and major:

5. Are you working/majoring in an Agricultural field?

Mark only one oval.

- ☐ Yes
- ☐ No

6. How did TC Agriculture Education prepare you for what you are currently doing?

7. How can the Ag Education program at Turlock Christian improve?

.....

.....

.....

.....

.....

8. What advice would you give an incoming Freshman in the TC FFA program?

.....

.....

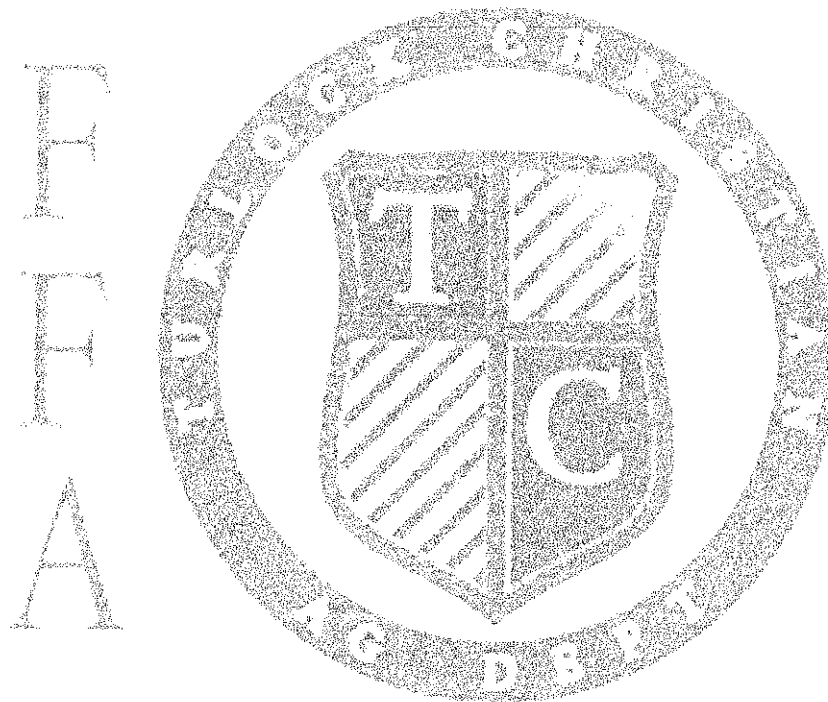
.....

.....

.....

Powered by
 Google Forms

Supporting Materials



M. Results of Graduate Follow-Up Survey

13. Graduate Follow-Up Survey Results.

Prior to 2017 Turlock Christian Agriculture Education program has not had a graduate follow-up survey. I chose to create a graduate follow-up for my Master's Project. With that said, once the survey was created, I went ahead and sent it out to our TC alumni to see if I could get a response in a short amount of time. I was happy to receive 5 responses pretty quickly. These responses have helped me to understand better the types of curriculum and issues that I need to be addressing in my Ag classes as well as the fact that I need to continue pushing students to compete in things that they may not on their own decide to do. I was pleasantly surprised that many of the students I "forced" into speaking competitions and judging teams actually found it to be the most rewarding part of their FFA experience. With that said, I'm quite happy that I chose to make a graduate follow-up as my Master's Project this year as I know it will provide valuable information in the future in regards to our program development.

6 responses

SUMMARY

INDIVIDUAL

Accepting responses



What is your name?

6 responses

[REDACTED]

[REDACTED]

[REDACTED]

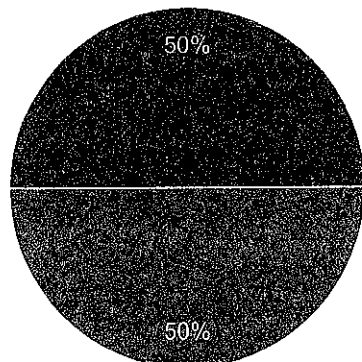
[REDACTED]

[REDACTED]

[REDACTED]

What are you currently doing?

6 responses



- Community college
- 4-year college
- Part-time work
- Full-time work

◀ [REDACTED] ▶

If you are working, please provide the following: Employer Name and Job Title

1 response

Stanislaus County Farm Bureau intern

If you are enrolled in college, please provide your college name and major:

6 responses

Modesto Junior College, Ag Business

California State University, Fresno. Animal Science Major

University of California, Berkeley - Major: Peace and Conflict Studies

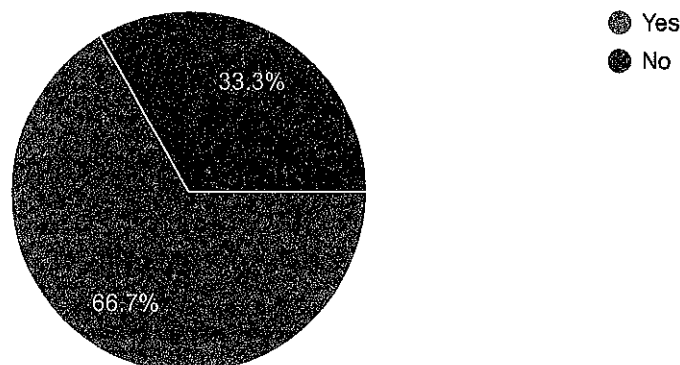
Dairy Science

University of Hawaii at Hilo, Animal Science: livestock production specialty

Modesto Junior College-Nursing

Are you working/majoring in an Agricultural field?

6 responses



How did TC Agriculture Education prepare you for what you are currently doing?

6 responses

TC's agriculture program provided me with a very good platform for my college education in agriculture. I was able to take classes at TC that prepared me for my current job at the Stanislaus County Farm Bureau.

It prepared me by providing the fundamentals of agriculture. In college they expand on those key things you taught us in class. It helped me to know that I wanted to work in the agriculture industry.

It gave me the confidence to stand firm in my values for agriculture and the purpose of God's creation. It helped me with organizational skills for events and tools for communication and public speaking.

The TC Ag Education prepared me for public speaking and how to utilize teamwork.

One of the practical applications from the Ag program is the job interview competition. This important life skill of job interviews, that I learned through TC FFA helped me better apply for internships. Dairy judging comes in handy when I work with dairy and beef cows at home and at the university.

It helped me gain enough confidence to choose my own path rather than what everyone else was doing. It taught me conversational and leadership skills and makes it easier to feel comfortable in a college setting.

How can the Ag Education program at Turlock Christian improve?

6 responses

I think that the Ag Education program could benefit from another Ag teacher that could teach classes such as Ag mechanics or welding. The Ag program is very well run, but it could use classes that offer different opportunities to students.

The ag education program could improve by helping the students in the classroom. Maybe a bit more hands on things with the more difficult topics in class.

I think it would be helpful to include in the curriculum more controversial issues that students will encounter in the college sphere. People are pretty opinionated on college campuses and it would be helpful to have a stronger ability to anticipate those arguments and knowledge for how to counter those arguments and respond to them.

To go to more conferences/social activities that the FFA holds. The more experience will be good for new comers and current members of the chapter.

well, as a I was only a part of the first year of the chapter. I'm thoroughly impressed with all the new improvements and changes in the Ag program at TC. Adding another teacher to work alongside Ms. Ewing to provide even more classes would attract more students.

Second Ag advisor lol

What advice would you give an incoming Freshman in the TC FFA program?

6 responses

I would say to get involved and get out of your comfort zone. Take advantage of the opportunities that the FFA has to offer and push yourself to be your best and grow. Have fun with it.

Just involve yourself as much as you can. If your apprehensive about an activity or event, just go and do it because its going to be fun and you will have a blast.

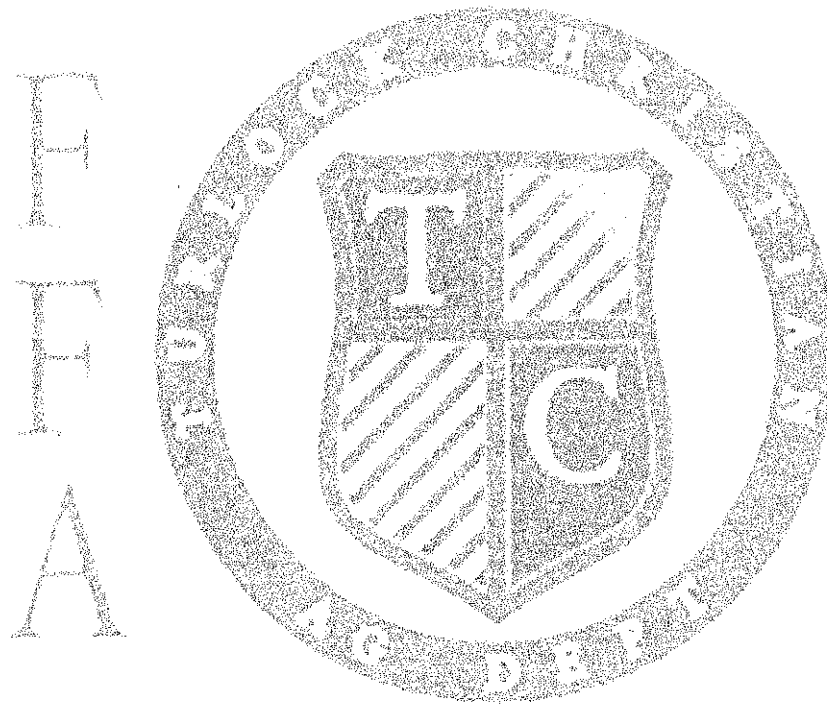
I would advise and incoming Freshman to take advantage of the hands on experience with agriculture and leadership opportunities.

To take a leap of faith and join either a speech or a judging team. They are building blocks that can be used in the future.

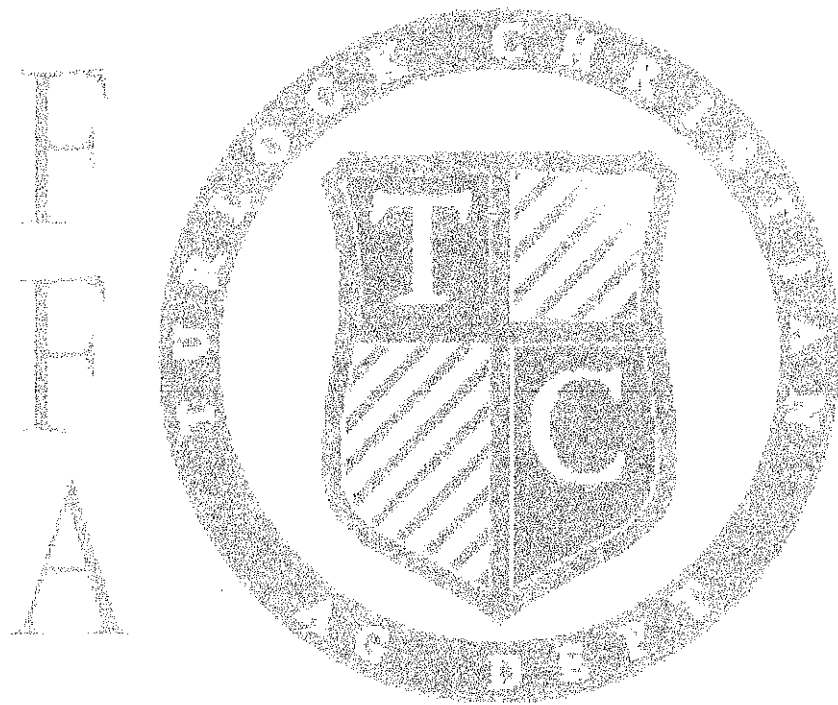
I would say, Do as many activities and projects that you can. Some of the activities like job interview competition did not seem important or remotely fun. BUT, I'm so glad that I did it! It is a valuable life skill. FFA will open numerous opportunities for your future if you use all the resources available. Along with that you might just find you life passion!

Try everything at least once. Within FFA there are many different aspects and ways to get involved. What one person loves might not be something you love, but that doesn't mean there's nothing in FFA for you. Go to the conferences, participate in FFA events and tours, try out a judging team, raise an animal for fair, grow some plants, try a speech competition. Even if you get nothing else out of it or you completely hate it, you will at least leave it with some great memories and even greater friends, and that is worth it.

Supporting Materials



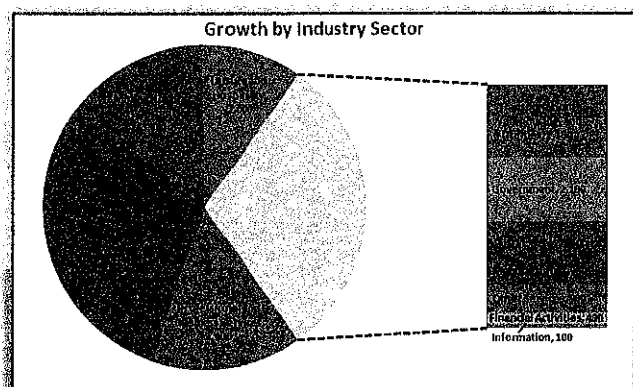
N. Turlock Christian Agriculture Department Program Plan



A. Job Market

2010-2020 Stanislaus County Projection Highlights

Industry Employment, which includes self-employment, unpaid family workers, private household workers, farm, and nonfarm employment in Stanislaus County, is expected to reach 207,100 by 2020, an increase of 16 percent over the 10-year projections period. This increase represents a gain of 28,600 jobs.



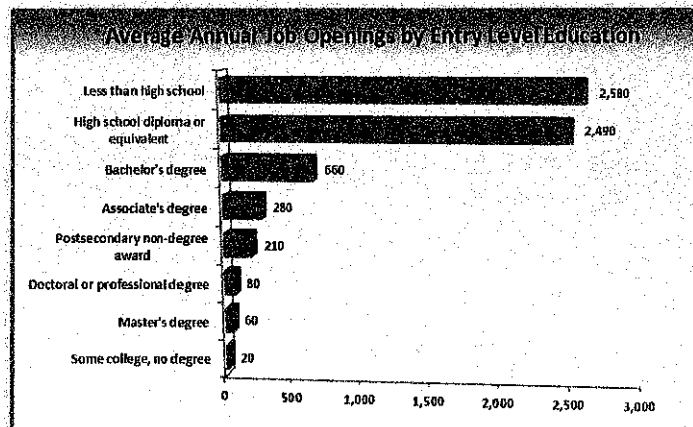
Total nonfarm employment is projected to grow by nearly 25,900 jobs by 2020. Fifty-nine percent of all projected nonfarm job growth is concentrated in four industry sectors.

- Professional and business services employment is projected to grow by 31.2 percent through the projection period and will have more than a half of its growth in administrative and support and waste management and remediation services.
- Educational services, health care and social assistance industry is expected to increase by 16.8 percent, with the health care and social assistance subsector contributing 3,600 jobs.
- The retail trade sector anticipates job gains of 3,800, led by a growth of 900 jobs in general merchandise stores.
- Mining, Logging and Construction is expected to be the fastest growing industry sector at a 62.7 growth rate (3,700 jobs).

Occupational Employment, forecasts approximately 28,700 new jobs from industry growth and more than 42,700 job openings from replacement needs for a combined total of nearly 71,500 job openings.

The 50 occupations with the most job openings are forecasted to generate about 4,000 total job openings annually, which is about 55 percent of all job openings in Stanislaus County. The top three occupations with the most job openings are cashiers; farmworkers and laborers, crop, nursery, and greenhouse; Laborers and freight, stock, and material movers, hand. These occupations have median wages ranging from \$9 to \$13 per hour and require short-term on-the-job training. Higher-skilled occupations, requiring an associate's degree or higher, include teachers (elementary, middle school, and secondary); accountants and auditors; and registered nurses.

The 50 fastest growing occupations anticipate an annual growth rate of 1.8 percent or higher. Occupations range from food preparation workers that require less than a high school education and earn \$9 per hour to software developers that require a bachelor's degree and pay median wages of \$46 per hour.



The following table, categorized by entry-level education, provides a summary of the fastest- and largest-growing occupations.

**2010-2020 Comparison of Growing Occupations by Entry Level Education
Stanislaus County**

Fastest Growing (New Jobs from Industry Growth)	Entry Level Education	Largest Growing (New Jobs and Replacement Needs)
Pharmacists (17.2% or 50 jobs) Lawyers (13.6% or 60 jobs) Clinical, Counseling, and School Psychologists (12.5% or 30 jobs)	Doctoral or Professional Degree	Lawyers (140 jobs) Pharmacists (120 jobs) Clinical, Counseling, and School Psychologists (110 jobs)
Instructional Coordinators (16.1% or 50 jobs) Educational, Guidance, School, and Vocational Counselors (10.7% or 30 jobs) Education Administrators, Elementary and Secondary School (3.1% or 10 jobs)	Master's Degree	Instructional Coordinators (120 jobs) Education Administrators, Elementary and Secondary School (100 jobs) Educational, Guidance, School, and Vocational Counselors (90 jobs)
Cost Estimators (54.5% or 120 jobs) Management Analysts (28.9% or 130 jobs) Software Developers, Applications (27.3% or 60 jobs) Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (17.9% or 50 jobs) Accountants and Auditors (17.8% or 160 jobs)	Bachelor's Degree	Elementary School Teachers, Except Special Education (890 jobs) Secondary School Teachers, Except Special and Career/Technical Education (380 jobs) Accountants and Auditors (360 jobs) Middle School Teachers, Except Special and Career/Technical Education (330 jobs) Sales Managers (210 jobs)
Construction Managers (40.0% or 140 jobs) Radiologic Technologists and Technicians (20.8% or 50 jobs) Registered Nurses (19.5% or 650 jobs) Preschool Teachers, Except Special Education (13.0% or 60 jobs) Dental Hygienists (12.1% or 40 jobs)	Associate's Degree	Registered Nurses (1,250 jobs) General and Operations Managers (580 jobs) Preschool Teachers, Except Special Education (170 jobs) Construction Managers (160 jobs) Dental Hygienists (110 jobs)
Heating, Air Conditioning, and Refrigeration Mechanics and Installers (60.7% or 170 jobs) Hairdressers, Hairstylists, and Cosmetologists (19.0% or 120 jobs) Licensed Practical and Licensed Vocational Nurses (12.5% or 80 jobs) Nursing Aides, Orderlies, and Attendants (12.2% or 220 jobs) Medical Records and Health Information Technicians (12.0% or 30 jobs) Computer Support Specialists (15.4% or 60 jobs)	Postsecondary Non-degree Award	Nursing Aides, Orderlies, and Attendants (450 jobs) Licensed Practical and Licensed Vocational Nurses (250 jobs) Hairdressers, Hairstylists, and Cosmetologists (240 jobs) Heating, Air Conditioning, and Refrigeration Mechanics and Installers (220 jobs) Dental Assistants (160 jobs)
First-Line Supervisors of Construction Trades and Extraction Workers (57.5% or 230 jobs) Plumbers, Pipefitters, and Steamfitters (53.5% or 230 jobs) Electricians (53.0% or 350 jobs) Carpenters (49.4% or 400 jobs) Operating Engineers and Other Construction Equipment Operators (40.7% or 110 jobs)	Some College, No Degree	Computer Support Specialists (160 jobs)
	High School Diploma or Equivalent	Office Clerks, General (1,230 jobs) Heavy and Tractor-Trailer Truck Drivers (1,190 jobs) Farmers, Ranchers, and Other Agricultural Managers (1,190 jobs) First-Line Supervisors of Retail Sales Workers (830 jobs) First-Line Supervisors of Office and Administrative Support Workers (710 jobs)
Drywall and Ceiling Tile Installers (57.6% or 190 jobs) Painters, Construction and Maintenance (49.3% or 340 jobs) Roofers (48.0% or 120 jobs) Construction Laborers (44.4% or 320 jobs) Home Health Aides (44.4% or 280 jobs)	Less than High School	Cashiers (3,020 jobs) Farmworkers and Laborers, Crop, Nursery, and Greenhouse (2,730 jobs) Laborers and Freight, Stock, and Material Movers, Hand (2,650 jobs) Retail Salespersons (2,480 jobs) Combined Food Preparation and Serving Workers, Including Fast Food (2,070 jobs)

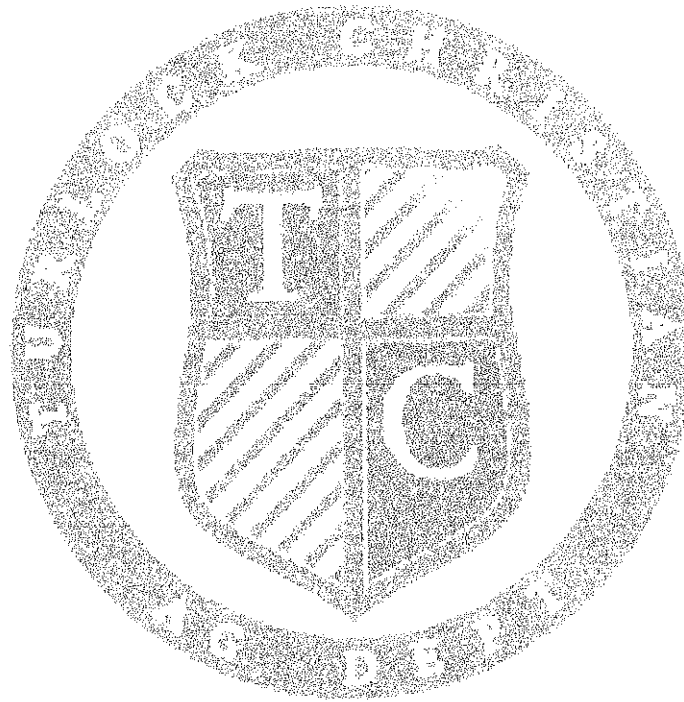
Excludes "All-Other" occupations and those with employment less than 200 in 2010.

Source: California Employment Development Department

Visit our website www.labormarketinfo.edd.ca.gov or contact the local labor market consultant at (209) 941-6551.

August 2013

FFFA



B. Targeted Occupations

Industry Sector: Agriculture and Natural Resources

Pathway: Agricultural Business

California Template Program of Study

Grade Level	Sample Occupations Relating to this Pathway				
	English Language Arts	Math	Social Studies	Science	Career Technical Education Course
7	English 7	Pre-Algebra	History 7	Physical Science	Bible 7
8	English 8	JH Algebra I or Math II	History 8		Bible 8
9	English 9	Algebra I	Intro. to Ag./Agriculture	Life Science	Bible 9
10	English 10	Geometry	World History	Ag Biology	Bible 10
11	English 11 or AP English 11	Adv Algebra	U.S. History	Ag Business	Ag Sales/Marketing
12	English 12 or AP English 12	AP Statistics or Pre-Cal	Gov./Econ.	Chemistry or Physics	Ag Business Internship
Articulated dual credit courses must be taken/moved to the secondary level for articulation/dual credit purposes.					
13		Ag. Account.	Ag. Econ.	Plant Science	Intro. to Ag. Ed. And Careers
14				Animal Science	Intro. to Mech. Tech.
15				Ag. Lab	
16					
Modesto Junior College Certificates/Degrees: Ag. Business (A.S.), Ag. Sales and Service (A.S.) Other MJC Certificates/Degrees: Ag. Sales, Service Tech. (Certificate) Dual/Concurrent Enrollment – Articulated Courses					
High School: Turlock Christian					
Community College: Modesto Junior College					
College/University: Cal Poly San Luis Obispo/UC Davis					

Other Required Courses or Recommended Electives

Occupations requiring some post-secondary

- Ag. Retail salesperson
- Equipment Parts Salesperson
- Occupations requiring a 2 year Degree
- Farm Realtor/Appraiser
- Customer Service Rep.
- Farm Accountant

Occupations requiring a BA/BS Degree

- Ag. Supplies Purchasing
- Animal Sales and Marketing Manager
- Ag. Commodity Broker
- Articulated Courses
- Intro. to Ag. Education and Careers (?)

Industry recognized certifications, licenses, credentials or apprenticeships related to this pathway.

- Ag. Business Management
- Ag. Computer Apps.
- Soils

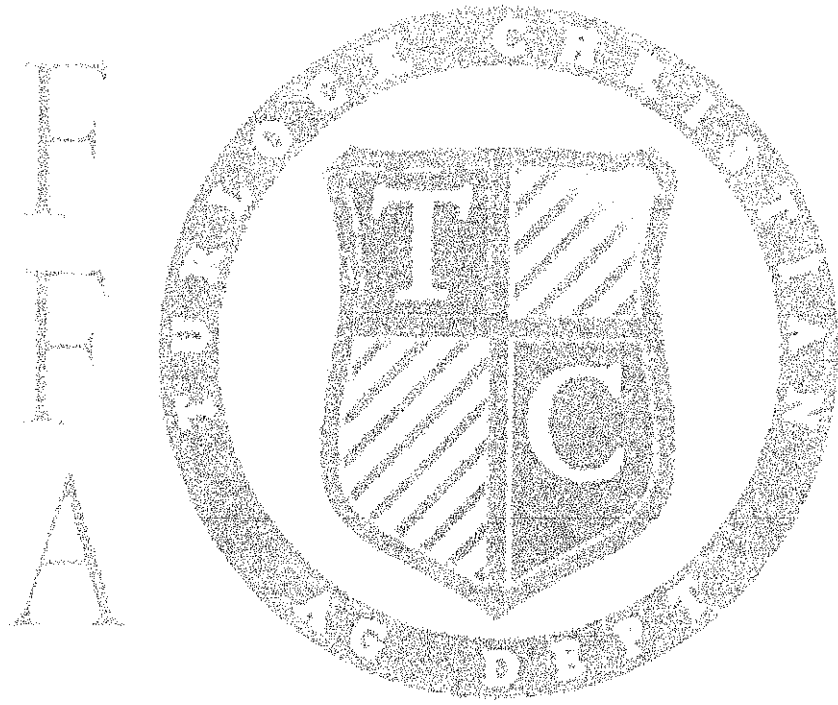
[illegible]

California Template Program of Study

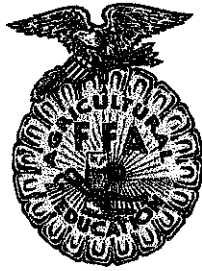
Level	English Language Arts	Math	Social Studies	Science	Career Technical Education Course	Other Required Courses or Recommended Electives	Sample Occupations Relating to this Pathway
7	English 7	Pre-Algebra	History 7	Physical Science	Bible 7	PE 7	Band or JH Art
8	English 8	JH Algebra I or Math II	History 8		Bible 8	JH Spanish	JH P&W or Comm./JH Drama
9	English 9	Algebra I	Intro. to Ag./Agriscience	Life Science	Bible 9	Drama	HS Spanish I
10	English 10	Geometry	World History	Ag Biology	Bible 10	Health	HS Spanish II
11	English 11 or AP English 11	Adv. Algebra	U.S. History	Plant/Animal Phys	Vet Medicine	Bible 11	Journalism
12	English 12 or AP English 12	AP Statistics or Pre-Cal	Gov./Econ	Chemistry or Physics	Veterinary Internship	Bible 12	HS Comm.
Articulated dual credit courses must be taken/moved to the secondary level for articulation/dual credit purposes.							
13		Ag. Comp. or Higher Math	Elements of Ag. Economics	Plant Science	Intro. to Ag. Ed. And Careers	Ag. Internship	Intro. Mech. Tech.
14	Ag. Comm.	Ag. Account.	Animal Health and Sanitation	Beef Cattle Science	Basic Food Plant Lab. Proc.	Food Lab. Instruments	Soils
15				Intro. to Meat Scien.	Swine Science	Organic Biochem.	Animal Science
16				Livestock, Feed, Nutri.	Sheep Science		Livestock Selection
High School: Turlock Christian				Modesto Junior College Certificates/Degrees: Animal Science (A.S.), Crop Science (A.S.)			
Community College: Modesto Junior College (A.S. & Certificate)				Other MJC Certificates/Degrees: Artificial Insemination Tech. (Cert.), Dairy Ind. (Cert.)			
College/University: Cal Poly San Luis Obispo/UC Davis				Dual/Concurrent Enrollment – Articulated Courses			

California Template Program of Study

College/University: Cal Poly San Luis Obispo/UC Davis

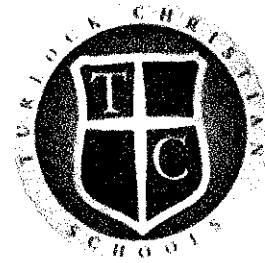


C. Total Program Goals and Objectives



**Turlock Christian High School
Agriculture Department**

Program Goals and Objectives

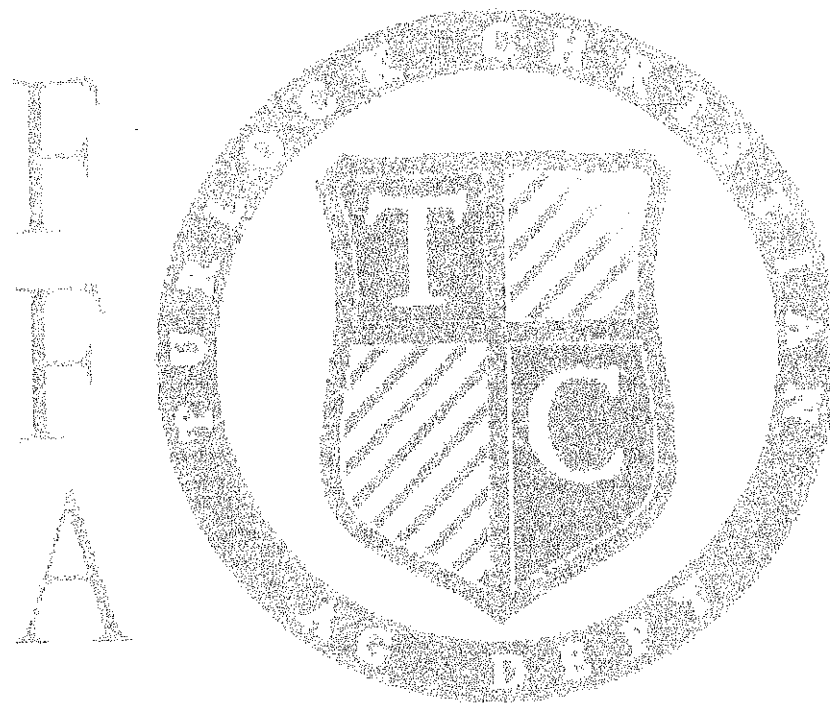


Goal:

- The goal of the TCHS Agriculture Department is to create, develop, and maintain a balanced 3-circle model of Ag Education that encourages all students to use knowledge gained in the hands-on classroom environment to have and perfect an SAE program, and participate in FFA leadership opportunities in order to leave high school well-rounded and ready for their next step.

Objective(s):

- Incorporate innovative SAE opportunities for members, by utilizing all 7 kinds of SAE.
- Inform and encourage all FFA members to take advantage of leadership-building opportunities.
- Work with local businesses to provide internship opportunities for students seeking greater involvement in the agriculture industry.
- Develop a complete Agriculture Business Pathway of courses for students to take.



***D. Program Description
of Included Courses,
SAE, and Leadership***

TC FFA Stats (17-18):

Number of FFA Members:

- 91

Competitions Entered: (2016-2017)

- Opening/Closing Ceremonies - 3 Gold & 1 Silver
- Creed Speaking - 4 participants, 1st and 3rd
- Prepared Public Speaking - 4th in Section
- Impromptu Speaking - 3 participants, 3rd in Section
- Milk Quality and Dairy Products - competed across the state
- Livestock Judging - 5th in goats at State FFA Finals
- Farm Business Management - 1st year, 3rd high team at Fresno State
- Dairy Cattle Judging - 2nd High Team at State FFA Finals, Alyss Myers was 1st High Individual

Leadership Conferences Attended: (2016-2017)

- Greenhand Leadership Conference; Modesto, CA
- Chapter Officer Leadership Conference; Modesto, CA
- Made for Excellence and Advanced Leadership Academy; Monterey, CA
- State FFA Leadership Conference; Fresno, CA

CA State Degrees Held: 5

For more information
contact:

Hannah Ewing
TC FFA Advisor

1619 E. Monte Vista Ave.
Turlock, CA 95382
hewing@tcschools.us
209-632-2337



Turlock Christian FFA Theme Verse

"All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work."

2 Timothy 3:16-17

Email: Hewing@tcschools.us
Visit Turlock Christian FFA on Facebook!
[@TurlockChristianFFA](https://www.facebook.com/TurlockChristianFFA)



TC FFA IS...

Getting equipped for

SUCCESS

Immersing ourselves in the

EXPERIENCE

Giving back to our

COMMUNITY

**Turlock Christian
FFA**



Turlock Christian FFA: California's First Private School FFA Program

On September 27, 2012 Turlock Christian High School became the first private school in California to feature a Nationally chartered FFA program, as a result of the efforts of many community members' requests to offer a strong agriculture program at Turlock Christian High. Once chartered, an elected team of FFA officers worked to plan out the first year of activities, and the year was a success. This year we hope to go farther in creating the full Ag Education experience for all students!



Course Options:

Agriculture Biology

Ag Biology is academically equivalent to biology, but with a much more hands-on approach. An emphasis is placed on the connection between agriculture and biology. (This course meets the UC -D Requirement)

Agriculture Chemistry

Agriculture Chemistry is a UC approved Chemistry course that provides students with a different approach to chemistry. Students learn the ins and outs of soil science and how chemistry principles apply to plant growth and development. Using the vehicle of agriculture students are able to complete an intimidating subject with less stress than expected.

Agriculture Sales and Marketing

Students enrolled in this class will understand how personal skill development affects employability as well as key concepts in group dynamics, conflict resolution, and negotiation while displaying critical thinking skills, logical reasoning, and problem solving. Students will also understand the principles of effective communication and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.

Agriculture Business (every other year)

Business principles are crucial to all walks of life. Students in this class will learn the basics of our most important agriculture industries and then are able to work side-by-side with agriculture businesses in our area to learn the ins and outs of Agriculture Business in the Central Valley.

Agriculture Government/Economics

One semester will focus on the basic structure and operations of the federal government with a focus on its effect on agriculture. Contemporary issues will be studied as they develop. The second semester will investigate the economics and business practices of the agriculture industry. (This course meets the UC -A Requirement)

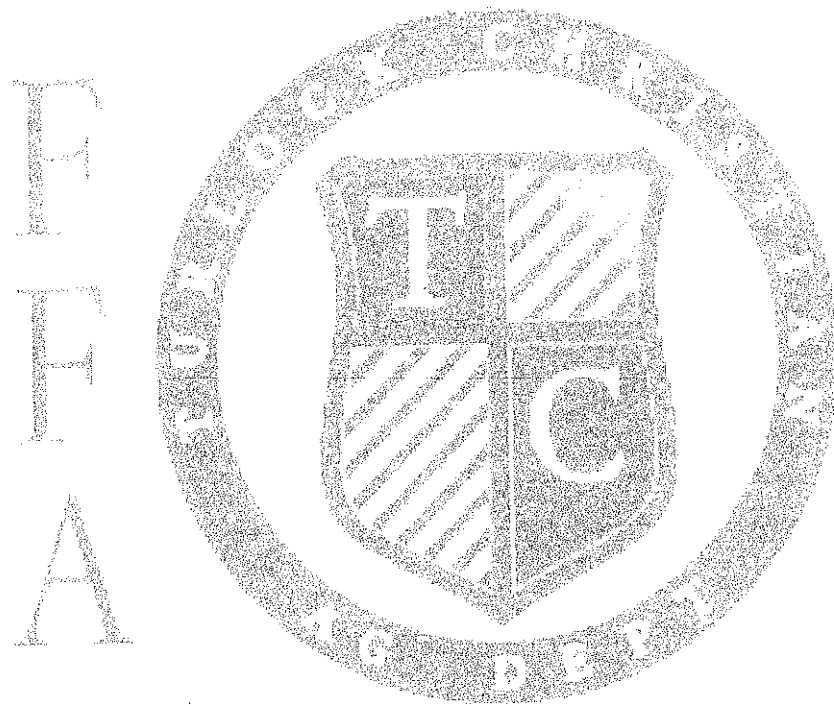
Competitions:

Designed specifically to develop leadership skills such as public speaking and teamwork. Find your perfect fit!

- Opening and Closing Ceremonies
- Creed
- Impromptu
- Job Interview
- Prepared Public Speaking
- Dairy Cattle Judging
- Livestock Judging
- Ag Mechanics
- Farm Business Management
- And MANY, MANY MORE!!

** (See Miss Ewing for more info)





***E. Program and/or
Course Subject Matter
Content Outline***

Turlock Christian School
Course Description

Course: Integrated Agriculture Biology

Grade Level: 9, 10

Teacher: Hannah Ewing

Philosophy Statement	Integrated Agriculture Biology is all about learning the complexities of life, using the vehicle of Agriculture. It's such a blessing to be able to do this from a biblical worldview, seeing how creative our God is and how complex His creation is: from microorganisms that can create sugar from sunlight to our own very complex body structures. It is the goal of this class to not only reveal God's creation, but introduce students to the magnificence of His creation. We also believe that through an understanding of science, students can: A) better appreciate their roles as stewards of God's creation and the resources he has provided, B) appreciate man's past and become better participants in his present and future efforts to improve his existence, and C) to understand more of the nature of God as revealed through creation. Through studying empirical evidence students will be able to experience the magnitude of God's awesome creative power. Key Verses Psalms 139:13,15-16: For You did form my inward parts; You did knit me together in my mother's womb...My frame was not hidden from You when I was being formed in secret [and] intricately and curiously wrought [as if embroidered with various colors] in the depths of the earth [a region of darkness and mystery]. Your eyes saw my unformed substance, and in Your book all the days [of my life] were written before ever they took shape, when as yet there was none of them. (Amplified Version) Ephesians 2:10: For we are God's [own] handiwork (His workmanship), recreated in Christ Jesus, [born anew] that we may do those good works which God predestined (planned beforehand) for us [taking paths which He prepared ahead of time], that we should walk in them [living the good life which He prearranged and made ready for us to live].
Course Objective	Agricultural Biology is a cooperative, cross discipline course designed to meet the needs of college-bound students with an interest in agriculture and science with a desire to matriculate into Ag-specific programs offered at the University of California, Davis or those offered at campuses of California State Universities. Through lecture, study, synthesis, and analysis, students will learn using the scientific method about living organisms, their interactions with the environment including cellular aspects, plant/animal genetics, ecology and its effects on biodiversity. This class includes extensive laboratory components that will require data collection, interpretation of observations and critical thinking to connect the principles of life science with agriculture. Technical reading assignments, written lab reports, and research projects will be required. A student leadership organization (SLO) will be utilized to provide a co-curricular opportunity for participation in a supervised agricultural and scientific investigative experience.
Textbook	Pearson's Biology by Miller and Levine, 2010
Other Resources	Internet Resources, Lab Manual A and B, by Pearson's Miller and Levine.
Time Allotment	1 hr. 30 min. block, 2 days a week; +50 minute period, 1 day a week
Course Content	1. Introduction to Agricultural Biology -Agriculture is the defining innovation in the development of human societies. For students living in the Central Valley of California it continues to be an essential industry, which impacts our students and their families. The need for students to seek answers to critical questions about life in its various forms defines the need for an agricultural biology course. In this course students will learn not only how to ask questions but will develop an understanding of how answers are derived. In understanding life's characteristics

and the methods to study life, students will develop an appreciation of the living world. Concepts for study include, but are not limited to the interconnection between agriculture and the science of Biology, how this interaction has shaped our society and culture, California agriculture and its economic role both in our state as well as the country, and an introduction to the FFA organization and its leader-building capabilities.

Biblical Integration: God is the Creator of all life, therefore as we explore how complex our life systems are we get to see our Creator at work, and therefore that is the goal of each and every unit in this class. Although there is not one specific verse to put here I fully believe that life points to our Creator. It's design and purpose lead to only one conclusion: that we were created for a specific purpose and each of our body functions (and plant's functions) are for that specific purpose.

Key Assignments/Labs:

A. Students will create a timeline to map agricultural and biological events. Each event will have a brief piece of information attached to it to inform the student further. This timeline will include, but are not limited to, the following events: plant domestication, animal domestication, the beginning of "agriculture" as we know it, the cell is found, penicillin is found, etc. As the student physically makes a timeline, they will be able to see the connection between agriculture and the science of Biology, and how the interaction of both has shaped our society and culture.

B. Students will develop a map of California that will display its commodities by region. In addition, the monetary gain from exports of those commodities to California will be listed in order for students to gain mastery in California agriculture as well as its economic role in our state.

C. Students will develop a written action plan for their involvement in the FFA organization. A key part of the Agriculture Education model is the development of leadership skills through participation in FFA competitions and events. Development of this action plan will allow students to plan to incorporate these events into their busy schedules.

2. The Science and Chemistry of Biology: Scientific inquiry is the basis for finding answers to our questions and conundrums. The answers to those meaningful questions are found by conducting careful investigations and experiments. This unit will focus on the lab equipment, procedures, and methods associated with those investigations and experiments. Concepts of study include, but are not limited to, data collection and analysis, statistical probability, graphic representation of results, developing informed hypothesis, the metric system, lab safety and a knowledge of the equipment and its proper usage, as well as technical and expository writing skills. In completing this area students will be able to work safely in a laboratory setting. Students will be able to recognize unsafe conditions in the laboratory, report them and make reasonable decisions as to the how those conditions should be avoided and/or corrected. Students will mimic how professional scientist work by developing experiments, testing and gathering data, and applying the conclusions to solve problems.

Biblical Integration: Scientists use what they see to make interpretations about data they collect. The purpose of biblical integration in this unit is to enforce the importance for interpreting all data through a biblical worldview. That we are looking for examples of biblical truth in nature, rather than nature and bible being in opposition with one another. In all honesty, true scientists

that come at projects with an open mind ALWAYS reach one conclusion. That the bible is Truth.

Key Assignments/Labs:

A. Curds and Whey pH Lab: Students will conduct a scientific experiment to explore the effect of pH on milk. Four different substances with known pH will be separately mixed into four different cups of the same amount of milk to observe what effect pH has on milk. Students will be required to formulate a hypothesis, collect and analyze data, and record a conclusion with proper data citing. This lab will focus on the skill mastery of the formal lab report, making sure that citations are appropriate. During the experiment, emphasis will be placed on lab safety and proper use of lab equipment for students to gain mastery in both areas.

B. Organic Compounds Food Lab: Students will conduct a scientific experiment to test the presence or absence of starch, lipids, protein, and sugar in various everyday organic compounds. Students will test ten food items for the presence or absence of sugar, lipid, starch, and protein respectively. This lab will be focused on student mastery of making proper measurements. Students will use the metric system to accurately measure out each substance, and in doing so; demonstrate their mastery of the metric system. As with all labs, proper lab safety will be demonstrated.

C. Liver Enzyme Lab: Students will conduct a scientific experiment to test the effect of temperature on the rate of reaction of enzymes. Students will be required to formulate a hypothesis, collect and analyze data, form a conclusion, and submit a formal written lab report. Special emphasis will be placed on students to demonstrate their skill with the different laboratory equipment they are working with; using safe lab procedures and standard operating procedures for the classroom.

D. Fertilizer Concentration Lab: Students will conduct an experiment to apply the 6 steps of the scientific method to test the question: "What is the effect of fertilizer application to vegetative growth?". Students are required to form a hypothesis, write a methodology, collect and analyze data, form a conclusion, and construct a formal lab write-up. After they have drawn a conclusion, students will be presented with a real agricultural problem concerning fertilizer concentration and will be asked to use their conclusion to come up with an answer for the problem. Emphasis will be placed on making the connection between experiments and answers to real problems.

3. Cellular Biology - A cell is the most basic unit of living organisms. The history and discovery of the cell by the use of a light microscope will serve as an introduction to the study of the cell. Students will study both prokaryotic and eukaryotic cells from plants and animals, comparing and contrasting the basic structures and functions. The chemical reactions that cells rely upon to function will be explored and discussed. Organelles' structure and functions and the continuum of the plasma membrane will be examined and analyzed. The specifics of movement across the plasma membrane in osmosis, diffusion, and active and passive transport will be investigated. Respiration and transport will be discussed as well as the chemical process involved with the enzymes, energy in the cell and ATP production. Students will review and explain the concept of fermentation, with specific emphasis on its relationship to agriculture. Students will be able to distinguish and explain the differences and similarities between plant and animal cells and build a model to display their understanding.

Biological Integration: The complexities of the smallest form of life point to Creation. As stated in Psalm 139:13-14 God knows our inward parts- to the smallest level of the cell. As you study how complex each organelle is and how many ways that there are for the cell to fail and our plants or ourselves to fail, the fact that we continue to live and thrive and improve shows that there's a specific plan for each organism and that it's definitely an Almighty power, not one of this world.

Key Assignments/Labs:

A. Plant and Animal Cell Structure: Students will compare and contrast plant, animal, and prokaryotic cells by observing them under a compound light microscope. Students will be required to construct a formal lab write up and scientific diagrams labeling all visible cell parts, pointing out distinctions between plant and animal cells. Students will exhibit skill mastery in proper use of the microscope, as well as pointing out key differences between our 3 main types of cells.

B. The Cell Model: Students will build a model of either a plant or animal cell, labeling every organelle with its functions. Upon completion, students will pair with a student who made a different type of cell as them and compare and contrast the similarities and differences between the two types of cells. Students will demonstrate their mastery of understanding the differences between the two cell types through oral presentation to the class.

C. Cell City Construction: Students will draw a cell using the analogy of the cell as a city. Every part of the cell will be labeled with a corresponding function in both biological terms as well as city terms (ie the city's Powerplant is the mitochondria). Students will demonstrate their understanding of organelle function as well as the purpose and function of the plasma membrane. Special notice will be taken by the students to demonstrate their understanding of the types of transport across the cell membrane.

D. Yeast Fermentation Lab: Students conduct an experiment to test the effect of sugar content on yeast fermentation. Students will be required to form a hypothesis, collect and analyze data, and form a conclusion based on evidence presented in the experiment. Students will demonstrate their mastery of the topic of fermentation by answering a specific agricultural question on silage fermentation using their conclusion from the experiment as well as knowledge gained in the classroom.

4. Plant Physiology, Reproduction, Photosynthesis, and Growth - The study of Botany will focus on the structure, growth, reproduction, development of diseases and evolution of plants, algae, and fungi. Emphasis will be placed on techniques used to maximize crop production including genetic manipulation and cultivation practices. Students will have the opportunity to raise plants in a controlled environment and make conclusions based upon their collection of data and observations. The students will be able to identify specific structures in plants and will be able to explain the process of photosynthesis. The students will be able to identify certain growth requirements for plants and identify chemical and environmental factors that may affect plant growth. Students will be able to illustrate and explain the concepts of asexual and sexual reproduction and the phases of mitosis and meiosis.

A. Photosynthesis Investigation Lab: Students will conduct a scientific experiment to test the effect of light and colors of light on starch production in plant leaves. Students will be required to formulate a hypothesis, collect and

analyze data, form a conclusion as to which type of light is best for maximum photosynthesis. Students will demonstrate their mastery of the topic of photosynthesis as well as the scientific process.

B. Mitosis/Meiosis Comparison Poster: Students will use their knowledge of the topic of cell reproduction to create a poster explaining the differences between mitosis and meiosis. Each phase of mitosis and meiosis will need to be drawn in detail to ensure mastery of the phases of cell reproduction.

C. Flower Dissection: Students will dissect a flower, identifying each of its parts with their function, while using proper lab safety techniques. Upon completion of this dissection, students will demonstrate their mastery of the topic of plant part identification by oral presentation.

D. Plant Growth Requirements: Students will complete a research project to explain the 6 plant growth requirements, as well as how specific chemical and environmental factors (such as pesticides and extreme weather) can effect plant growth. Project will be presented on a poster board to the entire class in the form of a presentation to exhibit the students' mastery of the topic of plant growth requirements.

E. DNA Scissors: Students will explore the process of restriction enzymes as they are used in recombinant DNA technology by creating a piece of recombinant DNA. In order to effect mastery of the topic of genetic manipulation for crop production, we will be using Bt corn as our example, and students will be creating a piece of recombinant DNA with the gene from Bt to be inserted into corn plant's DNA. Upon completion, students will demonstrate mastery of recombinant DNA technology as well as how this technology is used in agriculture today to maximize crop production.

5. Plant and Animal Genetics - The historic implications of Mendel's experiments and impact on the study of genetics will be examined. Students will work with Punnet squares to discover and calculate the probability of mutations, analyze genetic diversity, and dominant and recessive genes. Phenotypes and genotypes and the rules of inheritance will be discussed and tested in the lab. Students will use examples in production agriculture to solve inheritance scenarios based on the rules of inheritance. DNA, RNA, chromosome functions and proteins will be studied. Students will be introduced to the concepts of biotechnology, genetic engineering and cloning and, using this information, develop arguments pertaining to the moral implications of those practices. Students will compare and contrast genetic markers for agricultural animals including cattle, horses, swine, and sheep indicative of heredity and genetic disorders.

Key Assignments/Labs:

A. Reebop Lab: Students will use the rule of dominance to create a Reebop using random selection. This activity is designed to introduce students to the genetic variation that can be found in one area based on dominant and recessive alleles, as well as inheritance principles. Class discussion will serve as an assessment of student mastery.

B. Genetics with a Smile: Students will investigate the extent of genetic variation that can take place due to sexual reproduction. Using two coins, students will determine traits of a "Smiley Face" offspring, and then compare with other members of the class. Questions regarding the cause for this diversity

will be answered by each student in order to demonstrate their mastery of the concept of genetic variation.

C. Punnett Square Word Problems: Students will solve multiple monohybrid and dihybrid probability problems based in production agriculture. Students will be required to calculate the phenotype and genotype of each crossing. Students will be required to formulate a hypothesis as to the genetic makeup of offspring prior to calculating probability so as to demonstrate their understanding of the link between genotype and phenotype, as well as how each is passed to offspring.

D. Building a DNA Model: Students will use provided candy to construct and label a full DNA double helix, showing their mastery of how the double helix is structured.

E. Building a Molecular Model of DNA: Using a DNA model set students will assemble a DNA double helix using true chemical shapes of the nucleotides. After the molecule has been assembled, students will twist it into its helical shape in order to understand how the DNA molecule can condensed down into such a small package in the nucleus. Students will then answer questions to demonstrate their grasp of the concepts of chromatin, histones, chromosomes, and how all are interrelated.

F. Simulating DNA Replication: Using construction paper, students will assemble nucleotides as instructed, and then build a DNA molecule using those nucleotides. In this step of the project, students are exhibiting their understanding of how nucleotides and nucleic acids are related. After the molecule has been assembled, students will walk through the steps of DNA replication to show me they understand how new DNA is made from two template strands.

G. Constructing a Protein Sentence: Students will be given a "DNA template" of bases to transcribe to mRNA and then translate to a message. This process will use the base pairing rules of transcription and translation and is a simple way to get students to begin to master the process of protein synthesis. Each message will be checked off before a new DNA template will be issued to ensure students are correctly transcribing and translating. Multiple rounds will be gone through in order to allow students adequate practice for mastery.

H. Protein Synthesis Lab: Students will physically simulate the process of translation by building a protein made out of beads. Each student must compare their final protein to the correct protein to determine if they have mastered translation. Final proteins will be actual proteins found in everyday materials (hair/nails, chocolate, meat, etc.). Students must analyze the process and make conclusions based on this process and if they translated the protein correctly. (ie, if a mistake is made in the body and the wrong protein is made, what could happen?)

I. Selective Breeding in Action: Students will use selective breeding principles to evaluate and select dams to mate to a buck in order to get the desired traits in the offspring of the mating. This activity is designed for students to gain mastery in the most basic for of genetic engineering: selection. Based on very specific scenarios, students will make a choice on which combination to breed to get a desired product; exhibiting their understanding of how selective breeding works.

J. **Let's Clone a Mouse, mouse, mouse.** Students will walk through each step of the cloning process while completing an activity sheet. Upon completion, students will have a mouse pup that they will need to color the correct color based on where their genetic information originated from. Coloring the mouse pup the correct color will effectively show mastery in understanding the cloning process and where genetic information in that process comes from.

K. DNA Goes to the Races: Students will simulate gel electrophoresis using paper and scissors in preparation for an online gel electrophoresis lab. Proper completion will result in a DNA fingerprint and will also show me that they understand how the DNA pieces are separated during gel electrophoresis.

L. DNA Fingerprinting: Students will walk through an online DNA fingerprinting experiment. Based on a given scenario students will formulate a hypothesis as to who committed the "crime" depicted. Upon completion of the virtual lab and associated questions, students will have shown mastery of the use of DNA for identification.

M. Genetic Markers in Agriculture: Students will pick an agriculturally significant plant or animal and map its Type 1 genetic markers and then present to the class their findings and the significance of these markers. Presentation will serve as an assessment of student content mastery.

6. Evolution - The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. Evolution is the result of genetic changes that occur in constantly changing environments. Students will be introduced to the concepts of natural selection, artificial selection, and evidence of evolution, evidence of creationism, speciation, and patterns of evolutionary change. Students will research evidentiary arguments supporting or refuting the concept of evolution and compare and contrast those findings with the arguments for creationism. Students will develop an evaluative argument supporting or refuting one or both of the theories.

- **Biblical Integration: Genesis:** The biggest biblical integration that needs to take place during this unit is the worldview of creation and the scientific evidence available to support Creation. Thankfully websites such as Answers in Genesis do a great job supporting the Truth and will be used to refute common theories presented in normal schooling. It's very important to me that students are aware of what is being presented as the truth to students nationwide in public schools so that upon entrance to college they have hard evidence to refute evolutionary arguments.

Key Assignments/Labs:

A. Bird Beaks Lab: Students will observe how variation within a species increases the likelihood that at least some member of a species will survive under changed environmental conditions. Students will be in groups of four and each will select a "beak" that is adapted for a certain type of "food". Students will be given a specific amount of time to get as much food in their "stomach" (a cup) as they can. Each round will feature a different food item and the final round all food items will be included. Students will make observations based on the rounds of competition as to which of the beaks is best adapted for each food type, and thus exhibit their understanding of adaptation. The final round will serve as an example of how multiple species can survive in one ecosystem because of a little variation in beak shape. We will focus on the explanation of adaptation to an environment.

D. Natural Selection Bean Activity: Students will demonstrate their mastery of the concept of population change over time in response to an environmental change. Students will create selection factors and then take results as to survival rate of each starting "species" in our ecosystem population. The activity will be followed up with a series of analysis questions to prompt students to apply the concepts they have learned about adaptations and population change to this activity.

C. Genetic Drift Simulation: Students will simulate the random changes in gene pools that effects diversity in populations. Simulation will compare the chance of these changes in both large and small populations, and students will be asked to identify if genetic drift happens more quickly in large or small populations. This principle will then be connected with the paint horse industry and the frequency of the lethal white phenotype vs. in plain colored quarter horses so further student mastery of the topic.

D. Peppered Moth Activity: Students will simulate a real-life example of natural selection. Students will observe changes in moth populations when environmental conditions shift (simulation is based on the peppered moth population shift after the Industrial Revolution). Students will be required to formulate a hypothesis as to what and why population shift occurs, as well as record observational data with analysis and conclusion in lab notebooks so as to demonstrate their mastery of natural selection.

E. Evolution Paper: Students will write a research paper 5-7 pages long, with cited references to refute or agree with evolutionism, creationism, or both (micro vs. macro evolution). Paper is to include all topics covered during the evolution unit and research done by the student outside of class to assist the student in fully understanding the evolution topic.

7. Ecology - Stability of an ecosystem depends on a fine balance of competing factors. This unit will center on the relationships between living organisms and their physical environment and students will be able to distinguish multiple cause and effect relationships that alter an ecosystem when balance is not maintained. Students will focus on nutrient cycles, biomes and communities, populations, and bio-diversity. The students will have the opportunity to discover and analyze what occurs when an ecosystem does not maintain its balance because of outside influences and/or natural causes and study a variety of species that have become extinct due to both human and non-human factors that have altered an ecosystem.

- **Biblical Integration:** This entire unit is focused on how we as Christians need to be good stewards of our land, to take dominion and possess it (Gen 1). Even after the fall of man, we still have the same command, only we now have the Blessing back because of the Blood of Jesus, and have the ability (by the guidance of the Holy Spirit and God's Word) to make a difference for the better here on this earth. We need to pray as is called for in 2 Chron 7:14 and seek God to heal our land while we are applying what natural principles we know to make sure that our ecological systems thrive and we are not permanently damaging this earth God left in our care.

Key Assignments/Labs:

A. Food Web Diagram: Students will construct a Food Web diagram based on an ecosystem of their choice. Students will be given scenarios where an animal or plant is taken away and asked to examine which other plants and animals would be affected. The purpose of this activity is for the student to examine how

thing will affect the entire population.

B. Population Trends: Students will analyze the two main population growth curves: logistical and exponential growth by actually creating a graph of each type with given data of two different populations. Students will then answer questions using the graphs as a reference to determine the true differences between the types of growth and what kinds of plants and animals are most likely to have each type of growth pattern.

C. Biodiversity: Students will go for a "nature walk" in which they will record all the diversity in living organisms they see around the school. Upon completion of their walk, students will analyze the total biodiversity of the school and make predictions as to biological survival chances if a major environmental shift took place. Relating biodiversity to the students personally helps to solidify the importance of biodiversity when major environmental changes happen.

9. Agricultural Biology Research Project - Students will develop, formulate, and execute an Agriscience Project. The project will require the student to research principles and design, generate statistical data and develop a data management system. Students will be required to extrapolate their results and orally present a finished project using concepts learned throughout the entire class.

Key Assignment:

A. Agriscience Research Project: Each student will investigate and test an Agriscience research question. Research will be concentrated in the following areas; microbiology, environmental science, zoology, botany and engineering. The purpose of this assignment is for students to complete a project that culminates everything they have learned in this class. Proper scientific method and lab safety must be followed during the entire process. Upon completion, this project should demonstrate the student's mastery of biological concepts from this class.

**Evaluation
Methods**

Methods of Assessments include:

- Written research projects and position papers: Each research project or position paper will be evaluated based on a given rubric for the subject being researched. Research projects will only be assigned after adequate instruction is given, and will therefore be used as a tool by the teacher to gauge student mastery of the course content contained in the project. Rubric used for evaluation will include grammar, correct citations, and correct facts that supported or negated the student's research. (example subjects for research projects or position papers would be Genetic Engineering in Agriculture, or Evolution, etc).
- Essay and free response that require students to read and interpret graphs, data tables, and labeled diagrams will be used to gauge student understanding at the end of each unit of study. Essay and short answers give the clearest look into the true mastery level of any student with course content, and will be graded based on a predetermined correct set of answers for the essay.
- Laboratory practical examinations that assess students' abilities to follow instructions, make observations, interpret results, and draw logical conclusions will be used frequently throughout the units to ensure students connect the laboratory experiences with the classroom curriculum. Lab exams will be both written and oral, based on teacher preference and content being tested (fetal pig dissections, for example may be an oral test for students to point out correct organs, etc)

- Laboratory reports will be employed after every lab to assess both the procedures, data collection, and analysis that was employed as well as the final product and conclusions of the student. These reports will help ensure students understood the laboratory through and through; why they were doing what they were doing. Laboratory reports will be graded using a rubric.
- Student produced field notebook containing notes, observations, and project results will be periodically collected and graded for completion to ensure student is getting all course content down in their notebooks.
- Frequent checks for understanding during lessons will be employed to ensure students are understanding new material and are on their way to mastery of the course content. (checks will be whole class, volunteer basis, non-volunteer response, and pair-share)
- Individual and group oral presentations will be used to assess student understanding of material. Presentations will have students explaining tough processes in biology in both pictures and words and will be assessed using a rubric and presentation guideline. These presentations will be informal and used throughout the units to test how well students can apply their new knowledge to a project.
- Objective quizzes and examinations will be implemented throughout the semester. Quizzes will be used as check-in points throughout a unit, and examinations will be used at the close of a unit to test student mastery of the course content within the unit. Both quizzes and examinations will make use of multiple choice, true/false, fill-in-the-blank, and short answer questions to ensure students have obtained full mastery of the content.
- A comprehensive final examination will be given at the end of each semester. This exam will be similar in nature to unit exams, however will test student retention of knowledge from the entire semester.



Ag Sales and Marketing

Turlock Christian High School

Miss Ewing – Rm 204

Email – hewing@tcschools.us

Phone – (209) 632-2337 ext 2204



This is to be kept at the front of your Ag Bio Binder ALL YEAR.

COURSE TITLE: Agricultural Sales & Marketing

COURSE DESCRIPTION:

This course introduces students to the business world as it relates to agriculture -- the world's largest industry. It prepares students to perform tasks related to agribusiness, sales, marketing, and management of farm and agriculturally related enterprises. Included is the study of agribusiness related careers, responsibilities of management, government organizations and regulation, agricultural credit, and accounting. All students enrolled in the program will participate in the FFA and complete an SAE as a planned and graded portion of the class.

HOURS: 180 hours (2 semesters)

TEXTBOOKS/RESOURCES:

Introduction to Agribusiness, Cliff Ricketts & Omri Rawlings, Delmar Publishers; California Agricultural Curriculum Guidelines; All available audio-visual resources; Resources provided by the Farm Credit Service, California Agriculture Council and various marketing agencies

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Academics – Students understand the academic content required for entry into postsecondary education and employment in the Agriculture & Natural Resources sector.
- Communications – Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.
- Career Planning and Management – Students understand how to make effective decisions, use career information, and manage personal career plans.
- Technology – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
- Problem Solving and Critical Thinking – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
- Health and Safety – Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.

- Responsibility and Flexibility – Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.
- Ethics and Legal Responsibilities – Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
- Leadership and Teamwork – Students understand effective leadership styles, key concepts of group dynamics, team and individual decision-making, the benefits of workforce diversity, and conflict resolution.
- Technical Knowledge and Skills – Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:
  - Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
  - Manage and actively engage in a career-related, supervised agricultural experience.
  - Understand the importance of maintaining and completing the California Agricultural Record Book.
  - Maintain and troubleshoot equipment used in the agriculture industry.
- Demonstration and Application – Students demonstrate and apply the concepts contained in the foundation and pathway standards.

INSTRUCTIONAL METHODS:

- Lectures
- Audio Visual Materials
- Cooperative Learning Groups
- Individual Assignments/Projects
- Discussion
- Reading Assignments
- Guest Speakers
- Field Trips
- Student Presentations

EVALUATION METHODS:

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

- Class assignments
- Field study tours
- Guest speaker presentations
- Homework
- Quizzes/tests
- Participation in student leadership activities (FFA)
- Maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book

COURSE OUTLINE:

Unit of Instruction	Key Assignments	Anchor Standards	Pathway Standards	Common Core Standards
Career Opportunities in Agriculture • Production • Processing • Sales and Service • Marketing and Distribution • International Agricultural Trade • Research and Technology	• Career Profile Project (interview, written report, class presentation)	2.2-6 3.1-5 4.1-4 5.0 7.2,7 8.4-6 11.0		WS 9-10.4,7,8 WS11-12.4,7 WS11-12.9-10 LS1.D PE 12.4.3
Agricultural Sales • Determining Needs & Wants of Customers • Preparing for and Approaching Customers • Giving a Sales Presentation • Handling Customer Objections • Closing a Sale • Practical Application	• Customer Profile • Ag Sales Plan with class presentation	2.4-6 4.1-4 5.0 7.3-5 8.6 9.10 10.1,3 11.0	A1.6 A2.3-4 A8.0	RLST 9-10.5,7 RLST 1-12.4 WS 9-10.4,7-9 WS 11-12.4,7,9,10 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 LS1.D PE 12.1.1-4 PE 12.2.1-6,8,10 PE 12.4.3
Marketing • Key Factors in Marketing • Marketing Strategies • Developing a Marketing Plan • Introduction to World Trade • Agricultural Exports & Trade Policies	• Marketing Plan • World Market Analysis & Trade Plan	2.4-6 4.1-4 5.0 8.6 9.10 10.1,3 11.0	A1.6 A2.0 A7.0 A9.0	RLST 9-10.5 RLST 1-12.4 WS 9-10.4,7-9 WS 11-12.4,7,9,10 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 LS4:C,D PE 12.2.1-10 PE 12.4.3-4 PE 12.6.1-4
Business Organizations • Privately Owned/Sole Proprietorship • Partnership • Corporation • Characteristics, Advantages & Disadvantages of Each	• Partnership Agreements • Build a Corporation	2.4-6 3.7 4.1-4 5.0 9.10 10.1,3 11.0	A1.2-3 A6.0	RLST 9-10.5,7 WS 9-10.4,7-9 WS 11-12.4,7,9 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 PE12.2.2,3,5,8
Finance and Credit • Role of Credit in Agribusiness • Public and Public Sources of Credit • Applying for a Loan • Costs of Credit	• Loan Application • Costs Associated with Credit Cards	7.1,6 10.1,3 11.0	A1.4-5 A2.2 A3.0	RLST 9-10.5 RLST 1-12.4 WS 9-10.4,7-9 WS 11-12.4,7,9,10 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 PE 12.2.1-10 PE 12.4.3

Agribusiness Accounting - Review of Record Keeping - Principles of Accounting - Cash Flow Statements - Inventory and Depreciation	- Record Books - Accounting Practical	5.0 7.1,6 10.1,3 11.0	A3.3 A4.0	RLST 9-10.5 WS 9-10.7,9 WS 11-12.7,9 PE 12.2.3
Agricultural Cooperatives - History and Development - The Role of Cooperatives in Agriculture - Principles Behind Farm Cooperatives - Types of Cooperatives and Services Provided	Ag Cooperatives Research Paper with Class Presentation	2.4-6 4.1-4 5.0 8.6 9.10 10.1,3 11.0	A1.2-3 A6.0	RLST 9-10.5,7 WS 9-10.4,7-9 WS 11-12.4,7,9 F-IF 4 S-IC 1,3,5 S-ID 1,2,7 PE12.2.2,3,5,8
Job Preparation - Self Awareness - Goals and Interests - Resume - Job Application - Interviewing Skills - Considerations in Accepting a Job	- Student Portfolio (resume, cover letter, job application, general scholarship application) - Mock Interview	2.4 3.1-5 3.8 7.2,3,7 8.4-5 9.6,11 11.0		WS 9-10.4,7,8 WS11-12.4,7,9,10 LS1.D
FFA/Leadership Development - Public Speaking - Use of Parliamentary Procedure - Supervised Agricultural Experience (SAE) - Record Books	- Opening/Closing Public Speaking Competition - Class Debates - SAE Presentations - Record Books - Proficiency Awards - FFA Activities	2.1-3 7.2,4,6,7 9.0 10.5-7 11.0		WS 9-10.4,7,8 WS11-12.4,7,9,10

Grading Policies

Grades are based on a percentage:
(90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

Weighted categories:

- O 10% FFA Participation
- O 5% SAE completion
- O 25% Tests
- O 60% Classroom Assignments, Projects, and Participation

Late Work:

- Late work will follow the school policy outlined in the Student Handbook.

FFA Participation:

- All students are required to participate in FFA activities as part of the integrated leadership development component of Agriculture Education.
- All students will be required to participate in 5 FFA activities per semester.
  - These activities include monthly FFA meetings, fundraisers, FFA community service activities, FFA competitions and conferences, etc.

SAE Project:

- All students are required to have an Supervised Agriculture Experience Project (SAE) as a part of their agriculture education program
- SAEs require AT LEAST 10 hours of work per semester.
- SAEs should provide an opportunity for students to ENRICH their experiences within the agriculture industry. Projects should not be stagnant from year to year, but should demonstrate personal growth for the student. Therefore, students who do the same project from year to year will be required to demonstrate the additional growth they have experienced within the project, or choose an additional project that will provide for personal growth.
- Students will complete an SAE planning board for their first quarter SAE grade.
- Students will complete records of their time and money spent/earned on their SAE project on AET for their 2nd-3rd quarter grades. Extra Credit available for students completing a proficiency application.

Classroom Behavior:

- The basic premise of student behavior:
  - No student shall prevent the teacher from teaching.
  - No student shall prevent another student from learning.
  - No student shall do anything that is determined not to be in the best interest of him/herself, the faculty, staff, and/or other students.
- The student will:
  - Be in class on time and be prepared with the proper class materials.
  - Respect the rights and property of others.
  - Use appropriate language at ALL times.
  - Behave as not to disrupt the learning of others or teaching.

DISCIPLINE PLAN:

- In the case of inappropriate behavior, the students will be disciplined as follows:
  - 1st offense: Warning to stop the inappropriate behavior.
  - 2nd offense: loss of participation point, talk to me after class
  - 3rd offense: visit to the office
  - Dress Code Violation – to the office

I have read and understand ALL the policies and procedures contained herein. If you have any questions please feel free to contact Ms. Ewing at hewing@tcschools.us.

Student: _____

Period: _____

Parent/Guardian: _____

Date: _____

Course: Ag Gov/Econ

Grade Level: 12

Teacher: Hannah Ewing

SCIENCE DEPARTMENT STATEMENT OF PHILOSOPHY	
Philosophy Statement	Government and Economics are two topics rarely discussed in a church setting, however that is just the place that they should be discussed. The Word of God has much to say about how proper government should be implemented as well as how a Christian should handle their finances, and Who the ultimate Source of those finances are. It is the goal of this class to delve into true biblical standpoints on government, our roles, and economics throughout this course. As stated best by our Founding Father George Washington, "the propitious [favorable] smiles of heaven can never be expected on a nation which disregards the eternal rules of order and right which heaven itself has ordained."
Course Objective	The primary purpose of the government portion of this course is foster student understanding of the roles, purposes and methods of government in the United States, in particular as they relate to agricultural production. The following are the major objectives of the course: • Students will understand the activities that lead to the development of our government, the evolution of the Constitution, and the essential principles of the structure of our government. • Students will distinguish between the branches of government and identify the duties of each branch. Each branch will be related to policy development in agriculture. • Students will identify the social context and public opinion of our government system as well as the methods by which public opinion is altered. • Students will outline the process of election and the methods of direct and representative democracy. • Students will understand the Bill of Rights and explain the meaning and implication of each right in our society. • Students will distinguish between the powers of state government and the national government. • Students will identify and explain the structure and purposes of world government organizations such as the UN, WTO and NATO. The major purpose of the economics portion of this course is to examine the American and global economies as they relate to food production, processing and distribution. The major outcomes are expected at the conclusion of the course: • Students will demonstrate the ability to understand the scope of American agriculture by explaining the role of economics as it relates to the agricultural industry as a whole.

	- Students will demonstrate the ability to understand career opportunities in agribusiness and industry by comparing them. - Students will demonstrate the ability to understand the difference between the final goods and services that an economy produces and the productive resources that are used to produce the goods and services by comparing and contrasting the relationships of labor, capital, and technology. - Students will demonstrate the ability to understand how resources affect an economic system by explaining the role through oral, written, or visual expression. - Students will demonstrate the ability to understand the difference between industrial production and agricultural production by comparing and contrasting them. - Students will demonstrate the ability to understand the economic systems by comparing the advantages and disadvantages of each system and describing their various impacts on agricultural production and processing. - Students will demonstrate the ability to analyze the concepts of microeconomics by comparing and contrasting them. - Students will demonstrate the ability to analyze macroeconomic concepts by using indicators and policies to understand how they relate to economic goals. - Students will demonstrate the ability to analyze international economics by comparing and contrasting past, present, and future policy on international trade as it pertains to agriculture. - Students will engage in leadership development activities in the FFA organization and maintain a supervised agricultural experience program.
Textbook	- Economics in Action, Prentice Hall by Arthur O'Sullivan and Steven M. Sheffrin 2007 - American Government, Prentice Hall by William A. McClenaghan 2006
Other Resources	Wallbuilders.org and kcm.org (for biblical worldview help)
Time Allotment	1 hr. 30 min. block, 2 days a week; +50 minute period, 1 day a week If offered during "0" period: 45 minutes, 3 times per week.
Biblical Integration	Our nation was founded on Christian principles which have been documented and well historied. Yet, there is a huge movement away from these Christian principles in both our government and economic systems. The purpose of this class is to bring students back to the truth of the Word of God in terms of government and economics. As Psalm 11:3 so clearly states: "If the foundations be destroyed, what shall the righteous do?" Additional Scripture: 2 Chronicles 7:14; If My people, who are called by My name shall humble themselves, pray, seek, crave, and require of necessity My face and turn from their wicked ways, then will I hear from heaven, forgive their sin, and heal their land. Additionally, Old Testament writings about the beginning of God's government will be sought out in an attempt to understand the foundations of government and what it was originally meant to be. Sites such as wallbuilders.org will be referenced throughout the course to incorporate Scripture into each teaching unit at the most opportune time.
Course Content	Semester 1: Ag Government: Unit 1: The fundamental principles and moral values of American democracy:

constitution, essential principles of the constitution, separation of powers, checks and balances, limited government, and judicial review. The text will be used to identify technical vocabulary as well as to enrich student knowledge with examples and context.

Unit 2: Federalism and the interaction between the federal, state, and local governments.

- Topics include structure of federal, state, and local governments; with emphasis placed on the roles and responsibilities of each. Specific agricultural legislation will be utilized to grasp the differences between each level of government. The text will be utilized for technical vocabulary as well as to introduce new topics.

Unit 3 The election process

- Topics include political party identification, political ideology, public perception, nomination process, voting, and volunteerism. Students will examine and assess the major parties, flaws and benefits of our electoral system and the responsibilities of US citizens (voting, etc.) Text will be used throughout the unit to introduce each new topic and for quiz preparation.

Unit 4: The work of present day legislatures

- Topics include the process of lawmaking (i.e. committee system, lobbying, influence of media, public perception, special interest groups, effective lobbying.) Students will use the text as well as external resources to research laws, the legislative process as it pertains to agriculture and the process of consensus-building in policy development.

Unit 5: The workings of the executive branches

- Topics include roles and powers of the president and the governor, the process of executive leadership, and relationship between the executive branch and the legislative and judicial branches. The text will be used to enhance projects, essays and assessments as well as to introduce new topics and vocabulary.

Unit 6: The work of the federal and state courts

- Topics include purpose of the trial courts, appellate courts, and the interpretive role of the courts. The text will be used initially to introduce the topics and to help delineate between the multiple types of courts in the US. Additional resources will be utilized to enhance student learning.

Unit 7: Comparative governments

- Topics include: differences between democracies, dictatorships, and parliamentary democracies. Text will be used for students to assess and contrast the various types of governments across the globe as well as to analyze world governing organizations.

Semester 2: Ag Economics

Unit 1: Fundamentals of Economics and Microeconomics

- Students will describe the basic economic functions as well as the effects of those functions on agriculture.
- Major objectives include: Describe economics as well as agricultural economics. Define microeconomics. Analyze the opportunity costs present in policy decisions. Analyze the relationships between inputs, outputs, price and agricultural production.
- Determine an economic course of action based on the behavior of markets.

consumer goods. Advise action to a producer based on knowledge of elasticity. Describe the relationship between production and resource use. Describe the relationship between production and resource use.

- The text will be used significantly during this unit in order to enable students to become familiar with terminology, vocabulary and the numerics of economics. Each chapter in the text has short answer questions which will be used to assess student understanding in this unit.

Unit 2: Macroeconomics

- Students will examine the aggregate economics systems in place both domestically and across the globe.
- Major objectives include: Describe product markets and their relationship to national output. Present information about one major topic in macroeconomics. Decide the best course of action based on aggregate economic information and data. Describe the relationship between policy and macroeconomics. Assess fundamental knowledge of macroeconomics and policy-making. Create and present a federal budget that synthesizes information gathered regarding citizen needs and revenue sources. Make policy decisions that affect economic activities across the nation.
- The text will be used to aid students in concept understanding and retention. This section of the book contains several examples of macroeconomics in relation to agricultural production which will be used to guide class discussion. We will be using the text to assess student understanding of this section with multiple choice and short answer questions at the end of each chapter.

Unit 3: Global Economics

- Students will examine the relationships between countries across the globe, trade agreements and how they affect agricultural production and consumption as well as human development.
- Major objectives include: Describe the reasons for trade between nations as well as the policies governing trade. Assess knowledge of existing trade policies and reasons for their existence. Describe comparative advantage. Make decisions regarding trade policies after evaluating data and information. Assess the benefits of a trade agreement and present to the class. Evaluate the effectiveness of trade agreements in the development of global economies.
- The text will primarily be used as an introduction to each topic, with further enhancement coming from other sources. The text will be a critical tool for terminology and for fundamental examples of global economics such as trade agreements, trade organizations and global governing entities.

Unit 4: Agricultural Sales

- Students will explore methods used in business to sell goods and services, thereby increasing profit margins.
- Major objectives include: Demonstrate sales strategies used in agriculture business. Evaluate the effectiveness of sales strategies.
- The text will be used to introduce the topic of sales.

Unit 5: Agricultural Marketing

- Students will create a comprehensive marketing plan using all course knowledge and following a method used in agricultural businesses.
- Major objectives include: Students will analyze strategies used by American and foreign food marketers and agricultural businesses. Students will develop and present a marketing plan for a value-added agricultural commodity. Students will assess the effectiveness of marketing plans.
- The text will be used to introduce the topic of marketing and to give examples of the economic benefits of marketing.

Evaluation

Methods of Assessments include:

Assignments. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. Term paper
2. Speech
3. Record-keeping
4. In-class work
5. Lab activities

B. Testing

1. Students will be given objectives tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit. Tests may be short answer, multiple choice and true/false, with the goal of increasing student retention of knowledge. Quizzes will be given intermittently throughout each unit.

2. Students will participate in regular lab/experiential activities which reinforce ideas and information conveyed by the instructor. Such activities will be developed to ensure appropriate critical thinking takes place and will be evaluated with a standardized rubrics.

C. Supervised Occupational Experience Project and Record Book

1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors which accumulates money, inventory or hours, as evidenced in her/his California Agricultural Education Record Book.

2. Projects in which other students have participated include:

- a. Agriculture Science research projects
- b. Agriculture Work experience
- c. Small or Large livestock
- d. Landscape Management
- e. Agriculture Mechanics
- f. Home Improvements

D. FFA activities

Students will be required to participate in FFA activities. Potential activities include speaking contests, leadership development workshops, community service, and a variety of other opportunities.

Chemistry

**Turlock Christian
Schools**

2017-2018

Ms. Hannah Ewing

hewing@tcschools.us

(209) 632- 2337 x 2204

Modern Chemistry

Pearsons

Labs

Modern Chemistry -

Persons

Chemistry with

Computers-

Vernier

"He is the image of the invisible God, the first born over all creation. For by Him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by Him and for Him. He is before all things, and in him all things hold together." Col 1:15-17

Welcome! During this one year course, students explore the fundamental principles of Chemistry in which characterize the properties of matter and how it reacts. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include, but are not limited to: measurement, atomic structure, electron configuration, the periodic table bonding, gas laws, properties of liquids and solids, solutions, stoichiometry, reactions, kinetics, equilibrium, acids and bases, and possibly nuclear chemistry. The main goal of this class is to provide a solid foundation in the study of matter and its changes. Through many activities students will demonstrate how theory is applicable in laboratory situations. All students will develop good methods of problem solving and proper laboratory technique. My hope is that students will gain a glimpse into the intricacies of God's amazing creation. Looking forward to a fun year!

GRADING:

Quarter grades:

25% tests/quizzes/lab practical

30% classwork & homework

20% lab reports & projects

10% participation/recycling

10% FFA Participation

5% SAE Completion

Semester grade:
40% each quarter
20% Final Exam

HOMEWORK:

Homework assignments are graded on a scale of 0-3 points:

0 Points - did not do assignment

1 Point - less than 50% complete

2 Points - 50% - 90% complete

3 Points - 90% or more complete,

some may be left blank if there are questions

Homework is used as a tool to reinforce the lecture. Students are not graded on number correct, but instead given a grade based on completion.

CLASS SUPPLIES:

~ Binder and
binder paper
(may be a
section in a
large binder)
~ Scientific /
graphing
calculator
~ Composition
Book for Lab
Reports
~ Pencils/pens
~ Chromebook

Tests/Quizzes

Quizzes are given if there is a table/chart/info that must be memorized. At the end of each chapter there will be a review day and a test. These review days are important because it is your only chance to earn extra credit AND an opportunity to know exactly what is on the test. Retakes are not given.

Lab Work

Each student will work in an assigned group of 3-4 classmates for lab activities. A composition book or spiral bound notebook dedicated to this class is necessary for lab write ups. Lab days are scheduled in advance, although sometimes changes are necessary depending on the flow of the classroom. Please make an effort to avoid missing

Recycle Assignment:

Each student (family) is asked to bring in 50 recyclable bottles and/or aluminum cans each quarter. Recycling must be washed and sorted. We ask that these be brought in during the last week of the quarter, to avoid pile ups in the classroom. The money raised from recycling comes directly back to the classroom for lab/classroom supplies.

Class Participation:

Students are expected to be in class, on time, and ready to learn. They will need to have their class supplies and materials, be prepared for lab days, participate in class discussions, and be active participants during group work. Students caught copying off of group member work will receive a zero for the assignment.

ABSENCES AND MISSED WORK:

Absences will be dealt with according to the Parent-Student Handbook. For an excused absence, you will have until the Chapter Test to turn in any missed assignments. It is the student's responsibility to find out what work was missed, get notes from classmates, and schedule lab or exam make-ups. Labs and Tests can be made up during Academic Support, for excused absences only.

DISCIPLINE PLAN:

In the case of inappropriate behavior, the students will be disciplined as follows:

- 1st offense: Warning to stop the inappropriate behavior.
- 2nd offense: loss of participation point, talk to me after class
- 3rd offense: visit to the office
- Dress Code Violation – to the office

FFA GRADE:

- All students are required to participate in FFA activities as part of the integrated leadership development component of Agriculture Education.
- All students will be required to participate in 5 FFA activities per semester.
  - These activities include monthly FFA meetings, fundraisers, FFA community service activities, FFA competitions and conferences, etc.

SAE GRADE:

- All students are required to have an Supervised Agriculture Experience Project (SAE) as a part of their agriculture education program
- SAEs require AT LEAST 10 hours of work per semester.
- SAEs should provide an opportunity for students to ENRICH their experiences within the agriculture industry. Projects should not be stagnant from year to year, but should demonstrate personal growth for the student. Therefore, students who do the same project from year to year will be required to demonstrate the additional growth they have experienced within the project, or choose an additional project that will provide for personal growth.
  - Students will complete an SAE planning board for their first quarter SAE grade.
  - Students will complete records of their time and money spent/earned on their SAE project on AET for their 2nd-3rd quarter grades. Extra Credit available for students completing a proficiency application.

Tentative Schedule

This schedule is subject to change based on the student's needs.

<u>Dates</u>	<u>Chapter</u>
Aug 17-18	Eagle Expo/Class Procedures/Syllabus/etext
Aug 21-25	FFA/SAE intro Ch 1 Matter & Change
Aug 28- Sept 5	Ch 2 Measurements and Calculation
Sept 6-8	High School Retreat – Sugar Pine
Sept 11-22	Ch 3 Atoms: The Building Blocks of Matter
Sept 25 – Oct 6	Ch 4 Arrangement of Electrons in Atoms
Oct 9 – 20	Ch 5 The Periodic Law
Oct 23 – Nov 3	Ch 6 Chemical Bonding
Nov 6 - 17	Ch 7 Chemical Formulas and Compounds
Nov 20 -24	Thanksgiving Break
Nov 27 – Dec 8	Health Week/Ch 8 Chemical Equations
Dec 11 – 15	Review for Final Exam/ Lab Presentations
Dec 18 – 21	Finals/Service Day
Dec 22 – Jan 8	Christmas Break
Jan 9 – 19	Ch 9 Stoichiometry
Jan 22 – Feb 2	Ch 10 States of Matter
Feb 5 – 15	Ch 11 Gases
Feb 19 – Mar 1	Ch 12 Solutions
Mar 5 – 16	Ch 13 Ions
Mar 19 – 29	Ch 14 Acids and Bases
Mar 30 – Apr 6	Easter Break
Apr 9 – 13	Ch 15 Acid – Base Titrations/pH
Apr 16- 20	Standardized Testing
Apr 23 – May 1	Ch 16 Reaction Energy
May 7 – May 18	Ch 18 Chemical Equilibrium
May 21 – 25	Review for Final Exam/Lab Presentations
May 29 – 31	Finals

Parent/Student Signatures

The following signatures indicate that all parties are aware of the course description and requirements for Chemistry offered at TCS.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Course Outline:

The course is designed to acquaint the student with the theories and principles of personal and servant leadership development and allow the student to integrate such skills to his/her own life and decision-making processes. The student will acquire practical skills and knowledge by exploring elements of group dynamics, advanced planning, parliamentary procedure, public speaking, marketing, etiquette, and gratitude. Because of the nature of this class, student time is not limited to only classroom experiences. Students should plan to be involved in a majority of FFA activities, including attendance at monthly FFA meetings.

Class Rules:

1. A **positive** attitude ☺
2. **Respect** yourself and the ideas of others (meaning no put-downs, minimal sarcasm)
3. Every student has the right to learn
4. The teacher has the right to teach
5. Anything that prevents numbers 1-4 from happening is not tolerated

Major Goals & Objectives:

1. Develop the values of leadership and identify the benefits
2. Experience and practice roles of responsibility, initiative, creativity, leadership, and program pride
3. Formulate and work effectively on projects within committee groups
4. Engage in activities involving the campus and community at large
5. Master skills in manner and etiquette
6. Experience prepared speaking and/or job interview at local competitive level
7. Demonstrate parliamentary procedures for running efficient meetings
8. Participate in and facilitate activities at FFA activities
9. Participate in SAEP projects employing skills learned in the classroom
10. Maintain an on-going record book

Grading

35% Weekly Class Participation

20% Class Assignments

20% Committee Work/Report

10% FFA Participation (2 Activities per quarter)

10% SAE (maintenance and completed recordbooks)
5% Local Job Interview / Prepared Public Speaking

FFA Participation:

- All students are required to participate in FFA activities as part of the integrated leadership development component of Agriculture Education.
- All students will be required to participate in 5 FFA activities per semester.
  - These activities include monthly FFA meetings, fundraisers, FFA community service activities, FFA competitions and conferences, etc.

SAE Project:

- All students are required to have an Supervised Agriculture Experience Project (SAE) as a part of their agriculture education program
- SAEs require AT LEAST 10 hours of work per semester.
- SAEs should provide an opportunity for students to ENRICH their experiences within the agriculture industry. Projects should not be stagnant from year to year, but should demonstrate personal growth for the student. Therefore, students who do the same project from year to year will be required to demonstrate the

additional growth they have experienced within the project, or choose an additional project that will provide for personal growth.

- Students will complete an SAE planning board for their first quarter SAE grade.
- Students will complete records of their time and money spent/earned on their SAE project on AET for their 2nd-3rd quarter grades. Extra Credit available for students completing a proficiency application.

Late Work:

Any work that is missing will receive an automatic zero in the grade book. The work can be made up, but will receive a percentage off according to the day of the class it was due: one class period late = 15%, two class periods late = 30%. After the third class period late, no credit will be granted.

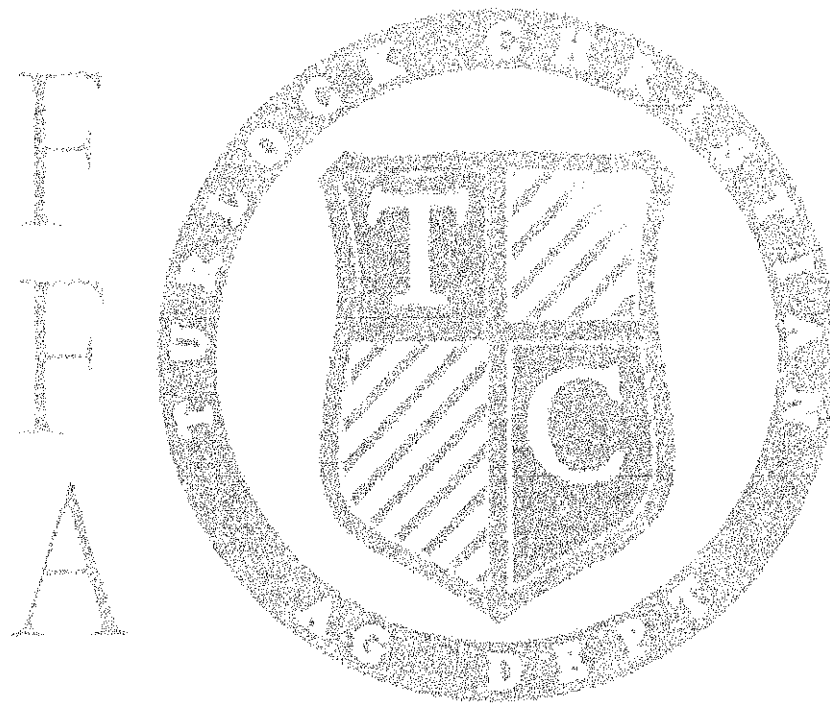
Attendance/Tardy Policy:

It is critical that students attend class regularly to successfully complete it. This course is taught by means of in-class instruction/lecture and group discussion which will be nearly impossible to repeat for students who have not been in attendance during regular class session. Unexcused absences and tardiness will result in a loss of daily participation points. Students must consult with instructor immediately upon return to class to make up work.

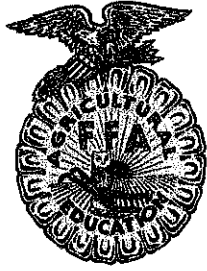
Student Name _____

Student Signature _____ Date _____

Parent Signature _____ Date _____



F. Program Completion Standards



**Turlock Christian High School
Agriculture Department
Program Completion Standards**

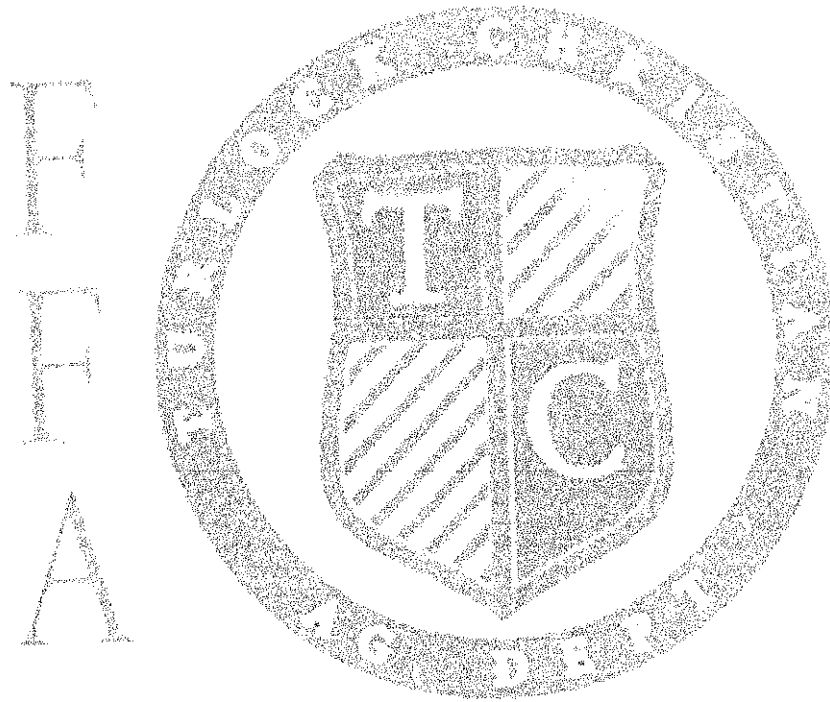


Guidelines to Become a Program Completer

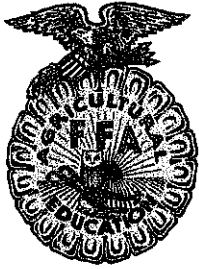
In order to be recognized by the Turlock Christian High School Agriculture Department as a program completer a student must meet all of the following guidelines:

- Must have been enrolled in and passed with a C average an agricultural class for 3 of their 4 years at TCHS
- Must have an ongoing Supervised Agriculture Experience Project
- Attend and participate in chapter FFA activities and functions as well as at least 3 above chapter-level FFA activities per year for their time in the FFA.

If the above guidelines are met, the student will receive their program completer status at the Spring Awards Banquet during their senior year and be given an FFA cord to wear at graduation.

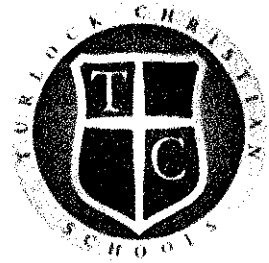


G. Description of Facilities and Major Equipment



**Turlock Christian High School
Agriculture Department**

Description of Facilities and Major Equipment



Turlock Christian High School Agriculture Facility and Equipment List

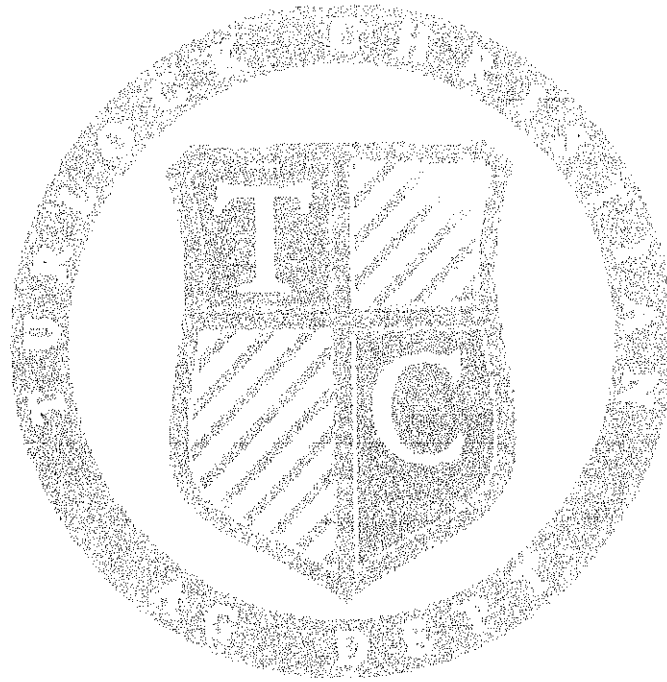
- 1 Agriculture Science Classroom
- 1 Shadehouse complete with plant benches
- Storage shed
- 3 - 12' X 8' Concrete Planter Beds
- 4 - 1' X 4' Concrete Planter Beds
- Laminating Machine
- Paper Cutter
- Staple Gun
- See attached Inventory List for all equipment

TC Inventory List

Item	Item number
Shearing Machine	54318
Galv Deep Hanging Tackbox	64568
Clipper Excel G	62670
Clipper Excel G	62670
Clipper Plus ZP	62673
Aluminum Dual line trailer	1a9lb14224h2241166
3 sheep and Goat Stands	CSBSSSHP
Air EXP II Blower	MID 5170
Air EXP II Blower	3133
Printer	1180386
Clipper Lister Laser	C24301
Clipper AGC SUPR with T84 Blade	C19686
Wheelbarrow	2229951
Truck	
Mini Fridge	1000-330-362
Popper	16-7311
Generator	Lime Green
Andis clippers	
Andis clippers	

Price	Year Bought
300	2017
205.25	2017
201.38	2017
201.38	2017
260.55	2017
15175	2017
835.5	2017
447.68	2017
380.53	2017
101.69	2016
334.35	2015
148.73	2015
215.24	2015
37758.97	2016
278.43	2016
1466	2016
833.82	2017
120	2015
120	2015

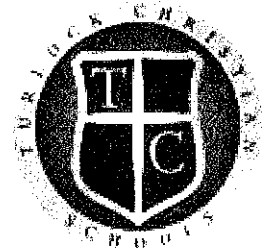
F
F
A



***H.
Five Year
Facility and Equipment
Acquisition Schedule***



**Turlock Christian High School
Agriculture Department
Five Year Plan**



Year 1 2017-2018

1. Purchase sea train for storage of equipment.

Year 2 2018-2019

1. Build custom Greenhouse on new property.

Year 3 2019-2020

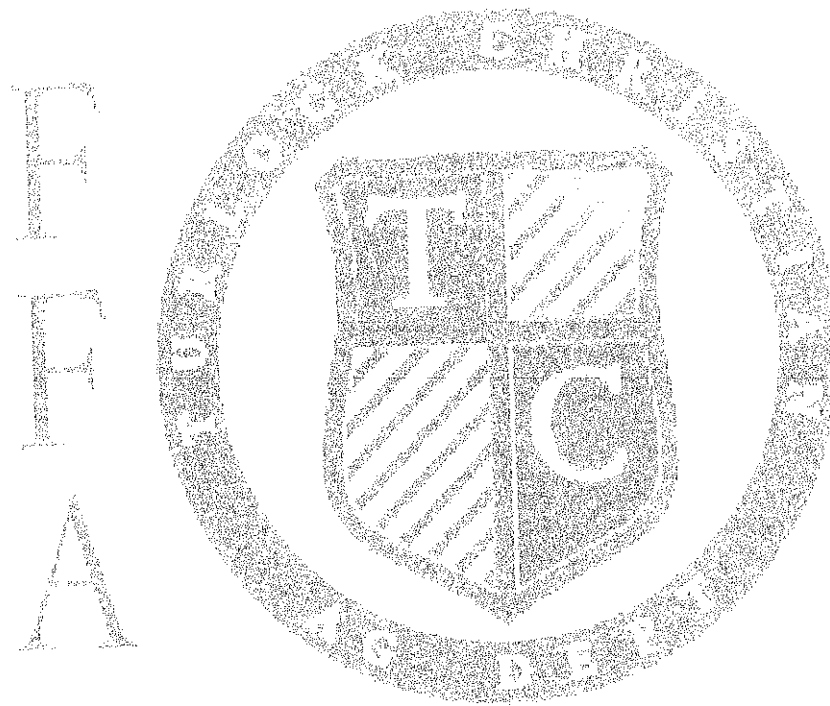
1. Hire New Agriculture Teacher (emphasis in science and/or mechanics).

Year 4 2020-2021

1. Add additional trees and shrubs for plant identification.
2. Develop part of property for landscape design purposes.

Year 5 2021-2022

3. Expand Communication department resources: purchase 15 iPads with apps available for typing, taking notes, and accessing classroom materials.



I.

Staff Assignments

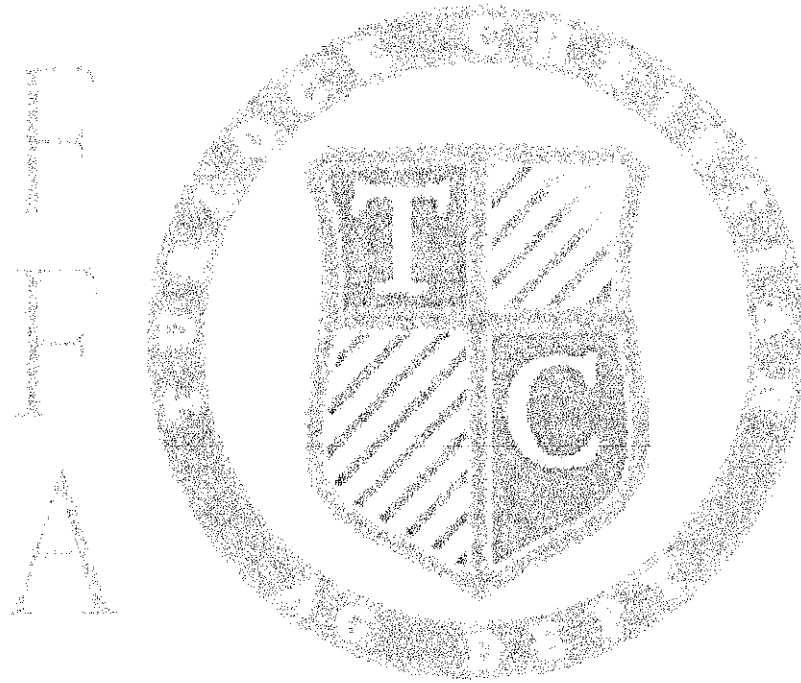
**Turlock Christian High School
Agriculture Department
Chart of Responsibilities
2014-2015**

Project Supervision	Hannah Ewing
Dairy Cattle	X
Market Goat	X
Rabbit	X
Sheep	X
Swine	X
Work Experience	X
Judging Teams and Contests	
Creed Speaking	X
Job Interview	X
Opening Closing	X
Prepared Speaking	X
Dairy Cattle Judging	X
Transportation	
Fairs and shows	X
Contests	X
Meetings	X
"Fun" Trips	X
Money Making Activities	
Drive – Thru BBQ Dinner	X
Placemat Ad Sales	X
Trapshoot	X
Banquets	
Greenhand/Chapter Farmer/Awards	X
Food and Clean up	X
Set up and Decorations	X
Program, Awards, Officers	X

Reports	
Facility Reports	X
Program of Work	X
Roster	X
Budget	X
R-2	X
Program Plan	X
Other Assignments	
Ag Advisory Meetings	X
FFA Meeting	X
Department	X
FFA Advisors	X
Department Chairperson	X
Other Activities	
FFA Week	X
Community Service Planning and Completion	X
Sectional Project Competition	X
Officer Leadership Training – Modesto	X
Regional Meeting – Modesto	X
State Conference	X
Responsibilities	
Ag Classrooms	X
Ag Office	X
Shadehouse	X
Storage	X
Overall	X
Site Development	X

DUTIES AND ACTIVITIES AS AGREED UPON BY THE AG STAFF.

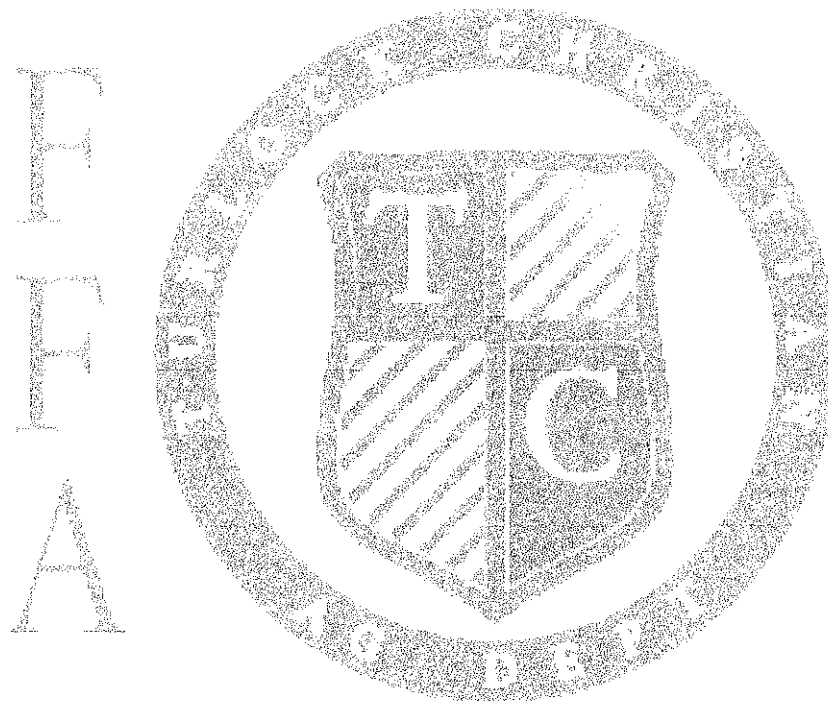
Hannah Ewing



J.

FFA Program of Activities

For Program of Activities, see Supporting Materials Section H.



K. School and/or Department Policies

Expectations of the Chapter Officers

1. This is **YOUR** organization not the Ag Teachers'! (**YOU** plan and execute events)
2. Your number one priority and focus as a chapter officer is to serve the needs of the members of your chapter.
3. The success of Chapter Officers is evaluated by team performance, not on individual performance. Learn how to help each other to become better leaders.
4. Learn how to effectively win friends and influence those with differing viewpoints.
5. It is expected that each Chapter Officer be a positive role model for the members of the chapter. (Suspensions, probations, and repetitious disciplinary action is unacceptable.)
6. It is expected that each Chapter Officer strive aggressively to achieve and maintain academic success. (2.4 GPA must be maintained at each grade check period – quarter and mid-quarter)
7. **NEVER**... tell members or friends how important **YOU** are or allow your individual ego to interfere with the functioning of the team.
8. Conduct yourself in a dignified and professional manner at all times. **BE CHRISTLIKE.**
9. Always be courteous and respectful to all members and advisors 100% of the time.
10. Be discreet! Keep our business within the group. Honest and transparent communication is key... to respectfully address likes, dislikes, and other issues within team.
11. **DO NOT BE AFRAID OF THE POSSIBILITY OF FAILURE OR SUCCESS!**
12. When you need help... ask for it!
13. **NEVER** wait until the last minute to complete your assignments.
14. Give 100% effort!
15. Be enthusiastic at all times. (You never know who is watching!)
16. Learn how to be an effective leader and still have fun.
17. **Remember:** "The task ahead of you is never as great as the Power behind you!"

I have read and understand the "Expectations of the Chapter Officers." I understand they apply to me in my pursuit of a position on the Chapter Officer Team. I further understand that failure to comply to the expectations may result in my early dismissal from the team.

_____
Student Signature

_____
Date

I have read, and understand, that the "Expectations of the Chapter Officers" listed above apply to my child who is pursuing a position on the Chapter Officer Team.

_____
Parent/Guardian Signature

_____
Date

Turlock Christian FFA Chapter Officer Contract

As an officer of the Turlock Christian FFA Chapter, I will: (initial each)

- _____ 1. Keep my family informed of what I am/our team is doing.
- _____ 2. Attend and be on time for all meetings, activities, and departure times.
- _____ 3. Write dates for activities down in a planner.
- _____ 4. Keep our team and my office as a priority.
- _____ 5. Be involved ourselves. Be an example.
- _____ 6. Have and maintain a positive attitude.
- _____ 7. Attend all activities that I am able to. If I cannot attend, let advisor know ahead of time.
- _____ 8. Be responsible by staying on task and sticking to the agenda at meetings.
- _____ 9. Develop creative ideas to get members involved.
- _____ 10. Always support each other...look for ways to help lighten my fellow officers' load.
- _____ 11. Be honest with each member of my team and be open to others' honesty.
- _____ 12. Not talk behind the back of my fellow officers.
- _____ 13. Communicate with advisor.
- _____ 14. Encourage ALL members and take the time to get to know ALL members.
- _____ 15. Step away from cliques...meet and learn about new people.
- _____ 16. Be a resource to members.
- _____ 17. Maintain a community focus with activities and/or community service.
- _____ 18. Always wear proper official dress and/or appropriate clothing.
- _____ 19. Communicate a positive attitude about wearing official dress.
- _____ 20. Conduct myself in an appropriate manner at FFA events and outside FFA.
- _____ 21. Step out of my comfort zone.
- _____ 22. Provide constructive criticism for my teammates and fellow members.

Chapter Officer Application

I have read, studied and understand the intent and the spirit of the 3 areas to our chapter officer team's success. I will commit to modeling the 3 areas of success. I understand that failure to do so may result in limitations being set on my roles as a Turlock Christian FFA officer and/or possible removal from office.

Officer Signature: _____

Date: _____

Student's Name (print) : _____

General Rules for Turlock Christian FFA Fair Exhibitors

"Showing at the fair is a privilege, not a right"

NOTE: All students must have consent of advisor prior to starting a project.

1. Because of the importance of scholastic achievement, the TC High School Agriculture Department requires each student livestock exhibitor to maintain a satisfactory scholastic record in his/her classes. In addition, all obligations owed to TCHS Office must be paid prior to purchasing and/or showing the student's animal. If any exhibitor fails to meet these requirements, he/she may lose their show privileges.
2. All exhibitors are to follow the directions and advice given to them by the designated advisor for that species (Ms. Ewing and any community member helping). The advisor's directions are to be followed for the entire length of time the project is eligible for show and during the fairs when the project is being exhibited.
3. All rules and regulations of TC High School will apply to the students who participate at fairs since showing is a school activity. (Includes dress code, speech, etc)
4. All exhibitors are expected to haul their animals and tack to the fair unless other arrangements are made with the advisor.
5. FFA members are required to obtain their homework from all their teachers in advance of missing school for attending fairs.
6. Each exhibitor must read and understand the rules and regulations in the fair's premium book.
7. Each exhibitor is responsible for feeding, watering, grooming and keeping an eye on his/her animal(s) for the entire duration of the fair.
8. Each exhibitor is required to serve barn duties as assigned and specified by the project advisor.
9. All FFA exhibitors will be required to wear the official FFA show uniform described below while showing their own animal(s) or helping others in the show ring.

FFA Show Uniform

Boys - White pants, white dress shirt, FFA Jacket, FFA tie, appropriate shoes.

Girls - White pants, white dress shirt, FFA Jacket, FFA scarf, appropriate shoes.

10. All FFA members are to attend the awards program at every fair wearing his/her FFA jacket.
11. Exhibitors selling animals are required to write thank you letters to their buyers. Exhibitors will receive their premium/auction checks after the advisor has approved their letter.
12. All exhibitors must attend assigned meetings by the project advisor unless prior arrangements have been made.
13. The advisor of any species will have the authority to take whatever disciplinary action necessary toward any student that fails to comply with the rules. This includes forfeiting the opportunity to show/sell your animal at the fair.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to Ms. Ewing. If you have any questions at any time, please feel free to contact Ms. Ewing at (559)903-1638).

_____
Parent Signature

_____
Date

_____
Student Signature

_____
Date

Student's Name (please print) _____

TC FFA Sheep / Goats Exhibitor Rules

1. Daily Activities

- A. Spend time with your sheep/goat, observe and exercise it.
- B. Check the amount of feed in the feeder and make sure it is clean and dry. Feed twice a day at scheduled times if hand feeding.
- C. Thoroughly clean the pen. (This should be done twice a day.)

2. Periodic Activities

- A. Attend, for the duration, project meetings approximately every two weeks.
- B. Attend, for the duration, weigh days at school if your animal is housed there.
- C. Be at your project site when the advisor weighs your animal if it is housed off school grounds.
- D. Perform barn duty functions on a rotational basis if your animal is housed at school.

3. Prior to the Fair

- A. Find a buyer for your animal.
- B. Attend and participate in a mandatory show day.
- C. Wash and clip your hog approximately 2-3 weeks prior to the fair.
- D. Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member that is NOT exhibiting any type of livestock at the fair. Failure to have the proper show uniform for any reason will disqualify that student from showing.
- E. Obtain the proper equipment (feed pan, show cane/stick/pipe, brush, soap, rubbing alcohol, rags, spray bottle, hair conditioner, hose and show box).
- F. Exhibitors are required to haul their own tack to the fair.
- G. Exhibitors are required to haul their hog to the school if the advisor is taking it to the fair.

4. Activities at the Fair

- A. Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal for show.
- B. Exhibitors are NOT allowed in the carnival area until the completion of the last swine show day.
- C. Exhibitors must be in the barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
- D. Hogs must be regularly checked throughout the day by their owner. Exhibitors must serve scheduled barn duties which includes being on time, keeping the hogs, pens, aisles, and tack areas clean and watering all hogs at least once during the shift. Each infraction of these responsibilities will result in an additional barn duty.
- E. All exhibitors are required to be present on weigh day.
- F. On show days, all exhibitors are required to stay in the barn area for the duration of the swine show.

- G. All exhibitors are required to attend the fair awards ceremony wearing their FFA jacket.
- H. All exhibitors are required to help clean up and load tack on the last day of the fair.
- I. All exhibitors are required to work together, follow all instructions from the advisor, and cooperate with a POSITIVE ATTITUDE.
- J. Each exhibitor also agrees to allow any Atwater FFA advisor to pick up his/her auction check from the fair.

5. Conclusion of the Fair

- A. At the conclusion of the fair, each exhibitor will be required to:
  - ☐ Write a thank you letter to the buyer(s) of his/her animal
  - ☐ Write a thank you letter to the breeder of their hog
  - ☐ Pay any remaining money owed to TC FFA or other donors
  - ☐ Complete their FFA record book pertaining to their project
- B. Checks will not be given to exhibitors until the above responsibilities have been completed.

6. Disciplinary Procedures

- A. A "Three Strike" discipline system is used by TC FFA. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike". Infractions include, but are not limited to, missing a project meeting/weigh day without prior notice, neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc.), failure to perform required duties before and/or during the fair. Once a student has received three strikes, he/she forfeits his/her privilege to show with TC FFA.
- B. Other disciplinary problems may result in the removal of exhibitor and animal from the school farm (if housed there) or fair, withdrawal of animal from the fair livestock auction, and/or loss of showing privileges with TC FFA for one or more years.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact Ms. Ewing at (559) 903-1638

Parent Signature

Date

Student Signature

Date

Student's Name (please print) _____

TC FFA Swine Exhibitor Rules

1. Daily Activities

- A. Spend time with your hog, observe and exercise it.
- B. Check the amount of feed in the feeder and make sure it is clean and dry. Add feed as needed if using a self-feeder or feed twice a day at scheduled times if hand feeding.
- C. Thoroughly clean the pen. (This should be done twice a day.)

2. Periodic Activities

- A. Attend, for the duration, project meetings approximately every two weeks.
- B. Attend, for the duration, weigh days at school if your animal is housed there.
- C. Be at your project site when the advisor weighs your animal if it is housed off school grounds.
- D. Perform barn duty functions on a rotational basis if your animal is housed at school.

3. Prior to the Fair

- A. Find a buyer for your animal.
- B. Attend and participate in a mandatory show day.
- C. Wash and clip your hog approximately 2-3 weeks prior to the fair.
- D. Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member that is NOT exhibiting any type of livestock at the fair. Failure to have the proper show uniform for any reason will disqualify that student from showing.
- E. Obtain the proper equipment (feed pan, show cane/stick/pipe, brush, soap, rubbing alcohol, rags, spray bottle, hair conditioner, hose and show box).
- F. Exhibitors are required to haul their own tack to the fair.
- G. Exhibitors are required to haul their hog to the school if the advisor is taking it to the fair.

4. Activities at the Fair

- A. Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal for show.
- B. Exhibitors are NOT allowed in the carnival area until the completion of the last swine show day.
- C. Exhibitors must be in the swine barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
- D. Hogs must be regularly checked throughout the day by their owner. Exhibitors must serve scheduled barn duties which includes being on time, keeping the hogs, pens, aisles, and tack areas clean and watering all hogs at least once during the shift. Each infraction of these responsibilities will result in an additional barn duty.
- E. All exhibitors are required to be present on weigh day.
- F. On show days, all exhibitors are required to stay in the barn area for the duration of the swine show.

- G. All exhibitors are required to attend the fair awards ceremony wearing their FFA jacket.
- H. All exhibitors are required to help clean up and load tack on the last day of the fair.
- I. All exhibitors are required to work together, follow all instructions from the advisor, and cooperate with a POSITIVE ATTITUDE.
- J. Each exhibitor also agrees to allow any Atwater FFA advisor to pick up his/her auction check from the fair.

5. Conclusion of the Fair

A. At the conclusion of the fair, each exhibitor will be required to:

- ☐ Write a thank you letter to the buyer(s) of his/her animal
- ☐ Write a thank you letter to the breeder of their hog
- ☐ Pay any remaining money owed to TC FFA or any other donors
- ☐ Complete their FFA record book pertaining to their project

B. Checks will not be given to exhibitors until the above responsibilities have been completed.

6. Disciplinary Procedures

- A. A "Three Strike" discipline system is used by TC FFA. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike". Infractions include, but are not limited to, missing a project meeting/weigh day without prior notice, neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc.), failure to perform required duties before and/or during the fair. Once a student has received three strikes, he/she forfeits his/her privilege to show with TC FFA.
- B. Other disciplinary problems may result in the removal of exhibitor and animal from the school farm (if housed there) or fair, withdrawal of animal from the fair livestock auction, and/or loss of showing privileges with TC FFA for one or more years.

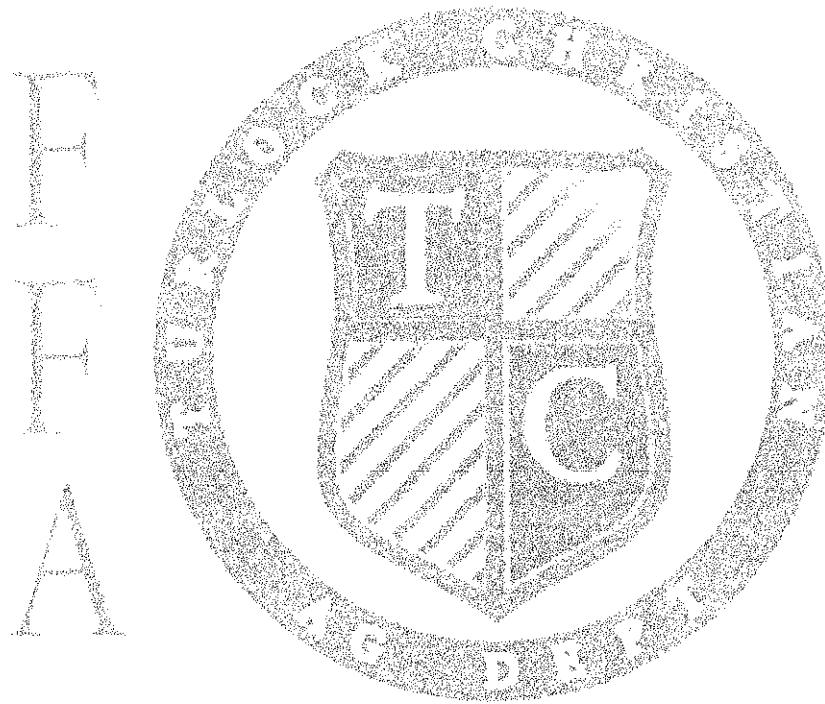
Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact Ms. Ewing at (559) 903-1638.

_____
Parent Signature

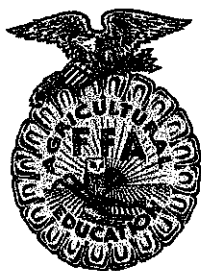
_____
Date

_____
Student Signature

_____
Date



L. Proficiency Standards for Program Completers



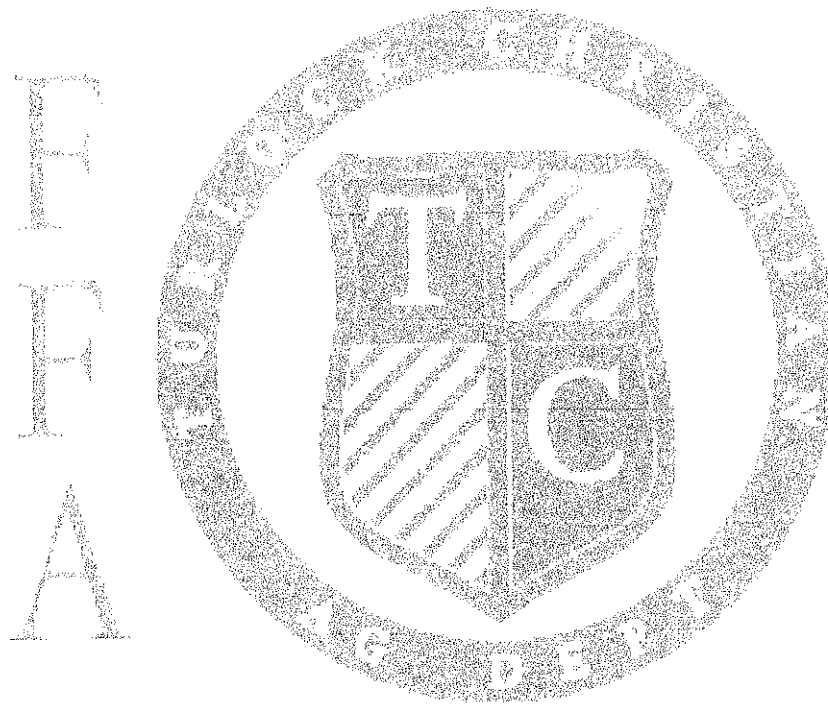
**Turlock Christian High School
Agriculture Department**



Proficiency Standards for Program Completers

Students who meet the guidelines to be classified as a program completer should be able to show the following level of proficiency:

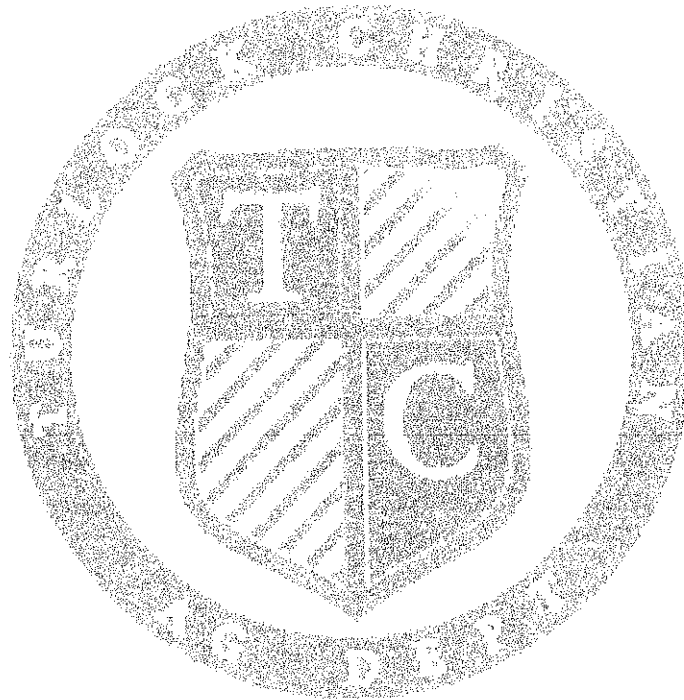
- Students should be able to show or have completed 75% of the state standards in their area of emphasis.



N.
**Roster of Agriculture
Advisory Committee**

Name	Phone Number (Please indicate cell, home, work)	Email Address	Mailing Address
Cathy Morelli	(209)634-4746 HM (209) 678-2357 Cell	Lovemy4kids6@aol.com	12025 Doerksen Road Denair, CA 95316
Dean Doerkson	209-649-6478 Cell 209-667-6887 Wrk	dean@fire2wire.com	PO Box 279 Keyes, CA 95328
John Arellano	559-804-6949	johna@duartenursery.com	4328 N. Walnut Dr. Turlock, CA 95382
Kirsten Russell	209-595-3950	kirstencrussell@prodigy.net	PO Box 1089, 21522 Geer Ave., Hilmar, CA 95324
Nancy Daley	209-479-5830	garnanc@aol.com	3332 Scottlee Drive Turlock CA 95383
Sharalee Sanders	(209) 678-2674	scottsharsand@aol.com	PO Box 459 Hilmar, CA 95324
Sheri and Blaine Yagi	209-605-3102 (Sheri) 209-761-3561 (Blaine)	shayyagi64@yahoo.com	2820 Zephyr Court. Turlock, CA 95382
Dirk Ulrich	209-531-6662	dirk5@clearwire.net	P.O. Box 338 Ballico CA 95303
Katie Amaral	209-484-1332	kamaral85@gmail.com	4712 Jimbo Ct Denair, CA 95316

FFA



O.
Advisory Committee
Minutes

Minutes for Turlock Christian High School Ag Department Advisory Meeting

Tuesday April 4, 2017

Meeting was called to order by Kirsten Russell at 4:37 p.m.

Present were: Hannah Ewing, Kirsten Russell, Cathy Morelli, Jim Vieira and Katie Amaral

There were no minutes available for approval.

Financial Report: The Committee reviewed all Ag Account activity from 6/30/16 – 3/31/17. The current balance agreed upon with the new school accounting department is \$101,831.97. The total donor sponsorships this school year was \$24,890.00. The Tri-Tip dinner netted \$5,898.48. The Year to Date Expenses versus the 2016-2017 budget seemed to be close.

Hannah reported that they had great Public Speaking participation this year. TC FFA has 4 judging teams competing this spring, a Dairy Judging and Dairy Product Judging coached by Hannah. A Livestock Judging Team coached by Tim Truax and a Farm Business Management Team coached by Lisa Muller.

Market Animals for this year's fair: 2 Breeding Goats, 6 Market Goats, 3 Sheep, 5 Hogs, 2 Beef, 3 Yearlings, 4 Replacement Heifers, and two students showing several rabbits.

Trap Shoot Fundraiser: Scheduled for Saturday, April 29, 2017. (Raffle Prizes Needed)

Awards Banquet – Wednesday, May 10th Location TBA   Need Raffle Prizes

TC Farm Day – Friday May 19th. Hannah is deciding the Timeline for the day, but will end at 4:30. They have the CWA, tractors, Dairy Princess; Cathy will ask the California Jersey Princess
water and snacks   Need

Plans for County Fair – Hannah is looking to borrow or purchase a pull a head trailer tall enough for dairy animals.

2nd Ag Teacher and Ag Pathway plans – Once again Hannah will present ideas to the Administration this Thursday and Kirsten will accompany her.

New Committee Members and Officers for 2017/2018- names were tossed around a few people will be contacted and ideas will be brought back to the next meeting.

Meeting Adjourned at 6:00 p.m.

Respectfully Submitted: Cathy Morelli

Minutes for Turlock Christian High School Ag Department Advisory Meeting
Thursday July 6, 2017

Meeting was called to order by Kirsten Russell at 4:30 p.m.

Present were: Katie Amaral, Hannah Ewing, Dale Pollard, Kirsten Russell, Sharalee Sanders, Anthony Silva, Tim Truax, and Jim Vieira

The minutes from April 4, 2017 were approved: 1st JV 2nd KA

Kirsten welcomed two new Ag Advisory Members: Dale Pollard and Anthony Silva

Financial Report: Tabled until next meeting.

Administration Meeting: Kirsten and Hannah had a meeting with Administration regarding the need for a plan of how classes are introduced and taught to create a good Ag Pathway for FFA. The request for a second paid Ag Teacher is not able to be accomplished due to enrollment numbers. Hannah was given conformation for a Marketing class. Also, an extra prep period was promised.

School Farm: Hannah is very grateful for the "New Farm"! It has worked great to have a central location. Electricity will be in soon.

Tim Truax: Tim will be leaving TCS to attend Fresno and complete his ag degree. Thank you to Tim Truax for his spiritual mentoring and for his outstanding work ethic. He has been a great blessing and a vital asset to Hannah and the TCS Ag program. Tim will be missed!

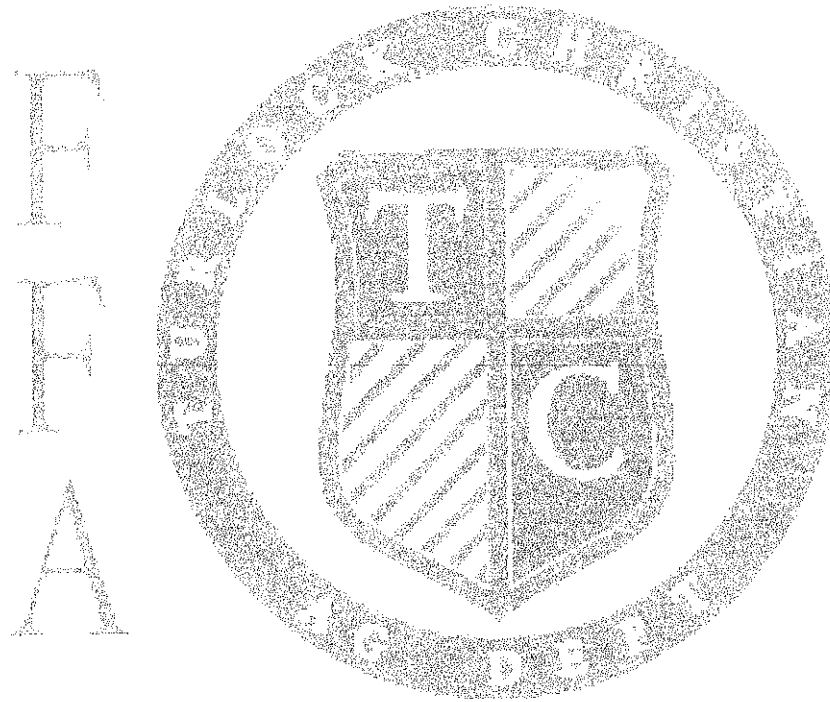
Market Animal Projects for Stanislaus County Fair: Hannah and Tim shared the progress of the market animal projects. We discussed as a board the financial level of commitment needed to support TCS FFA students. We concluded it is totally voluntary and we will base our participation according to Hannah and Tim's recommendations. Their direction to the board will reflect not only need but level of participation of each TCS FFA competitor.

New Equipment: TRAILER
Good News... we are in process of obtaining a trailer!
Bad News....the trailer will not arrive until after the Fair!

BBQ Kick-OFF Date: August 24, 2017 NEED A LOCATION

Meeting Adjourned at 6:15 p.m.

Respectfully Submitted: Sharalee Sanders



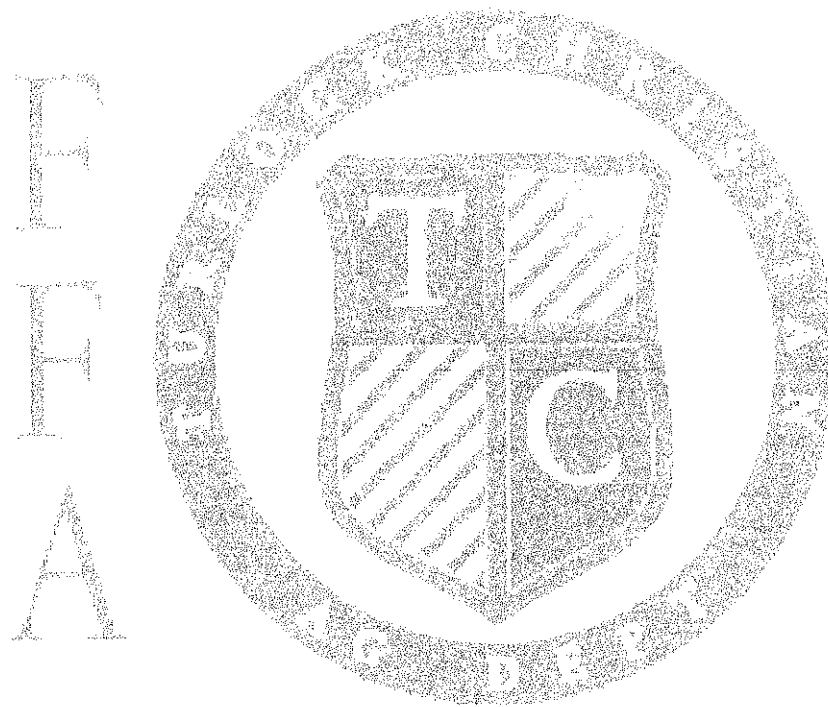
P. Current Year Budget

2017-2018 Estimated Budget

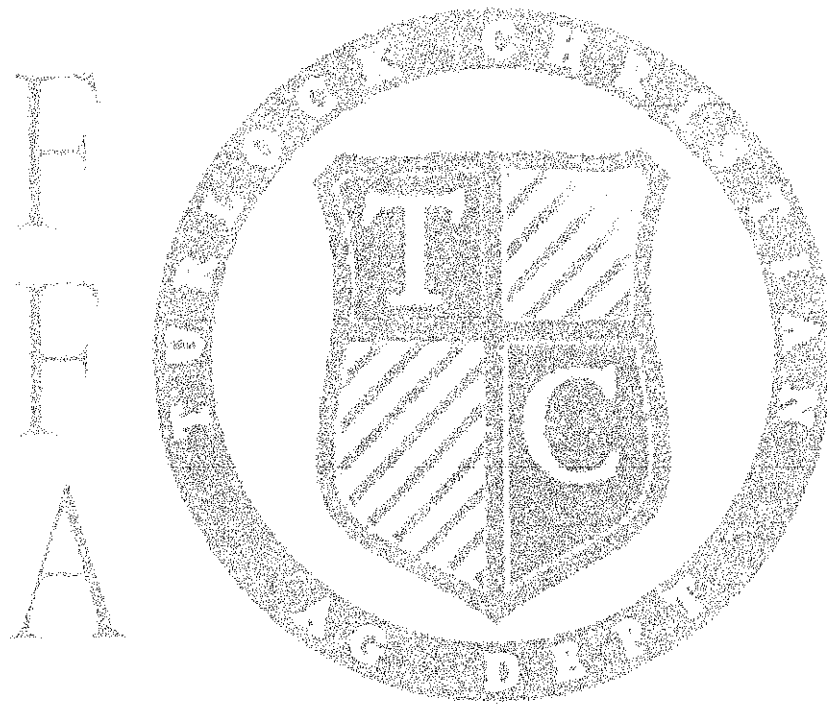
Estimated Expenses	Amount
Chapter Supplies	25,000
Class Supplies	600
Judging Team Supplies and Registration	4000
Jackets	500
Gas	2000
CATA	1200
Total	33,300

Estimated Income	Amount
Estimated Sponsorships	25000
<i>Estimated Tri-Tip Funds</i>	<i>8000</i>
<i>Estimated Trap Shoot</i>	<i>2000</i>
Total	35000

Estimated Net Income	1700



***Q. Signed Articulation
Agreement and/or
Evidence of Articulation***



R. Graduate Follow-Up System

TC FFA Graduate Survey

Please take this survey to tell us where you're at and how you're doing!

* Required

1. What is your name? *

.....

2. What are you currently doing?

Mark only one oval.

- ☐ Community college
- ☐ 4-year college
- ☐ Part-time work
- ☐ Full-time work

3. If you are working, please provide the following: Employer Name and Job Title

.....

4. If you are enrolled in college, please provide your college name and major:

.....

5. Are you working/majoring in an Agricultural field?

Mark only one oval.

- ☐ Yes
- ☐ No

6. How did TC Agriculture Education prepare you for what you are currently doing?

.....

.....

.....

.....

.....

7. How can the Ag Education program at Turlock Christian improve?

.....

.....

.....

.....

.....

8. What advice would you give an incoming Freshman in the TC FFA program?

.....

.....

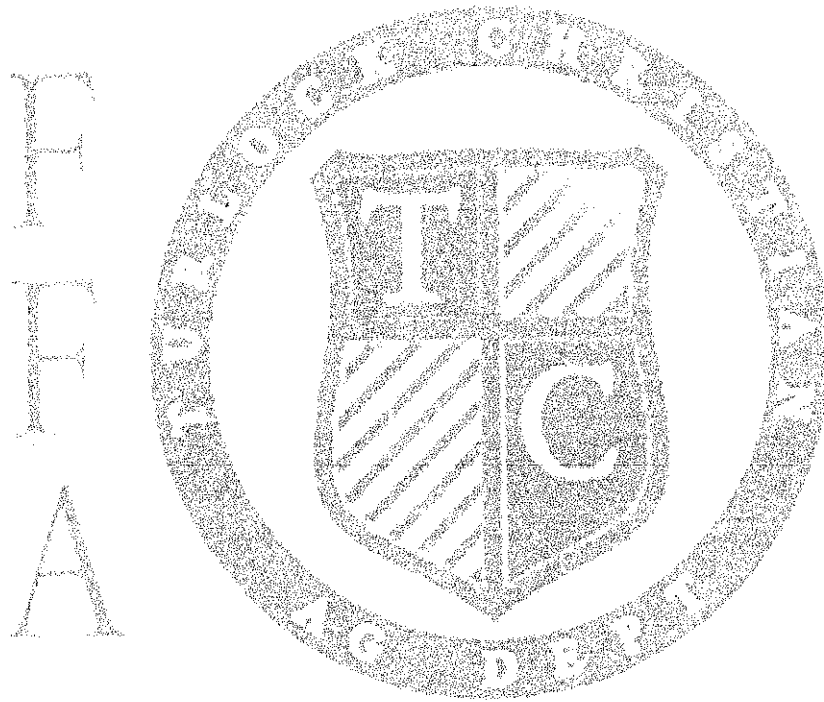
.....

.....

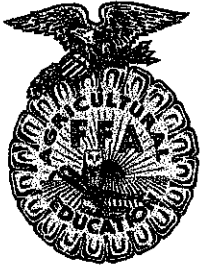
.....

Powered by





S. List of Active Placement Sites



**Turlock Christian High School
Agriculture Department**

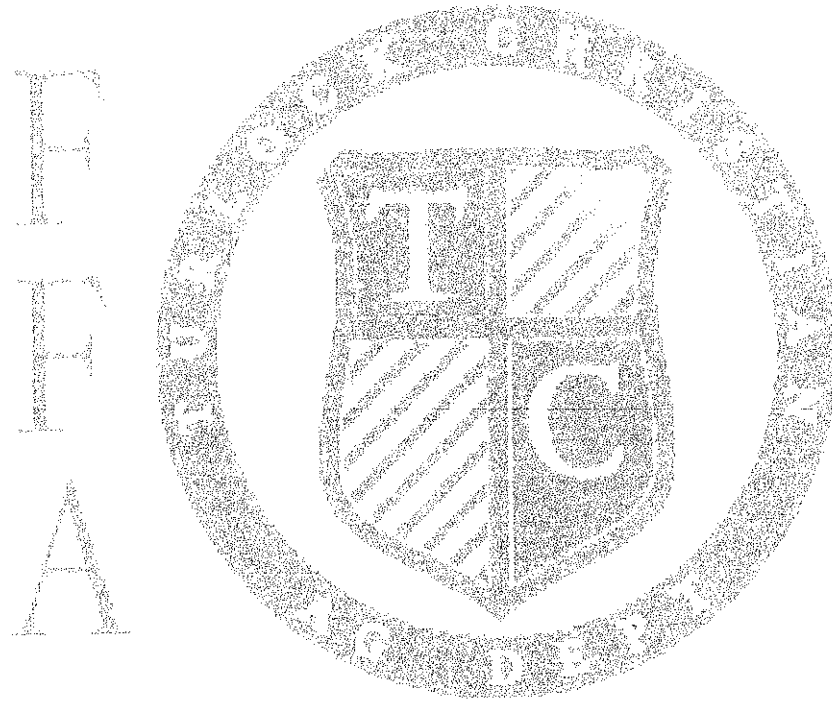


Turlock Christian Agriculture Placement Sites

The following is a list of places students are currently interning or working at:

- Canal Veterinary Clinic
- Taylor Veterinary Clinic
- Vierra Dairy

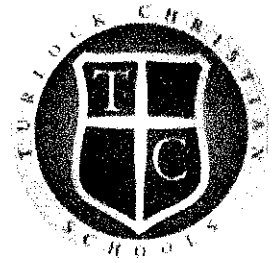
In the near future we will be working out more internship opportunities with agricultural companies in our area to enhance our students learning opportunities.



T. Recruitment Activities and Materials



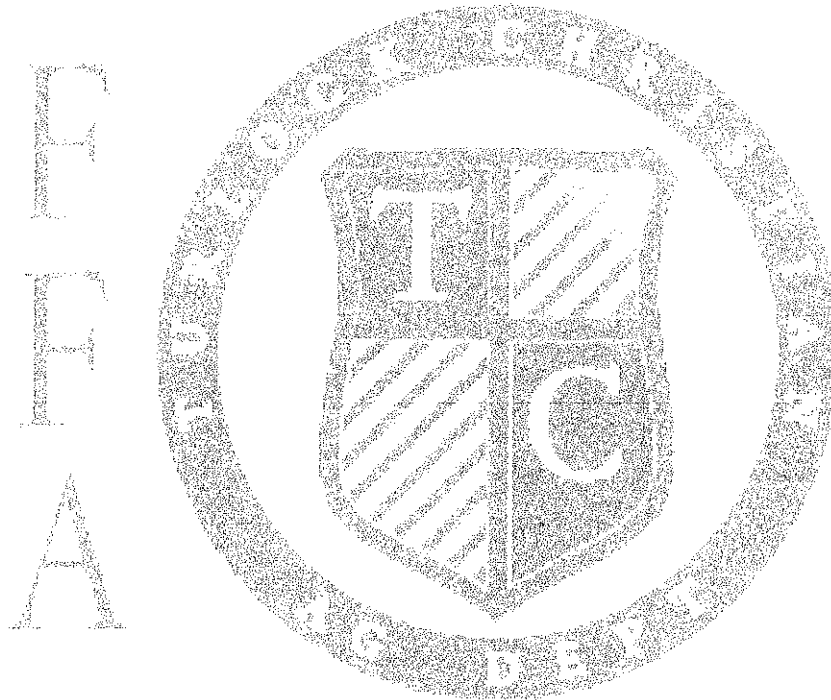
**Turlock Christian High School
Agriculture Department**



Turlock Christian Agriculture Recruitment Activities and Materials

The TC FFA program goes to our "Eagle Expo" each year before school begins where students can change their elective and sign up to take an agriculture class. Additionally, we participate in Junior High Experience Day, where 6th grade students travel to Turlock Christian High School and get a taste of electives offered at the high school level. In addition to these physical events, attached are the printed and electronic marketing strategies that TC FFA employs to get students involved.

TC FFA also hosts an annual "Ag Day" where the entire elementary school is invited to attend. On this day the students get to go through multiple stations covering different agricultural topics such as market animals, the dairy industry, horticulture and agriculture mechanics. This event serves to excite the younger students and get them prepared for the different options that are available to them through the FFA in high school. For the past 3 years this event has served the FFA well in getting younger students to apply for Agriculture Education classes.



U. Staff In-Service Record

INCENTIVE GRANT INSERVICE ACTIVITIES

DOCUMENTATION

CRITERIA

Turlock Christian HS 2016-2017
School School Year

- 4.B Based on the previous year's record, every agriculture teacher, teaching at least 1/2 time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	Ewing		
Fall Region Meeting	X		
Region Inservice Day	X	CATA Regional Road Show	
Spring Region Meeting	X		
Section Inservice	X	Fall Planning	
Section Inservice	X	Spouse's Night	
Section Inservice	X	Spring Planning	
Summer Conference	X		
University Ag Ed Skills Week			
-1. Professional Development*	X		

* Explain the Professional Development:

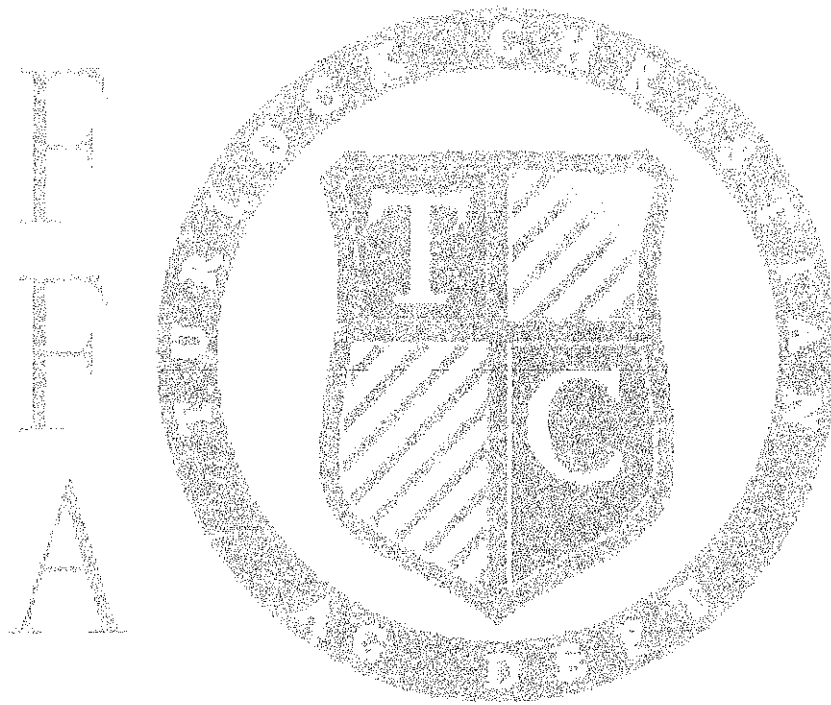
1. ACSI Conference, Sacramento, October
2. _____
3. _____
4. _____

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

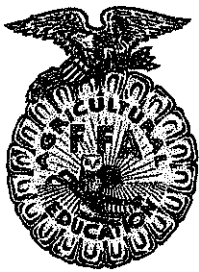
Criteria 2e   Year 16-17   School Turlock Christian HS

Must meet at least 12 areas

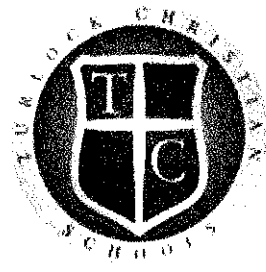
LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	x	
Attended Regional Meeting	x	
Attended Regional Leadership Conference		x
Attended Greenhand Conference	x	
Attended Made for Excellence Conference	x	
Attended Advanced Leadership Academy	x	
Attended Sacramento Experience		x
Participated 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 Annual Trapshoot fundraiser	x	
2 Drive Through BBQ Fundraiser	x	
3 Chapter Community Service Event	x	
TOTAL AREAS MET	15	



V. Inventory



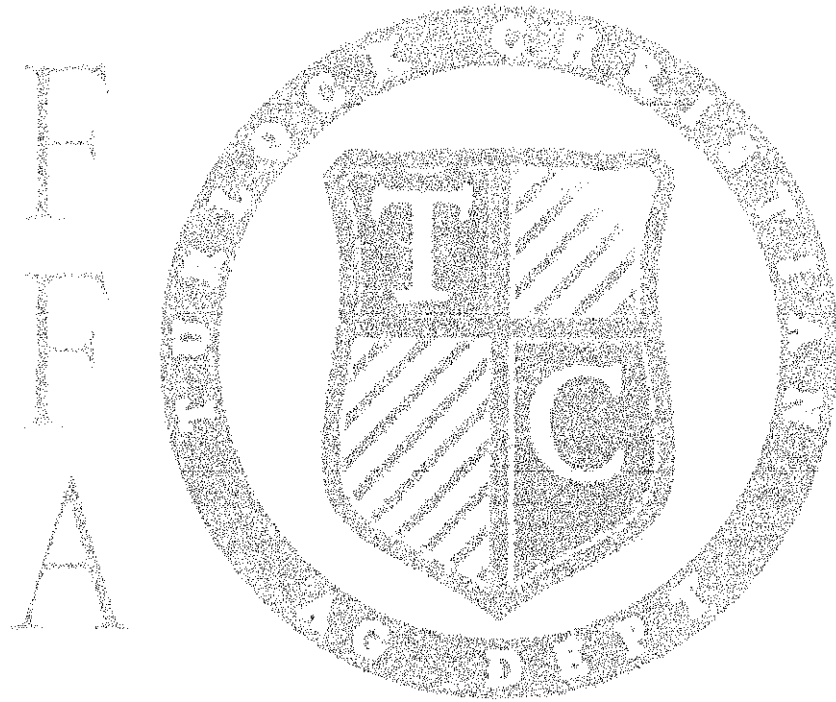
**Turlock Christian High School
Agriculture Department**



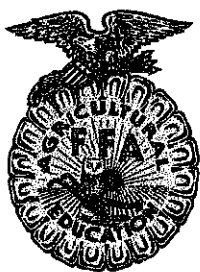
**Turlock Christian Agriculture
Inventory List**

Item	Number of Items	Purchase Year
Round Head Shovel	7	2012
Square Head Shovel	4	2012
Metal Rake	2	2012
Plastic Rake	1	2012
Push broom	2	2012
Snow shovel	1	2012
Pitch fork	3	2012
Propagation/Carrying Crates	100	2013
4 inch pots	12	2013
1inX3in pots (orange)	76	2012
4in X 4in pots	23	2013
2in X 4in pots	3	2013
2'X4'X8' wood plank	4	2013
1'X4'X8' wood plank	2	2013
4'X4'X8' wood post	1	2013
5" PVC hog waterers	2	2013
Watering hose	1	2013
Black tarp	1	2012
Gray Tarp	1	2012
100 ft. extension cord	1	2013
Metal TC FFA Signs	6	2013
Cow cut out (Wooden)	1	2013
Andis electric clippers	1	2013
FFA Jackets	10	2012
FFA scarves	4	2012
FFA ties	5	2012
Full set of FFA Emblems	1	2012

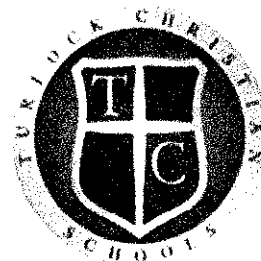
Shearing Machine	1	2017
Galv Deep Hanging Tackbox	1	2017
Clipper Excel G	2	2017
Clipper Plus ZP	1	2017
Aluminum Dual line trailer	1	2017
Sheep and Goat Stands	3	2017
Air EXP II IBlower	2	2017
Printer	1	2016
Clipper Lister Laser	1	2015
Clipper AGC SUPR with T84 Blade	1	2015
Wheelbarrow	1	2015
Truck	1	2016
Mini Fridge	1	2016
Popper	1	2016
Generator	1	2017
Andis clippers	2	2015



***M – Teacher Data Sheet for
Each Teacher***



Turlock Christian High School Agriculture Department



Teacher Data Sheet

R2 Teacher Information Turlock Christian HS, Turlock Year: 2016-2017

 Select	First Name:	Hannah	Email:	hewing@tcschools.us
	Last Name:	Ewing	Password:	EwingH
	Office Phone:	209-632-2337 ext 2204	Emergency Text Messages	
	Address:	P.O. Box 1540, Turlock, CA 95381	Complete the fields below if you would like California Ag Ed to contact you in the event of an emergency	
	City:	Turlock	Cell Number:	5599031638
	State:	CA	Cell Carrier:	Verizon
	Zip Code:	95382		
	Gender:	Female	School Salary Information	
	Ethnicity:	Non-Hispanic	9-10 Month Base Salary:	\$50,000.00
	Race:	Two or more	Extended Contract Stipend:	\$5,000.00
Lead FFA Advisor:	☒	FFA Stipend:	\$0.00	
Dept. Head:	☒	Dept. Head Stipend:	\$0.00	
Years Teaching:	5			
Bachelors:	Cal Poly, SLO			
Credentials From:	Cal Poly, SLO			
Credentials Held:	☒ Single Subject ☒ Ag Specialist ☐ Designated Specialist ☐ Other			

My Courses

Please add the courses that you will teach below. These choices populate the available course list on the student profiles.

Pathway:

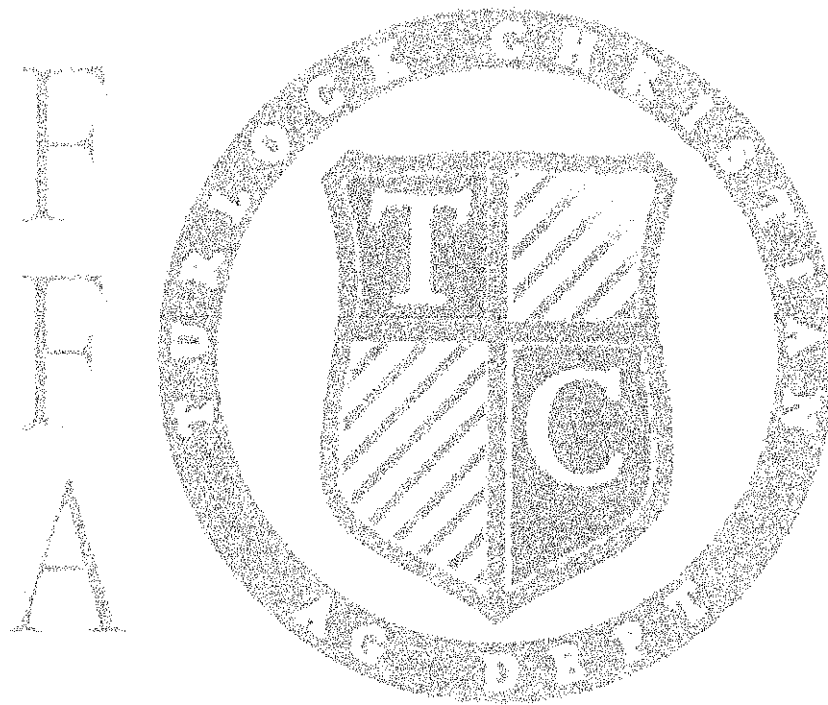
Agricultural Business

Advanced Agriscience

Period 1 [Add Course](#)

- ☒ Ag Communications & Leadership (Period: 0)
- ☒ Ag Sales & Marketing (Period: 1)
- ☒ Agricultural Biology (Period: 5)
- ☒ Agriculture and Soil Chemistry (Period: 6)
- ☒ Graduate - American Degree (Period: 8)
- ☒ Other Agriculture Business Course (Period: 2)
- ☒ Prep Period (Period: 3)
- ☒ Prep Period (Period: 4)
- ☒ SAE/Project Period (Period: 7)

Supporting Materials



O. Advisory Committee Meeting Agendas



**Turlock Christian High School
Agriculture Department Advisory Committee Meeting
Thursday July 6, 2017**



2017 – 2018 Ag Advisory Committee Members

Katie Amaral
John Arellano
Dean Doerksen
Cathy Morelli
Dale Pollard

Kirsten Russell
Sharalee Sanders
Anthony Silva
Dirk Ulrich
Jim Vieira

Meeting Agenda

- 1. Approve Minutes from April 4th meeting**
- 2. Old Business – Kirsten**
  - a. Introduce new Ag Advisory Committee Members – Anthony Silva and Dale Pollard
  - b. Report on April meeting with Administration regarding 2nd Ag Teacher
  - c. Confirmation for Ag Business Pathway beginning this coming school year
  - d. Option for funding intern or other coaching assistance
- 3. Financial Report – Kirsten**
  - a. Review Ag Account Activity from 7/1/16 through 06/30/17
  - b. Review Trap Shoot Fundraiser Income
  - c. 2016-17 Expenses versus Budget
- 4. Ag Program Update – Hannah**
  - a. School Farm Update
  - b. Market Animal Projects - students and species involved
- 5. New Business – Hannah**
  - a. County Fair
    - i. Hauling in and out – assistance?
    - ii. Other assistance/support needed for show days
    - iii. Replacement Heifer Sale
    - iv. Livestock Auction
- 6. Plans for 2017-18 School Year – Hannah**
  - a. Course Offerings (leading to Ag Business Pathway)
  - b. Leadership
  - c. BBQ Kickoff Location and Date



**Turlock Christian High School
Agriculture Department Advisory Committee Meeting
Wednesday September 20th, 2017**



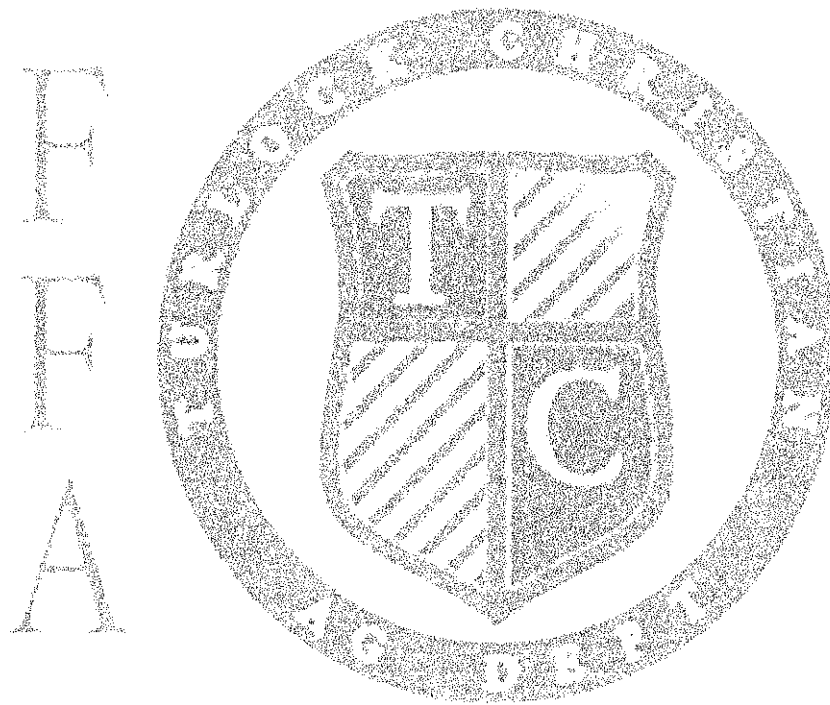
2017 – 2018 Ag Advisory Committee Members

Katie Amaral
John Arellano
Dean Doerksen
Cathy Morelli
Dale Pollard
Kirsten Russell
Sharalee Sanders
Anthony Silva
Dirk Ulrich
Jim Vieira

Meeting Agenda

- 1. Approve Minutes from July 7th meeting**
- 2. Old Business - Hannah**
  - a. County Fair Update
  - b. New School Year Update on courses & FFA Program
- 3. Financial Report – Kirsten**
  - a. Review Ag Account Activity from 7/1/16 through 06/30/17
  - b. 2016-17 Expenses versus Budget (Asset acquisition)
- 4. 2017-18 Ag Program Budget – Hannah**
  - a. Review Budget
  - b. Develop a 3 Year Vision/Plan for TC Ag Program – (including staffing, resources needed and curriculum)
- 5. 2017-18 Ag Program Sponsorship Letter Drive – Kirsten**
  - a. Review past year donor list
  - b. Suggestions for new contacts
- 6. Tri-Tip Dinner Fundraiser (November ??) – Hannah**
- 7. Contacts for Guest Speakers – Hannah**
  - a. Ag Economics
  - b. Ag Marketing
- 8. Other Business**
  - a. Next Meeting Date – conflict on Wednesdays for D. Pollard

Supporting Materials



P.Advisory Committee Meeting Minutes

Minutes for Turlock Christian High School Ag Department Advisory Meeting

Thursday July 6, 2017

Meeting was called to order by Kirsten Russell at 4:30 p.m.

Present were: Katie Amaral, Hannah Ewing, Dale Pollard, Kirsten Russell, Sharalee Sanders, Anthony Silva, Tim Truax, and Jim Vieira

The minutes from April 4, 2017 were approved: 1st JV 2nd KA

Kirsten welcomed two new Ag Advisory Members: Dale Pollard and Anthony Silva

Financial Report: Tabled until next meeting.

Administration Meeting: Kirsten and Hannah had a meeting with Administration regarding the need for a plan of how classes are introduced and taught to create a good Ag Pathway for FFA. The request for a second paid Ag Teacher is not able to be accomplished due to enrollment numbers. Hannah was given conformation for a Marketing class. Also, an extra prep period was promised.

School Farm: Hannah is very grateful for the "New Farm"! It has worked great to have a central location. Electricity will be in soon.

Tim Truax: Tim will be leaving TCS to attend Fresno and complete his ag degree. Thank you to Tim Truax for his spiritual mentoring and for his outstanding work ethic. He has been a great blessing and a vital asset to Hannah and the TCS Ag program. Tim will be missed!

Market Animal Projects for Stanislaus County Fair: Hannah and Tim shared the progress of the market animal projects. We discussed as a board the financial level of commitment needed to support TCS FFA students. We concluded it is totally voluntary and we will base our participation according to Hannah and Tim's recommendations. Their direction to the board will reflect not only need but level of participation of each TCS FFA competitor.

New Equipment: **TRAILER**

Good News... we are in process of obtaining a trailer!

Bad News....the trailer will not arrive until after the Fair!

BBQ Kick-OFF Date: August 24, 2017 NEED A LOCATION

Meeting Adjourned at 6:15 p.m.

Respectfully Submitted: Sharalee Sanders

Minutes for Turlock Christian High School Ag Department Advisory Meeting Wednesday, September 20, 2017

Meeting was called to order by Kirsten Russell at 4:37 p.m.

Present were: Hannah Ewing, Kirsten Russell, Cathy Morelli, Jim Vieira, Katie Taylor, John Arellano, Anthony Silva and Dirk Ulrich

Motion to approve the July 7th meeting minutes by Jim Vieira 2nd by Dirk Ulrich

Hannah reported that the county fair went very well and all the participants sold and were happy.

New School Year Started: Hannah is teaching Ag Bio, Ag Chem, Ag Marketing, and Ag Econ Things are going well so far and there are 72 in FFA this year. She stated she will have 5 teams participating in the opening/closing competition.

Financial Report: A financial report was handed out for 7/1/16 – 6/30/17 school year. The accounts ending balance was \$95,227.21 there were a few question from the advisory committee. Kirsten and Hannah will follow up with the school accounting department. Last year's budget vs expenses were pretty close. It was also mentioned that the program acquired some assets that will continue to stay with the program and help to improve it.

2017-2018 Budget: Hannah handed out an estimated budget itemizing \$33,300.

A discussion took place about developing a 3 year vision for the program. This vision is to include staffing, resources needed and a curriculum. Some names of some contacts were thrown out for Hannah to check into. It was also suggested that she contact some similar small programs in the state to get ideas and possibly model.

2017-2018 Sponsorship Letter Drive: Last year the drive brought in \$26, 350. The letter was reviewed along with the past donor list. **It was suggested that each Ag advisory member come up with 5 new contacts and send them to Kirsten.**

Annual Tri Tip Fundraiser is scheduled for November 9th 4-7 p.m. We are again looking for bean maker suggestions. E-mail or call Hannah if you want tickets to sell or purchase.

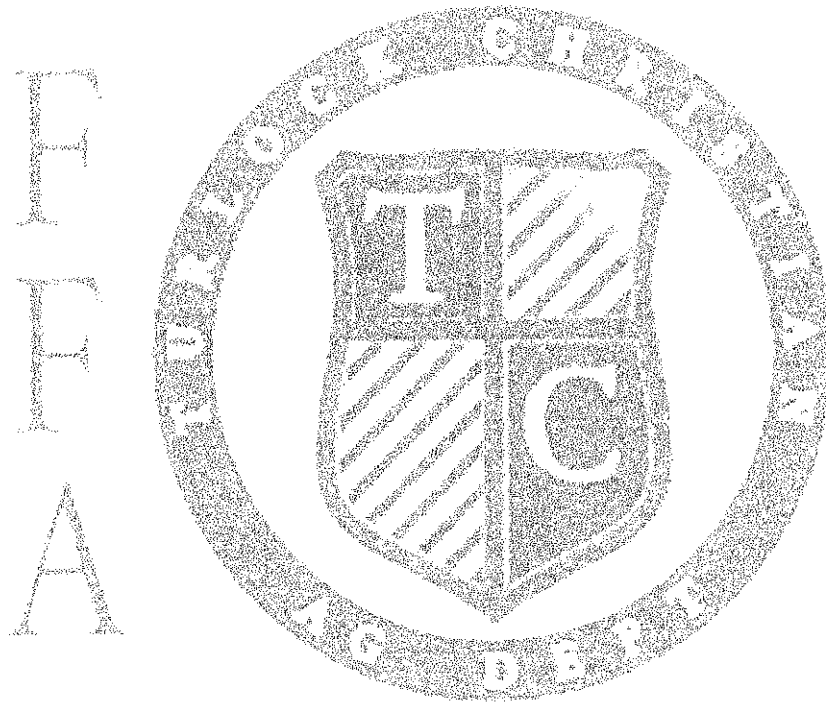
Guest Speaker Recommendations for the topics of Ag Economics or Ag Marketing. Please e-mail Hannah with ideas.

Next meeting will be scheduled on a Thursday in January. Kirsten will send out an e-mail.

Meeting Adjourned at 5:45 p.m.

Respectfully Submitted: Cathy Morelli

Supporting Materials



Q. Advisory Committee Meeting Constitution and Bylaws

Advisory Committee for Turlock Christian High School
Agriculture Education
Turlock, California
June, 2016

SECTION A- PURPOSE:

- Article 1. The Agriculture Advisory Committee shall exist each year so long as courses in agriculture education are offered at Turlock Christian High School.
- Article 2. The Advisory Committee may direct its advice and recommendations toward the Agriculture teacher(s), the school administration or the Turlock Christian High School Board. It shall limit its activities to matters concerning the Agriculture Education Department.
- Article 3. It shall be the duty of the Advisory committee to:
- a) Study the needs of the community related to the work of the Agriculture Department
  - b) Suggest and advise in areas of education pertaining to the objectives of the school's Agriculture Education program.
  - c) Review the departments' ability to meet state standards in Agriculture Education.
  - d) Review and evaluate facilities and equipment available for the use of instruction.
  - e) Assist in evaluating the agriculture programs instruction, curriculum and course content being provided to the students.
  - f) Study the programs of Agriculture Departments in other communities with the idea of encouraging the use in this community of those objectives and practices that may be applicable.
  - g) Serve as an avenue of communication between the Agriculture Department and the community.
  - h) Provide special committees to work with various groups participating in the Agriculture Education Program such as FFA members, parents and the faculty.
  - i) The Advisory committee shall have an appointed chair, vice chair. The secretary shall be the Agriculture instructor from the department.

Section B- Membership

- Article 1. There shall be a maximum of 15 members on the Agriculture Advisory Committee, with a variety of representation from the animal science, horticulture, agriculture mechanics, and agriculture business pathways as well as other business, community, and educational representatives who serve the agriculture industry or agriculture department.

- Article 2. Members shall be selected in such a way that they represent a cross-section of the farm and business community served by the Agriculture Department.
- Article 3. Members shall be nominated by the Agriculture Department Staff and shall be notified of their appointment by the Agriculture Department Chairman.
- Article 4. Members:
A) The term of membership shall be for three years.
B) Have the only voting rights of the committee.
C) Appoint/approve an acting chairman, vice chairman and secretary.
- Article 5. In case of vacancies, new members shall be elected to fill those vacancies as set down in Article 3 of this section, but shall serve for only the time remaining of the vacancy filled.
- Article 6. An individual shall lose membership if he/she fails to take an active role in the committee's activities or is no longer a positive contributing member of the committee. The committee will make this decision after consulting with the Agriculture Department Staff.
- Article 7. The Agriculture Department Staff will be voting members and will attend all meetings.

Section C- Meetings

- Article 1. The committee shall meet no less than two times per year, ideally four times per year. The Agriculture Department Chairman and the Agriculture Advisory Committee Chairman will decide on meeting dates.
- Article 2. The Chairman as necessary may call special meetings during the year.
- Article 3. Written notices of all regular meetings will be prepared and emailed to all committee members and guests by the Agriculture Department Chairman.
- Article 4. The meetings shall not continue for more than two hours unless so voted by the committee members present.
- Article 5. A quorum will consist of a majority (50% + 1) of the total eligible voting members of the committee.

Section D- Chairman

- Article 1. The Agriculture Advisory Committee Chairman shall be elected each fall from the group of members who has served on the existing committee for at least one year. His/Her duties shall be:
a) To preside at all committee meetings.
b) To appoint special committees which may include persons other than the committee members

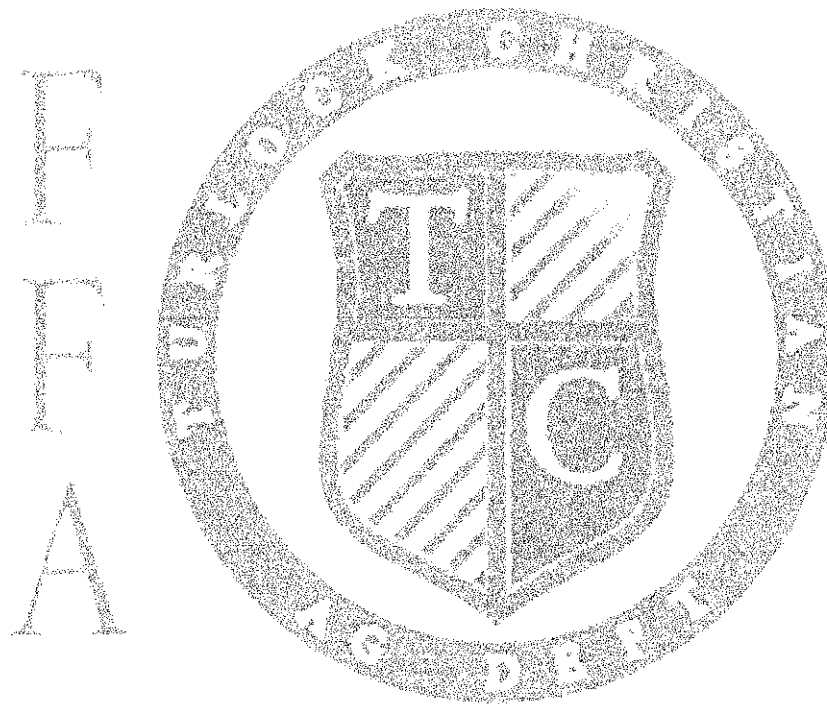
- c) To call special meetings as needed.

- Article 2. The duties of the Agriculture Department Chairman shall be:
- a) To keep attendance records of the committee members.
  - b) To keep a record of discussion, recommendations, motions passed and committee appointments.
  - c) To maintain a permanent record file of all committee activities.
  - d) To distribute minutes of the committee meetings and copies of other committee documents to the committee members, Board of Education members, school site administration, superintendent, agriculture staff, and others who may be concerned. The school facilities and office staff shall be available for this purpose.
  - e) To prepare the agenda for the committee meetings if requested to do so by the committee.

Section E- Changes in By-Laws and Constitution:

- Article 1. Suggestions for changes in the Constitution and By-Laws must be presented to the chairman and then must be approved by a majority vote of the committee membership. Then said suggestions must be passed by the Board of Education before adopting.

Supporting Materials

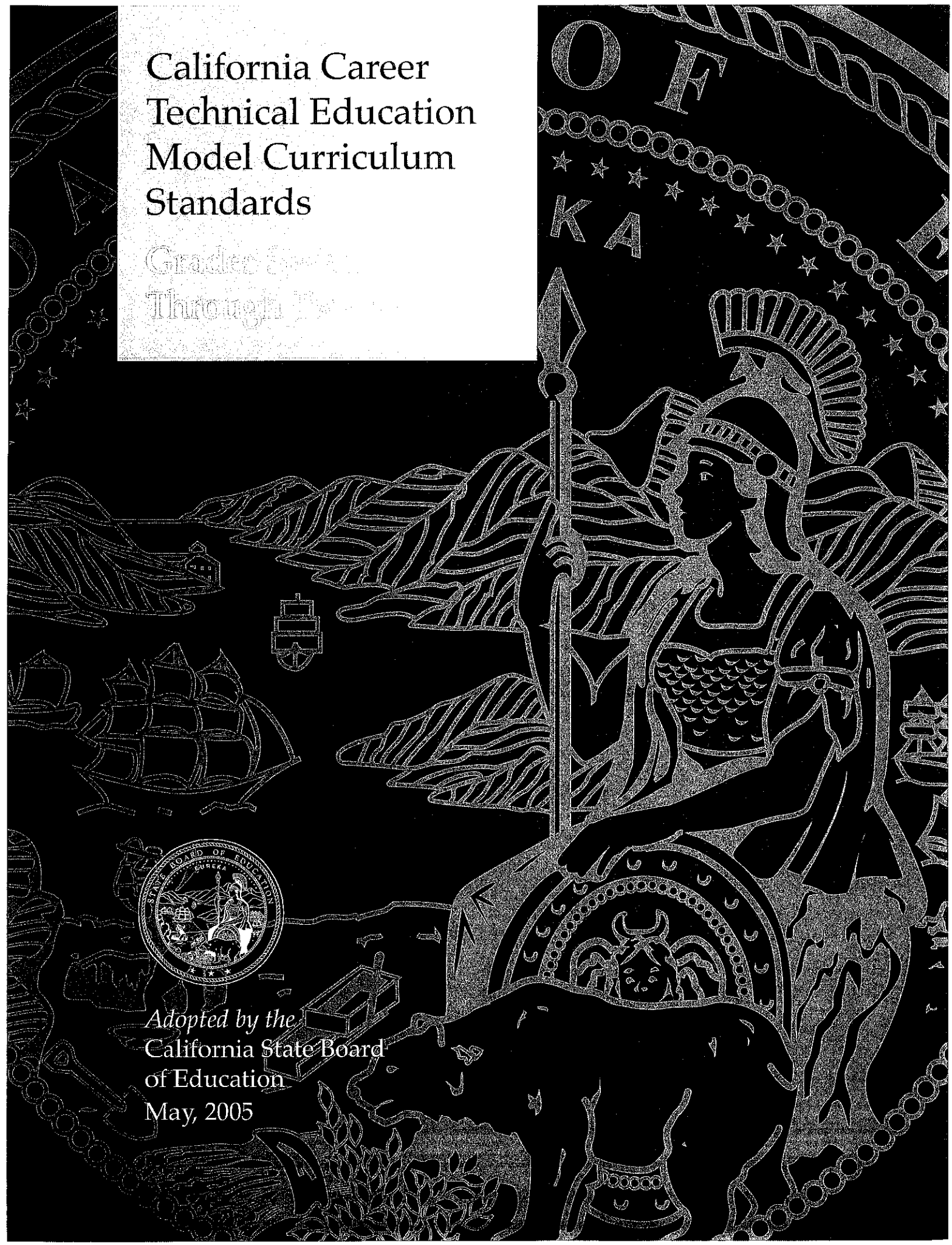


R. Proficiency Standards

California Career Technical Education Model Curriculum Standards

Grades Seven
Through Twelve

*Adopted by the
California State Board
of Education
May, 2005*



California Career
Technical Education
Model Curriculum
Standards

Grades Seven
Through Twelve



Publishing Information

When the *California Career Technical Education Model Curriculum Standards* was adopted by the California State Board of Education on May 11, 2005, the members of the State Board were as follows: Ruth E. Green, President; Glee Johnson, Vice President; Alan Bersin; Ruth Bloom; Yvonne Chan; Don Fisher; Ricky Gill; Kenneth Noonan; Joe Nuñez; Bonnie Reiss; and Johnathan Williams.

This publication was edited by Sheila Bruton, assisted by associate editors Dixie Abbott and Jamie Contreras, working in cooperation with Linda Gaylor, Education Programs Consultant, and Julie Parr, Associate Governmental Program Analyst, Secondary, Postsecondary, and Adult Leadership Division, California Department of Education. It was designed and prepared for printing by the staff of CDE Press, with the cover and interior design created and prepared by Juan Sanchez. Typesetting was done by Jeannette Reyes. It was published by the California Department of Education, 1430 N Street, Sacramento, CA 95814-5901. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

© 2006 by the California Department of Education
All rights reserved

ISBN 0-8011-1609-0

Special Acknowledgment

The State Board of Education extends its appreciation to the members and staff of the California Career Technical Education Model Curriculum Standards and Framework Advisory Group (CCTE Advisory Group) for their outstanding work in developing and recommending the career technical education model curriculum standards to the State Board of Education under the provisions of *Education Code* Section 51226.

The members of the CCTE Advisory Group at the time of the approval of the draft career technical education model curriculum standards were as follows:

Zeny Agullana; Patrick Ainsworth; Beverly Alexander; Catherine Barkett; Gerald Blackburn; Dona Boatright; Richard Bogart; Skip Brown; William Callahan; John Chocholak; Christine Collins; Sonny Da Marto; Yvonne de la Peña; Jaime Fall; Tim Gilles; Jackie Goldberg; David Goodreau; Janet Gower; Melissa Green; Gail Grimm; Jay Hansen; Sam Hassoun; Patrick Henning, Jr.; Marty Isozaki; Cris Johnson; Lonnie Kane; Rick Lawrance; Jo Loss; Anne McKinney; Jeff Merker; Kathleen Milnes; Christy Moustiris; Barbara Nemko; Kenneth O'Brien; George Plescia; Russell Postell; Frank Pugh; Lee Angela Reid; Bruce Robeck; Barbara Ross; Joni Samples; Frank Schipper; Sabina Sobinina; Lane Therrel; Kathleen Valentine; Tom Vessella; Susan Wilbur; Kimberly Yee; and Superintendent of Public Instruction Jack O'Connell and his designee, Sue Stickel.

Special commendation is extended to Sue Stickel, Deputy Superintendent, Curriculum and Instruction Branch; Patrick Ainsworth, Assistant Superintendent and Director, Secondary, Postsecondary, and Adult Leadership Division; Bernard Norton, Manager, High School Initiatives/Career Education Office; and Linda Gaylor, Consultant, High School Initiatives/Career Education Office. Their significant contributions to this document deserve special recognition.

Ordering Information

Copies of this publication are available for \$24.95 each, plus shipping and handling charges. California residents are charged sales tax. Orders may be sent to the California Department of Education, CDE Press, Sales Office, 1430 N Street, Suite 3207, Sacramento, CA 95814-5901; FAX (916) 323-0823. See page 435 for a partial list of other educational resources available from the Department and page 437 for an order blank. In addition, an illustrated *Educational Resources Catalog* describing publications, videos, and other instructional media available from the Department can be obtained without charge by writing to the address given above or by calling the Sales Office at (916) 445-1260.

Notice

The guidance in *California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)



A Message from the State Superintendent of Public Instruction and the State Board of Education	v
Introduction	vi
Agriculture and Natural Resources Industry Sector	1
A. Agricultural Business Pathway	12
B. Agricultural Mechanics Pathway	15
C. Agriscience Pathway	19
D. Animal Science Pathway	22
E. Forestry and Natural Resources Pathway	26
F. Ornamental Horticulture Pathway	30
G. Plant and Soil Science Pathway	33
Arts, Media, and Entertainment Industry Sector	37
A. Media and Design Arts Pathway	52
B. Performing Arts Pathway	57
C. Production and Managerial Arts Pathway	63
Building Trades and Construction Industry Sector	65
A. Cabinetmaking and Wood Products Pathway	79
B. Engineering and Heavy Construction Pathway	82
C. Mechanical Construction Pathway	85
D. Residential and Commercial Construction Pathway	87
Education, Child Development, and Family Services Industry Sector	89
A. Child Development Pathway	102
B. Consumer Services Pathway	107
C. Education Pathway	111
D. Family and Human Services Pathway	115
Energy and Utilities Industry Sector	119
A. Electromechanical Installation and Maintenance Pathway	129
B. Energy and Environmental Technology Pathway	131
C. Public Utilities Pathway	133
D. Residential and Commercial Energy and Utilities Pathway	136
Engineering and Design Industry Sector	139
A. Architectural and Structural Engineering Pathway	154
B. Computer Hardware, Electrical, and Networking Engineering Pathway	156
C. Engineering Design Pathway	159
D. Engineering Technology Pathway	161
E. Environmental and Natural Science Engineering Pathway	164

Fashion and Interior Design Industry Sector	167
A. Fashion Design, Manufacturing, and Merchandising Pathway	179
B. Interior Design, Furnishings, and Maintenance Pathway	183
Finance and Business Industry Sector	188
A. Accounting Services Pathway	201
B. Banking and Related Services Pathway	203
C. Business Financial Management Pathway	204
Health Science and Medical Technology Industry Sector	205
A. Biotechnology Research and Development Pathway	218
B. Diagnostic Services Pathway	220
C. Health Informatics Pathway	222
D. Support Services Pathway	224
E. Therapeutic Services Pathway	226
Hospitality, Tourism, and Recreation Industry Sector	229
A. Food Science, Dietetics, and Nutrition Pathway	242
B. Food Service and Hospitality Pathway	245
C. Hospitality, Tourism, and Recreation Pathway	249
Information Technology Industry Sector	253
A. Information Support and Services Pathway	268
B. Media Support and Services Pathway	270
C. Network Communications Pathway	272
D. Programming and Systems Development Pathway	274
Manufacturing and Product Development Industry Sector	277
A. Graphic Arts Technology Pathway	291
B. Integrated Graphics Technology Pathway	293
C. Machine and Forming Technology Pathway	294
D. Welding Technology Pathway	297
Marketing, Sales, and Service Industry Sector	299
A. E-commerce Pathway	314
B. Entrepreneurship Pathway	316
C. International Trade Pathway	318
D. Professional Sales and Marketing Pathway	320
Public Services Industry Sector	321
A. Human Services Pathway	336
B. Legal and Government Services Pathway	338
C. Protective Services Pathway	341
Transportation Industry Sector	345
A. Aviation and Aerospace Transportation Services Pathway	356
B. Collision Repair and Refinishing Pathway	358
C. Vehicle Maintenance, Service, and Repair Pathway	361
Appendix: Career Technical Education and Academic Standards Crosswalk	365
Glossary	417
Selected References	418

A Message from the State Superintendent of Public Instruction and the State Board of Education

California is a national leader in the development of rigorous, comprehensive standards as the foundation for educational programs. Toward that end, we are pleased to provide these curriculum standards for career technical education (CTE). They integrate California's rigorous academic content standards with industry-specific knowledge and skills to prepare students both for direct entry into California's vibrant industry sectors and for postsecondary education. The CTE standards are the collaborative effort of secondary and postsecondary educators, representatives from industry and key educational organizations, legislators, students, and families.

Reform in education requires a vision of where we want to be, a solid foundation, and effective strategies to reach our objective. For CTE these curriculum standards are the foundation, identifying what is essential for students to master in each of the 15 industry sectors. With them in place, our schools can create, implement, and strengthen a CTE curriculum that benefits our youth, our communities, and our economy. Career technical education is a vital component of public education in California.

Standards are based in research.

Standards provide a focus on content—that is, what students actually need to know and be able to do. In 1991 the U.S. Secretary of Labor's report *Secretary's Commission on Achieving Necessary Skills* (SCANS) identified foundation knowledge, skills and abilities, and essential workplace competencies necessary to be competitive in our global, information-based economy. California's CTE standards take the critical next step in providing the level of specificity needed to guide the development of high-quality, consistent, and relevant career-focused programs.

Standards are rigorous and relevant.

Narrow, job-skill-oriented secondary vocational programs of the past—that prepared individuals almost exclusively for entry into trades—have given way to broader CTE pro-

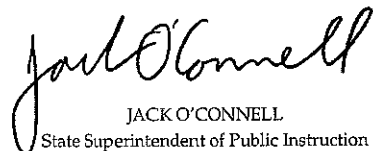
grams. These programs teach rigorous academic concepts within the context of career education. The CTE curriculum standards show direct linkages to California's content standards in English-language arts, mathematics, history-social science, science, and visual and performing arts, and they provide learning opportunities in many venues both within and outside the traditional classroom.

Standards describe what to teach, not how to teach it.

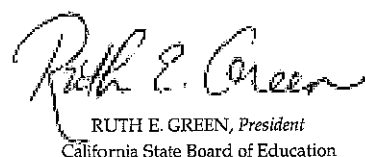
Standards-based education maintains California's historical respect for local control of schools. To help students achieve at high levels, local educators—with the cooperation of families, businesses, and community partners—can take these standards and design the specific curricular and instructional strategies that best deliver the content to their students.

Standards are a continuing commitment to excellence.

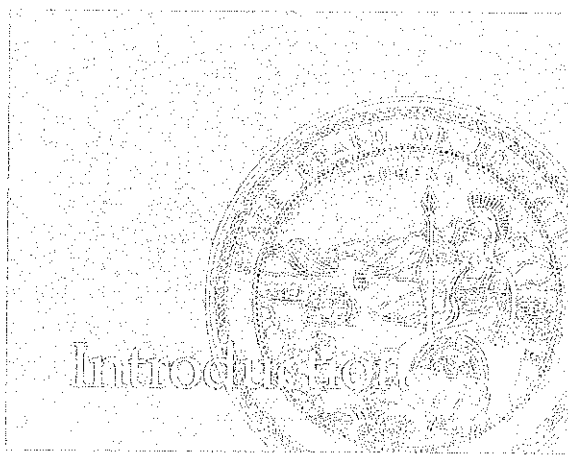
Standards answer the critical question, "What should our students be learning?" They represent a concerted effort to prepare our students with the knowledge and skills to make informed career choices, to integrate and apply academic and career concepts, to prepare for successful participation in our global society, and to seek and love learning as a lifelong endeavor. They represent our commitment to excellence.



JACK O'CONNELL
State Superintendent of Public Instruction



RUTH E. GREEN, President
California State Board of Education



The California career technical education (CCTE) model curriculum standards are organized in 15 *industry sectors*, or groupings, of interrelated occupations and broad industries. Each sector has two or more career pathways. (See the accompanying chart for an overview of the sectors and pathways.) A *career pathway* is a coherent sequence of

rigorous academic and technical courses that allows students to apply academics and develop technical skills in a curricular area. Career pathways prepare students for successful completion of state academic and technical standards and more advanced postsecondary course work related to the career in which they are interested.

California Career Technical Education Industry Sectors

INDUSTRY SECTOR	CAREER PATHWAYS	INDUSTRY SECTOR	CAREER PATHWAYS
Agriculture and Natural Resources	• <i>Agricultural Business</i> • <i>Agricultural Mechanics</i> • <i>Agriscience</i> • <i>Animal Science</i> • <i>Forestry and Natural Resources</i> • <i>Ornamental Horticulture</i> • <i>Plant and Soil Science</i>	Energy and Utilities	• <i>Electromechanical Installation and Maintenance</i> • <i>Energy and Environmental Technology</i> • <i>Public Utilities</i> • <i>Residential and Commercial Energy and Utilities</i>
Arts, Media, and Entertainment	• <i>Media and Design Arts</i> • <i>Performing Arts</i> • <i>Production and Managerial Arts</i>	Engineering and Design	• <i>Architectural and Structural Engineering</i> • <i>Computer Hardware, Electrical, and Networking Engineering</i> • <i>Engineering Design</i> • <i>Engineering Technology</i> • <i>Environmental and Natural Science Engineering</i>
Building Trades and Construction	• <i>Cabinetmaking and Wood Products</i> • <i>Engineering and Heavy Construction</i> • <i>Mechanical Construction</i> • <i>Residential and Commercial Construction</i>	Fashion and Interior Design	• <i>Fashion Design, Manufacturing, and Merchandising</i> • <i>Interior Design, Furnishings, and Maintenance</i>
Education, Child Development, and Family Services	• <i>Child Development</i> • <i>Consumer Services</i> • <i>Education</i> • <i>Family and Human Services</i>		

INDUSTRY SECTOR	CAREER PATHWAYS	INDUSTRY SECTOR	CAREER PATHWAYS
Finance and Business	• Accounting Services • Banking and Related Services • Business Financial Management	Manufacturing and Product Development	• Graphic Arts Technology • Integrated Graphics Technology • Machine and Forming Technology • Welding Technology
Health Science and Medical Technology	• Biotechnology Research and Development • Diagnostic Services • Health Informatics • Support Services • Therapeutic Services	Marketing, Sales, and Service	• E-Commerce • Entrepreneurship • International Trade • Professional Sales and Marketing
Hospitality, Tourism, and Recreation	• Food Science, Dietetics, and Nutrition • Food Service and Hospitality • Hospitality, Tourism, and Recreation	Public Services	• Human Services • Legal and Government Services • Protective Services
Information Technology	• Information Support and Services • Media Support and Services • Network Communications • Programming and Systems Development	Transportation	• Aviation and Aerospace Transportation Services • Collision Repair and Refinishing • Vehicle Maintenance, Service, and Repair

Standards and Subcomponents

Standards serve as the basis for the curriculum frameworks, instructional materials, and statewide assessments in California. The CCTE model curriculum standards have been developed for use at the secondary level, grades seven through twelve.

There are two levels of detail in the standards: standards and subcomponents. *Standards* are general expectations of what students should know and be able to do. Each standard has at least two *subcomponents* that elaborate on the specific knowledge and skills encompassed by the standard.

There are also two different *types* of standards in each sector: *foundation* standards and *pathway* standards.

Foundation Standards

There are 11 *foundation standards* that all students need to master to be successful in the career technical education curriculum and in the workplace. These standards are similar to the competencies described in the June 1991 report issued by the U. S. Department of Labor, *Secretary's Commission on Achieving Necessary Skills* (SCANS). The foundation standards are uniform in all sectors, although the subcomponents will differ. They cover the 11 areas essential to all students' success:

- 1.0 Academics
- 2.0 Communications
- 3.0 Career Planning and Management
- 4.0 Technology
- 5.0 Problem Solving and Critical Thinking

- 6.0 Health and Safety
- 7.0 Responsibility and Flexibility
- 8.0 Ethics and Legal Responsibilities
- 9.0 Leadership and Teamwork
- 10.0 Technical Knowledge and Skills
- 11.0 Demonstration and Application

Foundation standards 1.0, Academics, and 2.0, Communications, refer to the California academic content standards (see <http://www.cde.ca.gov/be/st/ss>). The academic standards are the relevant California content standards that individual sectors will integrate into the pathway standards, support, and reinforce through application. Most academic standards appear in foundation standard 1.0, Academics, although English-language arts standards are listed under 2.0, Communications, as they are broad-based enough to include most communication standards for the sector.

Pathway Standards

The *pathway standards* are concise statements that reflect the essential knowledge and skills students are expected to master to be successful in the career pathway. These standards build on existing career technical education standards, academic content standards, and appropriate standards established by business and industry. Therefore, existing career technical standards, California content standards in the core content areas, and national, regional, and association standards (where available) were consulted as models of content description for technical standards. Each career pathway comprises three to twelve standards with two to six subcomponents per standard.

The Conceptual Model

The conceptual model for the CCTE model curriculum standards was built on the Standards Development Criteria adopted by the Superintendent's Advisory Group.

CCTE standards:

- Are designed to support a seamless transition to postsecondary education and entry to a career.
- Support mastery of essential employability skills and rigorous academic content standards.
- Are concise statements that reflect the essential knowledge and skills students are expected to master and include foundation standards that apply to all industry sectors.
- Build on existing career technical education standards, appropriate standards established by business and industry, and academic content standards.

The California Department of Education sought a research-based standards model that:

- Encompassed these guidelines
- Reflected the national movement away from codifying activities and tasks toward a broad curriculum capturing the underlying knowledge and skills
- Included both the core academic content and technical skills taught in a career pathway
- Reflected how students learn, recall, and transfer knowledge

The work of John R. Anderson at Carnegie Mellon University suggests that students learn through the interaction of declarative and procedural knowledge: *declarative knowledge* provides information (facts, events, concepts, and principles); *procedural knowledge* provides the application, or what the learner is able to do with the information. The interaction with these two types of knowledge will give students the ability to adapt and use information and skills in real-world situations.

The Department also screened academic foundation standards by using the ratings developed by Willard Daggett, International

Center for Leadership in Education, reflecting how readily an academic standard can be incorporated into technical instruction.

John Kendall and Robert Marzano of the Mid-continent Research for Education and Learning (McREL), under the regional educational laboratory contract from the U.S. Department of Education, have developed a model that incorporates a research-based format for writing content standards and subcomponents that:

- Incorporates both declarative and procedural statements

- Focuses on the higher-order declarative statements, often expressed as what the student “understands” or “knows”
- Uses clear, concise statements of the underlying (declarative) knowledge and skills and the main, overarching performance requirements (procedural), resulting in fewer but more important standards

The Superintendent’s Advisory Group adopted the McREL format as the basis for development of the *California Career Technical Education Model Curriculum Standards*.

Agriculture and Natural Resources Industry Sector

Career Pathways

- ◆ Agricultural Business
- ◆ Agricultural Mechanics
- ◆ Agriscience
- ◆ Animal Science
- ◆ Forestry and Natural Resources
- ◆ Ornamental Horticulture
- ◆ Plant and Soil Science



The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

FOUNDATION STANDARDS

1.0 Academics

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

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

1.1 Mathematics

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

- (10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
- (12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

- (13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

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

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

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

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

1.2 Science

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

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

1.3 History–Social Science

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

- (12.2) Students analyze the elements of America's market economy in a global setting.

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

2.0 Communications

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

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

2.1 Reading

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

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

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

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

2.2 Writing

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

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

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

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

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

2.3 *Written and Oral English Language Conventions*

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

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (1.3) Reflect appropriate manuscript requirements in writing.

2.4 *Listening and Speaking*

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

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

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

- (1.8) Use effective and interesting language, including:
  - a. Informal expressions for effect
  - b. Standard American English for clarity
  - c. Technical language for specificity
- (1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

- (2.4) Deliver multimedia presentations:
- Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
  - Select an appropriate medium for each element of the presentation.
  - Use the selected media skillfully, editing appropriately and monitoring for quality.
  - Test the audience's response and revise the presentation accordingly

---

3.0 Career Planning and Management

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

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

4.0 Technology

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

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

5.0 Problem Solving and Critical Thinking

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

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

6.0 Health and Safety

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

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

7.0 Responsibility and Flexibility

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

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

8.0 Ethics and Legal Responsibilities

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

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork

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

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

10.0 Technical Knowledge and Skills

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

- 10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
- 10.2 Manage and actively engage in a career-related, supervised agricultural experience.

- 10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

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

PATHWAY STANDARDS

A. Agricultural Business Pathway

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

-
- A1.0 Students understand decision-making processes within the American free enterprise system:*
- A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.
  - A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.
  - A1.3 Understand the advantages and disadvantages of the four types of business ownership.
  - A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
  - A1.5 Analyze physical production relationships to determine optimum use levels.
  - A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.
-
- A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:*
- A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.
  - A2.2 Know basic agricultural economic terminology.
  - A2.3 Understand the law of supply and demand as it effects price determination.
  - A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
  - A2.5 Differentiate between elastic and inelastic supply and demand.
  - A2.6 Understand the law of diminishing returns and its impact on agricultural production.
-
- A3.0 Students understand the role of credit in agribusiness and agricultural production:*
- A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).
  - A3.2 Know the criteria lenders use to evaluate repayment capacity.
  - A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

- A4.1 Understand the differences between cash and accrual accounting systems.
- A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.
- A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
- A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
- A4.5 Understand how to determine property values and how to complete a depreciation schedule.
- A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

- A5.1 Understand environmental responsibility and its impact on agribusiness.
- A5.2 Understand the concept of liability and the economic impact of being held liable.
- A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.
- A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.
- A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

- A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
- A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.
- A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:

- A7.1 Understand how marketing functions in a free market society.
- A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.
- A7.3 Understand how the law of comparative advantage affects agricultural production.
- A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.
- A7.5 Understand how promotion trends for agricultural products influence individuals.
- A7.6 Understand how to develop a marketing plan for an agricultural product or service.

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

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 *Students understand personal and group safety:*

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Know the relationship between accepted shop management procedures and a safe working environment.
- B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 *Students understand the principles of basic woodworking:*

- B2.1 Know how to identify common wood products, lumber types, and sizes.
- B2.2 Know how to calculate board feet, lumber volume, and square feet.
- B2.3 Know how to identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 *Students understand the basic electricity principles and wiring practices commonly used in agriculture:*

- B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
- B3.5 Interpret basic agricultural electrical plans.

B4.0 *Students understand plumbing system practices commonly used in agriculture:*

- B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
- B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

- B4.3 Know how various plumbing and irrigation systems are used in agriculture.
- B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 *Students understand agricultural cold metal processes:*

- B5.1 Know how to identify common metals, sizes, and shapes.
- B5.2 Know basic tool-fitting skills.
- B5.3 Know layout skills.
- B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
- B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 *Students understand concrete and masonry practices commonly used in agriculture:*

- B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
- B6.2 Know proper bed preparation, concrete forms layout, and construction.
- B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 *Students understand oxy-fuel cutting and welding:*

- B7.1 Understand the role of heat and oxidation in the cutting process.
- B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
- B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.
- B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
- B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0 *Students understand electric arc welding processes:*

- B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
- B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.3 Weld a variety of joints in various positions.
- B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

B9.0 Students understand advanced metallurgy principles and fabrication techniques:

- B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.
- B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
- B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
- B9.4 Understand how to design project plans by using mechanical drawing techniques.
- B9.5 Understand how to finish a metal project by implementing proper sequencing.
- B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).
- B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 Students understand small and compact engines:

- B10.1 Understand engine theory for both two- and four-stroke cycle engines.
- B10.2 Know different types of small engines and their applications.
- B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).
- B10.4 Know how to troubleshoot and solve problems with small engines.
- B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.
- B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 Students understand the principles and applications of various engines and machinery used in agriculture:

- B11.1 Understand how to identify common agricultural machinery.
- B11.2 Operate and maintain equipment safely and efficiently.
- B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
- B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.
- B11.5 Troubleshoot common problems with engines and agricultural equipment.
- B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

- B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).
- B12.2 Know how to draw and interpret architectural plans.
- B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
- B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
- B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
- B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
- B12.7 Develop clear and concise agricultural construction contracts.

C. Agriscience Pathway

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

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

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Understand how California agriculture affects the quality of life.
- C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
- C1.4 Understand the economic impact of leading California agricultural commodities.
- C1.5 Understand the economic impact of major natural resources in California.
- C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 *Students understand the interrelationship between agriculture and the environment:*

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

C3.0 *Students understand the effects of technology on agriculture:*

- C3.1 Understand how an agricultural commodity moves from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
- C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 *Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:*

- C4.1 Understand the evolution and roles of domesticated animals in society.
- C4.2 Know the differences between domestication and natural selection.
- C4.3 Understand the modern-day uses of animals and animal by-products.

- C4.4 Understand various points of view regarding the use of animals.
- C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 *Students understand the cell structure and function of plants and animals:*

- C5.1 Understand the purpose and anatomy of cells.
- C5.2 Know how cell parts function.
- C5.3 Understand various cell actions, such as osmosis and cell division.
- C5.4 Understand how plant and animal cells are alike and different.

C6.0 *Students understand animal anatomy and systems:*

- C6.1 Know the names and locations of the external anatomy of animals.
- C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 *Students understand basic animal genetics:*

- C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
- C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
- C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
- C7.4 Understand the fertilization process.
- C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 *Students understand fundamental animal nutrition and feeding:*

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

C9.0 *Students understand basic animal health:*

- C9.1 Assess the appearance and behavior of a normal, healthy animal.
- C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
- C9.3 Understand the causes and control of common animal diseases.

- C9.4 Understand how to control parasites and why.
- C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

C10.0 Students understand soil science principles:

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

C11.0 Students understand plant growth and development:

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

C12.0 Students understand fundamental pest management:

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

C13.0 Students understand the scientific method:

- C13.1 Understand the steps of the scientific method.
- C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.
- C13.3 Use the scientific method to conduct agricultural experiments.

D. Animal Science Pathway

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

D1.0 Students understand the necessary elements for proper animal housing and animal-handling equipment:

- D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.
  - D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.
  - D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.
  - D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.
-

D2.0 Students understand key principles of animal nutrition:

- D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.
  - D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.
  - D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
  - D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.
-

D3.0 Students understand animal physiology:

- D3.1 Understand the major physiological systems and the function of the organs within each system.
- D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.

D4.0 *Students understand animal reproduction, including the function of reproductive organs:*

- D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).
- D4.2 Understand the gestation process and basic fetal development.
- D4.3 Understand the parturition process, including the identification of potential problems and their solutions.
- D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.
- D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

D5.0 *Students understand animal inheritance and selection principles, including the structure and role of DNA:*

- D5.1 Evaluate a group of animals for desired qualities and discern among them for breeding selection.
- D5.2 Understand how to use animal performance data in the selection and management of production animals.
- D5.3 Research and discuss current technology used to measure desirable traits.
- D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.
- D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

D6.0 *Students understand the causes and effects of diseases and illnesses in animals:*

- D6.1 Understand the signs of normal health in contrast to illness and disease.
- D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.
- D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.
- D6.4 Understand prevention, control, and treatment practices related to pests and parasites.
- D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.
- D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.
- D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

- D7.1 Understand the role of rangeland use in an effective animal production program.
- D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
- D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.
- D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

D8.0 Students understand the challenges associated with animal waste management:

- D8.1 Understand animal waste treatment and disposal management systems.
- D8.2 Understand various methods for using animal waste and their environmental impacts.
- D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Students understand animal welfare concerns and management practices that support animal welfare:

- D9.1 Know the early warning signs of animal distress and how to rectify the problem.
- D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
- D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
- D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):

- D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
- D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):

- D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).
- D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.
- D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
- D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

D12.0 Students understand how animal products and by-products are processed and marketed:

- D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.
- D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.
- D12.3 Understand how meat-based products and meals are made.
- D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.
- D12.5 Understand how meat products and nonmeat products are marketed.
- D12.6 Understand the value of animal by-products to nonagricultural industries.

E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources Pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

E1.0 *Students understand the importance of energy and energy cycles:*

- E1.1 Understand the oxygen, carbon, nitrogen, and water cycles.
- E1.2 Understand the difference between renewable and nonrenewable energy sources.
- E1.3 Understand the difference between natural resource management conservation strategies and preservation strategies.
- E1.4 Compare the effects on air and water quality of using different forms of energy.
- E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

E2.0 *Students understand air and water use, management practices, and conservation strategies:*

- E2.1 Understand the government's role in regulating air, soil, and water use management practices and conservation strategies.
- E2.2 Understand air and water conservation issues.
- E2.3 Understand appropriate water conservation measures.
- E2.4 Understand the component of a plan that monitors water quality.
- E2.5 Understand the component of a plan that monitors air quality.
- E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 *Students understand soil composition and soil management:*

- E3.1 Understand the systems used to classify soils.
- E3.2 Understand the reasons for and importance of soil conservation.
- E3.3 Understand how to analyze soils found in the different natural resource management areas.
- E3.4 Understand how to develop and implement a soil management plan for a natural resource management area.
- E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

E4.0 Students understand rangeland management:

- E4.1 Know the locations of major U.S. and California rangeland areas.
  - E4.2 Understand the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
  - E4.3 Understand practices used to improve rangeland quality.
  - E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
  - E4.5 Distinguish among different browse and forage species in California rangelands.
  - E4.6 Understand the components of a rangeland monitoring plan.
  - E4.7 Understand the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service).
-

E5.0 Students understand wildlife management and habitat:

- E5.1 Understand the relationship between habitat and wildlife population.
  - E5.2 Understand habitat requirements for different species and identify factors that influence population dynamics.
  - E5.3 Understand the methods for determining existing wildlife species populations.
  - E5.4 Understand mammalian and avian reproductive processes and explain how nutrition and habitat affect reproduction and population.
  - E5.5 Understand a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
  - E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
  - E5.7 Understand the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.
-

E6.0 Students understand aquatic resource use and management:

- E6.1 Understand the different types of aquatic resources.
- E6.2 Know the major body parts, digestive systems, and reproductive organs of aquatic species.
- E6.3 Understand a variety of methods to determine the populations of existing aquatic species.
- E6.4 Analyze the relationship between water quality and aquatic species habitat.
- E6.5 Understand a variety of management practices for managing aquatic species for sport fishing and other purposes.
- E6.6 Understand how to make financial and production decisions and maintain growth and management records for a selected aquatic species.

E7.0 Students understand the outdoor recreation industry:

- E7.1 Understand the potential environmental impacts of recreational activities and how to manage the resources affected.
- E7.2 Understand basic survival skills and first-aid procedures.
- E7.3 Understand appropriate trail construction and maintenance techniques.
- E7.4 Understand how to select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).
- E7.5 Know how to set up a campsite for minimum environmental impact.

E8.0 Students understand basic plant physiology, anatomy, and taxonomy:

- E8.1 Understand the scientific method of animal classification, including order, family, genus, and species.
- E8.2 Know how to use a dichotomous key to identify plants and animals.
- E8.3 Know how to identify local trees, shrubs, grasses, forbs, and wildlife species by common name.
- E8.4 Recognize the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0 Students understand the role of fire in natural resource management:

- E9.1 Understand the role of fire in forest and rangeland ecosystems.
- E9.2 Understand the significance of each of the components of the "fire triangle."
- E9.3 Know appropriate wildland fire-suppression practices.
- E9.4 Understand the components of a fire-control plan.
- E9.5 Know how to use fire-control tools safely.
- E9.6 Know the training requirements for fire-suppression certification.

E10.0 Students understand forest management practices:

- E10.1 Understand how social, political, and economic factors can affect the use of forests.
- E10.2 Understand the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
- E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
- E10.4 Analyze harvest and renewability (e.g., re-seeding and thinning) systems and identify the impact of each on the land.
- E10.5 Understand Silvicultural systems and skills, including appropriate tool use.
- E10.6 Understand how to identify and diagnose damage from destructive insects, diseases, and weather, and know methods for their management.

E11.0 Students understand the basic concepts of measurement, surveying, and mapping:

- E11.1 Understand the Public Land Survey System.
- E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass to determine area, boundaries, and elevation differences.
- E11.3 Know how to apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
- E11.4 Understand how to create a management plan map that includes layer information and data points from global information systems.

E12.0 Students understand the use, processing, and marketing of products from natural resource industries:

- E12.1 Know the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
- E12.2 Know how to manufacture a product (to manufacturing standards) from a natural resource.
- E12.3 Analyze the production of specialty and seasonal products from natural resources.
- E12.4 Know different wood types and their uses.
- E12.5 Know lumber manufacturing processes.

E13.0 Students understand public and private land issues:

- E13.1 Understand the differences between publicly and privately held lands.
- E13.2 Understand the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
- E13.3 Understand the role of public and private property rights and how they affect agriculture.
- E13.4 Understand the role of government in managing public and private property rights.

F. Ornamental Horticulture Pathway

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

F1.0 Students understand plant classification and use principles:

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

F2.0 Students understand plant physiology and growth principles:

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

F3.0 Students understand sexual and asexual plant reproduction:

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

F4.0 Students understand basic integrated pest management principles:

- F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
- F4.2 Understand how pesticide regulations and government agencies affect agriculture.
- F4.3 Understand common horticultural pests and diseases and methods of controlling them.
- F4.4 Understand the systematic approach to solving plant problems.

F5.0 Students understand water and soil (media) management practices:

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.2 Know basic irrigation design and installation methods.
- F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
- F5.4 Understand major issues related to water sources and water quality.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

F6.0 Students understand ornamental plant nutrition practices:

- F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- F6.2 Understand basic nutrient testing procedures on soil and plant tissue.
- F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
- F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 Students understand the selection, installation, and maintenance of turf:

- F7.1 Understand the selection and management of landscape and sports field turf.
- F7.2 Understand how to select, install, and maintain a designated turfgrass area.
- F7.3 Understand how the use of turf benefits the environment.

F8.0 Students understand nursery production principles:

- F8.1 Understand how to properly use production facilities and common nursery equipment.
- F8.2 Understand common nursery production practices.
- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.
- F9.4 Understand how to install landscape components and electrical land and water features.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

- F10.1 Know the terms associated with landscape and design and their appropriate use.
- F10.2 Understand the principles of residential design, including how to render design to scale.
- F10.3 Understand proper landscape planting and maintenance practices.
- F10.4 Prune ornamental shrubs, trees, and fruit trees.
- F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

- F11.1 Understand the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Understand marketing and merchandising principles used in the floral industry.

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 *Students understand plant classification principles:*

- G1.1 Understand how to classify and identify plants by order, family, genus, and species.
  - G1.2 Understand how to identify plants by using a dichotomous key.
  - G1.3 Understand how common plant parts are used to classify the plants.
  - G1.4 Understand the differences between and uses of native and nonnative plants.
  - G1.5 Understand the differences between monocots and dicots.
  - G1.6 Understand the differences between plants under production and weeds.
-

G2.0 *Students understand cell biology:*

- G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
  - G2.2 Understand plant cellular function reactions when plants are grown under different conditions.
  - G2.3 Understand what functions organelles play in the health of the cell.
  - G2.4 Understand the part of the cell that is responsible for the genetic information that controls plant growth and development.
  - G2.5 Understand plant inheritance principles, including the structure and role of DNA.
  - G2.6 Understand which organelles in plant cells carry out photosynthesis.
-

G3.0 *Students understand plant physiology and growth principles:*

- G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- G3.2 Understand the seed's essential parts and functions.
- G3.3 Understand how primary, secondary, and trace elements are used in plant growth.
- G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- G3.6 Understand the factors that affect plant growth and predict plant response.

G4.0 Students understand sexual and asexual reproduction of plants:

- G4.1 Understand the different forms of sexual and asexual plant reproduction.
  - G4.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
  - G4.3 Understand the proper sterile technique used in tissue culture.
-

G5.0 Students understand pest problems and management:

- G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their roles.
  - G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.
  - G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
  - G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
  - G5.5 Understand how biotechnology can be used to manage pests.
-

G6.0 Students understand soils and plant production:

- G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
  - G6.2 Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.
  - G6.3 Understand soil biology and diagram the soil food chain.
  - G6.4 Understand how soil biology affects the environment and natural resources.
-

G7.0 Students understand effective tillage and soil conservation management practices:

- G7.1 Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
  - G7.2 Understand how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
  - G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.
-

G8.0 Students understand effective water management practices:

- G8.1 Understand California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
- G8.2 Understand the local, state, and federal agencies that regulate water quality and availability in California.

- G8.3 Understand the definition of a watershed and how it is used to measure water quality.
- G8.4 Understand effective water management and conservation practices, including the use of tailwater ponds.
- G8.5 Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Students understand the concept of an “agrosystem” approach to production:

- G9.1 Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).
- G9.2 Understand the elements of conventional, sustainable, and organic production systems.
- G9.3 Understand the components of “whole-system management.”

G10.0 Students understand local crop management and production practices:

- G10.1 Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.
- G10.2 Understand common marketing and shipping characteristics of local commodities.
- G10.3 Understand general maturity and harvest-time guidelines for specific local plant products.

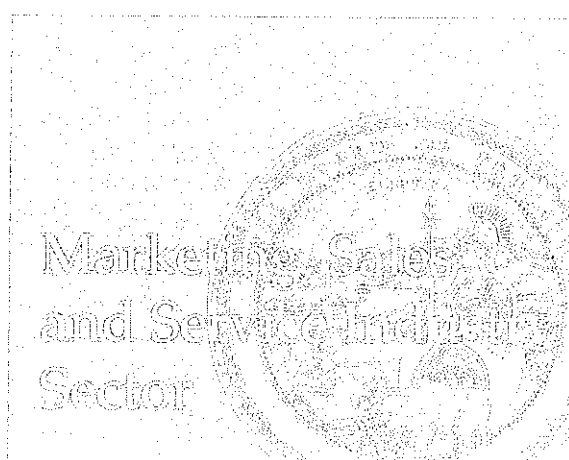
G11.0 Students understand plant biotechnology:

- G11.1 Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects plant production, yields, and management.
- G11.2 Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).
- G11.3 Know how herbicide-resistant plant genes can affect the environment.
- G11.4 Understand how genetic engineering techniques have been used to improve crop yields.
- G11.5 Understand the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.

Marketing, Sales, and Service Industry Sector

Career Pathways

- ◆ E-commerce
- ◆ Entrepreneurship
- ◆ International Trade
- ◆ Professional Sales
and Marketing



The Marketing, Sales, and Service sector is designed to align career path course work with current and projected employment opportunities. Marketing includes the processes and techniques of transferring products or services to consumers and is a function of almost every business. It exists within an environment of rapidly changing technology, interdependent nations and economies, and increasing demands for ethical and social responsibility.

The four pathways in this sector—E-commerce, Entrepreneurship, International Trade, and Professional Sales and Marketing—emphasize training to meet the growing need for marketing professionals with skills in communication, global marketing, marketing strategies, product and service management, promotion, and selling concepts. These pathways provide a firm foundation for advanced education, entry to a career, and success in the global marketplace.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Marketing, Sales, and Service sector.

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

1.1 Mathematics

Specific applications of Number Sense standards (grade seven):

- (1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.
- (1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

- (1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
- (1.4) Differentiate between rational and irrational numbers.
- (1.5) Know that every rational number is either a terminating or a repeating decimal and be able to convert terminating decimals into reduced fractions.
- (1.6) Calculate the percentage of increases and decreases of a quantity.
- (1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of Statistics, Data Analysis, and Probability standards (grade seven):

- (1.1) Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.
- (1.2) Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).
- (3.3) Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Specific applications of Mathematical Reasoning standards (grade seven):

- (1.1) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
- (2.1) Use estimation to verify the reasonableness of calculated results.
- (2.2) Apply strategies and results from simpler problems to more complex problems.
- (2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.
- (2.4) Make and test conjectures by using both inductive and deductive reasoning.
- (2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
- (2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
- (2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
- (2.8) Make precise calculations and check the validity of the results from the context of the problem.
- (3.1) Evaluate the reasonableness of the solution in the context of the original situation.
- (3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
- (3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

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

- (1.1) Students use properties of numbers to demonstrate whether assertions are true or false.
- (5.0) Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
- (13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- (24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.
- (24.2) Students identify the hypothesis and conclusion in logical deduction.
- (24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.
- (25.1) Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.
- (25.2) Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.
- (25.3) Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

1.2 Science

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

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.d) Formulate explanations by using logic and evidence.

1.3 History–Social Science

Specific applications of World History, Culture, and Geography: The Modern World standards (grade ten):

- (10.3.) Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- (10.3.1) Analyze why England was the first country to industrialize.
- (10.3.2) Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

- (10.3.3) Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
- (10.3.4) Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
- (10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
- (10.3.6) Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

Specific applications of United States History and Geography: Continuity and Change in the Twentieth Century standards (grade eleven):

- (11.11) Students analyze the major social problems and domestic policy issues in contemporary American society.
  - (11.11.1) Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
  - (11.11.2) Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
  - (11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
  - (11.11.4) Explain the constitutional crisis originating from the Watergate scandal.
  - (11.11.5) Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
  - (11.11.6) Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
  - (11.11.7) Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

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

- (12.1) Students understand common economic terms and concepts and economic reasoning.
  - (12.1.1) Examine the causal relationship between scarcity and the need for choices.
  - (12.1.2) Explain opportunity cost and marginal benefit and marginal cost.
  - (12.1.3) Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.
  - (12.1.4) Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

- (12.1.5) Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).
- (12.2) Students analyze the elements of America's market economy in a global setting.
  - (12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
  - (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
  - (12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
  - (12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
  - (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
  - (12.2.6) Describe the effect of price controls on buyers and sellers.
  - (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
  - (12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.
  - (12.2.9) Describe the functions of the financial markets.
  - (12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.
- (12.3) Students analyze the influence of the federal government on the American economy.
  - (12.3.1) Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
  - (12.3.2) Identify the factors that may cause the costs of government actions to outweigh the benefits.
  - (12.3.3) Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
  - (12.3.4) Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
  - (12.4.1) Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
  - (12.4.2) Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
- (12.4.4) Explain the effects of international mobility of capital and labor on the U.S. economy.
- (12.5) Students analyze the aggregate economic behavior of the U.S. economy.
- (12.5.1) Distinguish between nominal and real data.
- (12.5.2) Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.
- (12.5.3) Distinguish between short-term and long-term interest rates and explain their relative significance.
- (12.6) Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States borders.
- (12.6.1) Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
- (12.6.2) Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
- (12.6.3) Understand the changing role of international political borders and territorial sovereignty in a global economy.
- (12.6.4) Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

2.0 Communications

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

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

2.1 Reading

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

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.

- (2.4) Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- (2.5) Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

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

- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 Writing

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

- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas.
- (1.7) Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).
- (1.8) Design and publish documents by using advanced publishing software and graphic programs.
- (1.9) Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.
- (2.3) Write expository compositions, including analytical essays and research reports:
  - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
  - b. Convey information and ideas from primary and secondary sources accurately and coherently.
  - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
  - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
  - f. Use technical terms and notations accurately.
- (2.4) Write persuasive compositions:
- a. Structure ideas and arguments in a sustained and logical fashion.
  - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
  - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
  - d. Address readers' concerns, counterclaims, biases, and expectations.
- (2.5) Write business letters:
- a. Provide clear and purposeful information and address the intended audience appropriately.
  - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
  - c. Highlight central ideas or images.
  - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- a. Report information and convey ideas logically and correctly.
  - b. Offer detailed and accurate specifications.
  - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
  - d. Anticipate readers' problems, mistakes, and misunderstandings.

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

- (1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

- (2.5) Write job applications and résumés:
  - a. Provide clear and purposeful information and address the intended audience appropriately.
  - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
  - c. Modify the tone to fit the purpose and audience.
  - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
  - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly.

2.3 *Written and Oral English Language Conventions*

Specific applications of English Language Conventions standards (grades nine and ten):

- (1.1) Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- (1.2) Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- (1.3) Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- (1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- (1.5) Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

2.4 *Listening and Speaking*

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

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.2) Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

- (1.3) Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- (2.3) Apply appropriate interviewing techniques:
  - a. Prepare and ask relevant questions.
  - b. Make notes of responses.
  - c. Use language that conveys maturity, sensitivity, and respect.
  - d. Respond correctly and effectively to questions.
  - e. Demonstrate knowledge of the subject or organization.
  - f. Compile and report responses.
  - g. Evaluate the effectiveness of the interview.
- (2.4) Deliver oral responses to literature:
  - a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
  - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
  - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- (2.5) Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
  - a. Structure ideas and arguments in a coherent, logical fashion.
  - b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
  - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - d. Anticipate and address the listener's concerns and counterarguments.
- (2.6) Deliver descriptive presentations:
  - a. Establish clearly the speaker's point of view on the subject of the presentation.
  - b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
  - c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

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

(2.4) Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

2.5 Understand written business communication modes, such as memos, e-mail messages, and one-page executive summaries.

3.0 Career Planning and Management

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

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

4.0 Technology

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

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.

- 4.4 Understand effective technologies used in Web site development and the Internet.
- 4.5 Know the procedures for maintaining secure information, preventing loss, and reducing risk.

5.0 Problem Solving and Critical Thinking

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

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and evaluation components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 5.4 Understand how financial systems and tools are used to solve business problems.

6.0 Health and Safety

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

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Understand the environmental and ergonomic risks associated with the use of business equipment and the financial impact related to an unsafe work environment.

7.0 Responsibility and Flexibility

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

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

8.0 Ethics and Legal Responsibilities

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

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Understand the major local, state, and federal laws and regulations that affect business and the procedural requirements necessary for compliance.
- 8.5 Know how to design systems and applications to allow access to all users, including those with cultural, physical, and cognitive differences.

9.0 Leadership and Teamwork

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

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations, such as DECA (An Association of Marketing Students) and Future Business Leaders of America, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Marketing, Sales, and Service sector:

- 10.1 Use the marketing information management concepts, systems, and tools needed to obtain, evaluate, and disseminate information for use in making marketing decisions.
- 10.2 Understand the financial concepts used in making marketing decisions.
- 10.3 Know the product and service management concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

- 10.4 Know how promotion concepts and strategies, including advertising, sales promotion, public relations, and personal selling, are used to communicate information about products, services, images, and ideas to achieve a desired outcome.
- 10.5 Understand the methods used to determine client needs and desires and respond with selling concepts, including planned, personalized communication that influences purchase decisions and enhances future business opportunities.
- 10.6 Understand the distribution concepts and processes needed to move, store, locate, and transfer ownership of goods or services.
- 10.7 Know the pricing concepts and strategies used to maximize return and meet customers' perceptions of value.

11.0 Demonstration and Application

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

PATHWAY STANDARDS

A. E-commerce Pathway

The Internet is increasingly the element that holds the global economy together as it makes the marketplace an all-day, everyday event. Globalization is no longer an option but a strategic necessity for all but the smallest of corporations. Students pursuing the E-commerce Pathway develop an understanding of the functions, foundations, and dynamics of e-commerce as well as the legal, ethical, and social responsibilities of the business.

A1.0 Students understand the fundamental concepts of e-commerce:

- A1.1 Explain how e-commerce is similar to and different from traditional commerce, including comparing the competitive environment of online models with traditional business models.
  - A1.2 Understand the economic impact of the partnership between the Internet and business.
  - A1.3 Understand the role of the Internet in expanding business options and creating diverse marketplace opportunities.
  - A1.4 Analyze information gained through e-market research to make decisions about marketing goods and services online.
  - A1.5 Identify common e-market research activities and the type of information each provides.
  - A1.6 Know appropriate methods of product or service delivery in an e-commerce environment.
-

A2.0 Students understand the decisions an e-commerce business makes in the development of products and services:

- A2.1 Understand how e-commerce has affected traditional branding strategies.
  - A2.2 Know how an e-commerce Web site must label products to meet legal and ethical business requirements.
  - A2.3 Understand the importance of an appropriate and attractive presentation of goods and services sold electronically.
  - A2.4 Know the techniques used by marketers in an online environment to position products and services.
  - A2.5 Know the procedures involved in product planning for an online business.
-

A3.0 Students understand important promotional strategies for communicating information about products, services, images, and ideas in an e-commerce environment:

- A3.1 Understand the benefits of online communication channels, such as chat rooms, news groups, list serves, and message boards, as they pertain to online advertising.

- A3.2 Understand the function of Internet hyperlinks and the potential usefulness to e-business marketing strategies.
- A3.3 Know the essential components of an effective e-commerce Web site.
- A3.4 Know public relations strategies and techniques for online businesses.
- A3.5 Know how to use keywords and register Web sites to make them easily accessible through online searches.

A4.0 Students understand the purpose, process, and components of effective online sales and purchasing:

- A4.1 Understand what motivates consumers to buy online.
- A4.2 Understand the relationship between business ethics and consumer confidence in an e-commerce environment and its impact on the techniques used to build customer relationships.
- A4.3 Know various payment options for online purchases and their relative advantages and disadvantages for consumers and businesses.
- A4.4 Understand the methods used to provide Internet customers with product and service knowledge.
- A4.5 Know the main components of relationship marketing in an e-commerce environment.

A5.0 Students understand the role of technology as it relates to e-commerce:

- A5.1 Understand the role of e-mail in an e-commerce environment.
- A5.2 Know the important components of Web hosting packages and how they fit various business needs.
- A5.3 Analyze the effectiveness of various methods available for making online purchases and payments.
- A5.4 Know common security measures used to protect businesses and consumers engaging in e-commerce.
- A5.5 Know how various tools used in e-commerce (e.g., Web authoring programs, database solutions) contribute to Web site effectiveness.

B. Entrepreneurship Pathway

Competition and the global economy have opened the door for many new businesses, and entrepreneurs are becoming increasingly vital to the economy. Students with a career interest in entrepreneurship learn skills for employment in today's growth industries as well as skills that are transferable to careers of the future.

B1.0 *Students understand the basic aspects of entrepreneurship:*

- B1.1 Analyze the characteristics of successful entrepreneurs.
  - B1.2 Understand the different types of business ownership and the advantages and disadvantages of owning and managing a small business.
  - B1.3 Apply principles and procedures of accounting and finance to the operation of a small business.
  - B1.4 Know the risk management principles associated with small business ownership.
  - B1.5 Formulate pricing strategies for goods and services for a small business.
  - B1.6 Know how the various channels of distribution and inventory control systems are important to the marketing process of a small business.
  - B1.7 Know the elements of effective human resources management and how these practices benefit small businesses.
-

B2.0 *Students understand the elements and purpose of a business plan:*

- B2.1 Understand the reasons a small business develops a business plan.
  - B2.2 Conduct market research by using a variety of methods.
  - B2.3 Analyze market research to develop a marketing plan.
  - B2.4 Develop a financial plan that outlines sources of capital and projects income and expenses.
  - B2.5 Analyze a proposed business situation and its potential market.
-

B3.0 *Students understand how to use technology in a small business to gain a competitive advantage:*

- B3.1 Know how technology and electronic media can be used to manage work flow and provide feedback for operational efficiency.
- B3.2 Know important technologies affecting small businesses and how they impact operations.
- B3.3 Understand the software technologies used to make a Web site effective for small business needs.

B4.0 *Students understand effective marketing of small businesses:*

- B4.1 Know the selling techniques used to aid customers and clients in making buying decisions.
- B4.2 Know the components of a promotional plan (e.g., advertising, public relations, sales promotion) and how the plan is used to achieve a stated outcome.
- B4.3 Understand how products and services are conceived, developed, maintained, and improved in response to market opportunities.
- B4.4 Understand how market research is used to develop strategies for marketing products or services in a small business.

B5.0 *Students understand the key economic concepts that affect small business ownership:*

- B5.1 Understand the role and importance of entrepreneurship and the small business in the economy.
- B5.2 Understand common ways in which fiscal and monetary policies affect the economy (e.g., the availability of money and credit and business decisions).
- B5.3 Understand the role of government in the free enterprise system and its impact on small businesses.
- B5.4 Understand the relationship between supply and demand and pricing and production.
- B5.5 Know how scarcity and allocation affect small businesses.
- B5.6 Understand the importance of economic measurement and the factors used to calculate it.

C. International Trade Pathway

The relative ease of travel and the use of electronic communication have seemingly diminished the size of the globe. Today's global marketplace, while growing and thriving, is also becoming increasingly competitive. Students focusing on the occupational area of international trade develop an understanding of the global business environment and the interconnectedness of cultural, political, legal, historical, economic, and ethical systems.

C1.0 *Students understand the fundamental concepts of international business:*

- C1.1 Know the measures used to evaluate the economic conditions of a country and how economic development levels are determined.
- C1.2 Know the risks associated with various methods of entering the global marketplace.
- C1.3 Understand how trade agreements and barriers affect free trade.
- C1.4 Know how the technology base of various countries affects trade
- C1.5 Know common financing sources and the payment methods used for international business transactions.
- C1.6 Understand the effect of imports and exports on production and manufacturing.

C2.0 *Students understand how geographic, cultural, political, legal, historical, and economic factors influence international trade:*

- C2.1 Understand the ways in which cultural factors affect the marketing of goods and services.
- C2.2 Understand international variations in business ethics and customs.
- C2.3 Analyze how international business is affected by climate, distance, time zones, and topography.
- C2.4 Understand the impact of organized labor on international business.
- C2.5 Understand the ways in which a country's natural, financial, and human resources influence international business.
- C2.6 Analyze factors that affect currency and exchange rates.
- C2.7 Know how laws and regulations influence international trade.

C3.0 *Students understand the role of information technology in modern global trade:*

- C3.1 Understand how technology is used to buy and sell products and services online.
- C3.2 Know various methods used to promote a product or service online in the global marketplace.
- C3.3 Use technology to research international trade opportunities.
- C3.4 Analyze security measures used to protect businesses and consumers engaging in international e-commerce.

-
- C4.0** *Students understand the logistics of importing and exporting products and services:*
- C4.1** Explain direct and indirect distribution channels by identifying various distribution intermediaries and discussing their functions in international trade.
  - C4.2** Explain how products are prepared for international distribution, including packing and documentation.
  - C4.3** Know the most appropriate methods of transporting various products internationally.

D. Professional Sales and Marketing Pathway

Employees in professional sales and marketing are involved in the transfer of goods and services in the economy, both to businesses and to individual consumers. Sales positions in all sectors account for more than eight million jobs and are expected to grow. The increased use of technology in sales positions has resulted in increased responsibilities for members of the sales staff. Students focusing on this competitive career path develop an understanding of the sales process, sales management, and marketing information management.

D1.0 *Students understand the key concepts of professional sales and marketing:*

- D1.1 Know the characteristics of a successful salesperson.
- D1.2 Understand how various types of selling are applied in wholesale and retail environments.
- D1.3 Know the steps of the selling process.
- D1.4 Know the techniques used by salespeople to enhance selling potential and increase customer satisfaction.
- D1.5 Understand the impact of a salesperson's knowledge of the product and its effect on potential sales.
- D1.6 Understand buying motives and the customer's decision-making process.

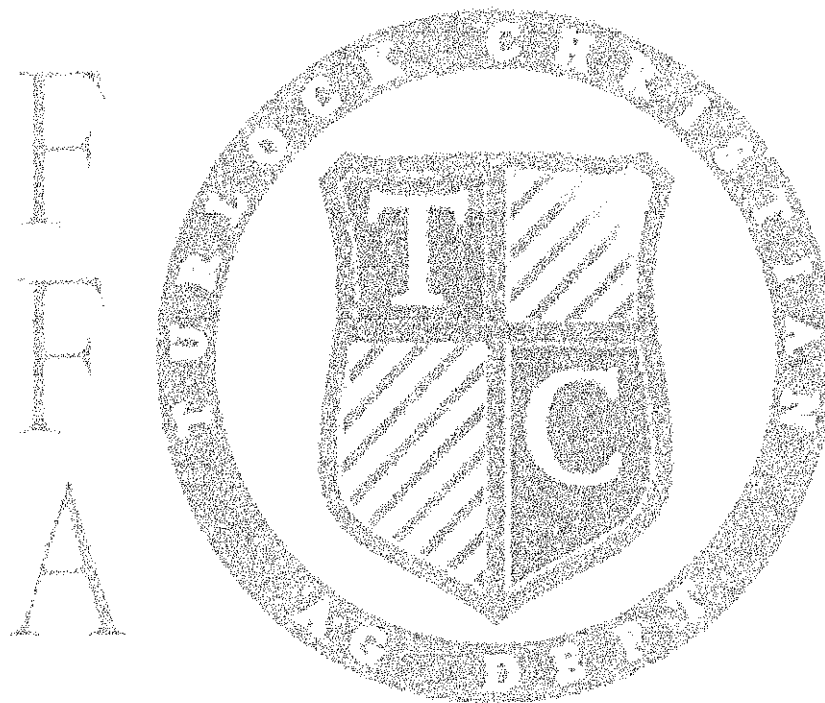
D2.0 *Students understand the theories and basic functions of sales management:*

- D2.1 Understand the utility of strategic planning (including setting goals and planning activities) in guiding a sales force.
- D2.2 Know methods of motivating and evaluating sales staff.
- D2.3 Know various approaches for organizing and leading a sales force to maximize effectiveness.
- D2.4 Understand the importance of tracking sales figures and preparing sales reports to guide sales force activities.

D3.0 *Students understand how to access and use marketing information to enhance sales opportunities and activities:*

- D3.1 Analyze and use data for identifying potential customers and clients.
- D3.2 Track trends and analyze data to forecast sales, predict economic conditions, and guide business activities.
- D3.3 Research consumers' needs and wants to develop, maintain, and improve a product or service.
- D3.4 Use sales information to guide business activities.

Supporting Materials



S. Copy of Teaching Credentials

New Search

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

Last Name:	EWING
First Name:	HANNAH
Middle Name:	CHRISTINE

Last Known County of Employment: STANISLAUS COUNTY OFFICE

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 act.

Adverse and Commission Actions Indicator:

Current Document

All Documents

Adverse and Commission Actions

1 - 2 of 2

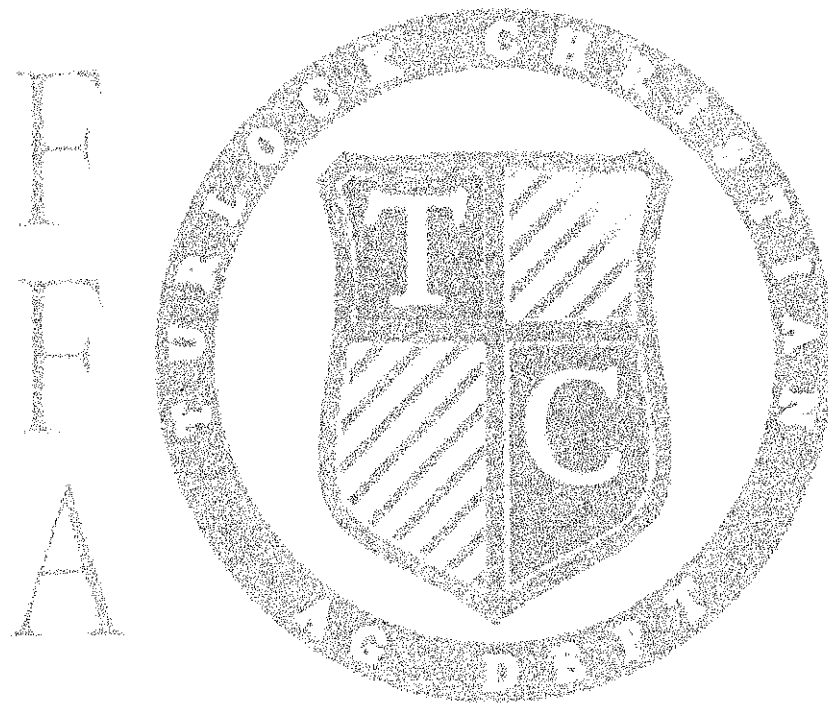
Status	Document Number	Term	Document Title	Expiration Date	Original Issue Date	Issue Date	Grade	Special Grade
>	V_170072584	Clear	Specialist Instruction Credential (Agriculture)	9/1/2019		7/1/2017		
	V_140147944	Clear	Single Subject Teaching Credential	9/1/2019		9/1/2014		

Authorization/Subjects

1 - 1 of 1

Subject Description	Authorization Description	Authorization Code	Subject Code	Major/ Minor	Added Authorization
> Agriculture	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.	R3A1	AGRI	MAJ	

Supporting Materials



T. Calendar of Chapter Activities

TC FFA Calendar 2017-2018

[Organization Name]

[Address and Contact Info]

SEPTEMBER 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 • Kickoff BBQ @ 5:30 13210 Cogswell, Hickman	6	7	8	9
10	11 Greenland	12	13 Initiation	14	15 Week	16
17	18	19	20	21 • Opening/Closing @ Academic Support	22	23
24	25	26	27	28	29	30
Notes:						

[Organization Name]

[Address and Contact Info]

OCTOBER 2017

Sunday		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday	
1		2	Start Selling BBQ Tickets	3		4	•Almond Tour @ 3324 South Carpenter Road Modesto @ 3pm	5		6		7	•Gegori Colic (Officers) 8:30am-7pm
8		9		10		11	•O/C Newman @ 4pm	12		13		14	
15		16		17		18		19		20		21	
22		23		24	•Intro MFE/ALA	25		26		27		28	
29		30		31									
				Notes:									

[Organization Name]

[Address and Contact Info]

NOVEMBER 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2 Money for BBQ fix due	3	4
5	6	7 5:30-7 Library Judging season kickoff	8 Day of Service 3:30 @ Diamond Bar	9 Tri-Tip BBQ Fundraiser 4-7PM @ TC Sci bldg	10	11
12	13	14	15 Jessica's house 3:45 - 5:15	16 State degree and proficiency meeting @4-5PM	17	18
19	20	21	22	23	24	25
26	27	28	29 Packing Plant Industry Tour	30 Sectional Ice Skating		
Notes:						

[Organization Name]

[Address and Contact Info]

DECEMBER 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 State Degree Meeting 4-7 PM	5	6	7 State Degrees 4-6pm	8	9
10	11 Community Service Event	12 FFA Fair Meeting @ 5:30	13	14 MFE/ALA Mtg @ lunch	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Notes:					

JANUARY 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12 Get Air \$15/Kid - Need to Sign up	13
14	15	16 State Officers Visiting TC	17	18	19	20
21	22	23	24 State degrees and Speeches @THS	25	26	27
28	29	30	31			
		Notes:				

[Name of School] Event Calendar

FEBRUARY 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 State Conference Apps out	2	3 Judging Competition in Arbuckle
4	5	6	7	8	9 Regional Officer Screening	10
				15	16	17
11	12	13 World Ag Expo	14 Tulare Farm Show			
18	19	20	21	22	23	24 Regional FFA/CATA Meeting
25	26	27	28			
		Notes:				

[Name of School] Event Calendar

MARCH 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Yosemite Jersey Dairy Industry Tour @3pm	2	3 UC-Davis Field Day
4	5	6	7	8	9	10 Chico Field Day
11	12	13	14	15	16 Regional Speech Contest	17 Merced Field Day
18	19	20 State Degree Awards @6pm Merced College	21	22	23	24 MJC Field Day
25	26	27	28	29	30	31
Notes:						

APRIL 2018

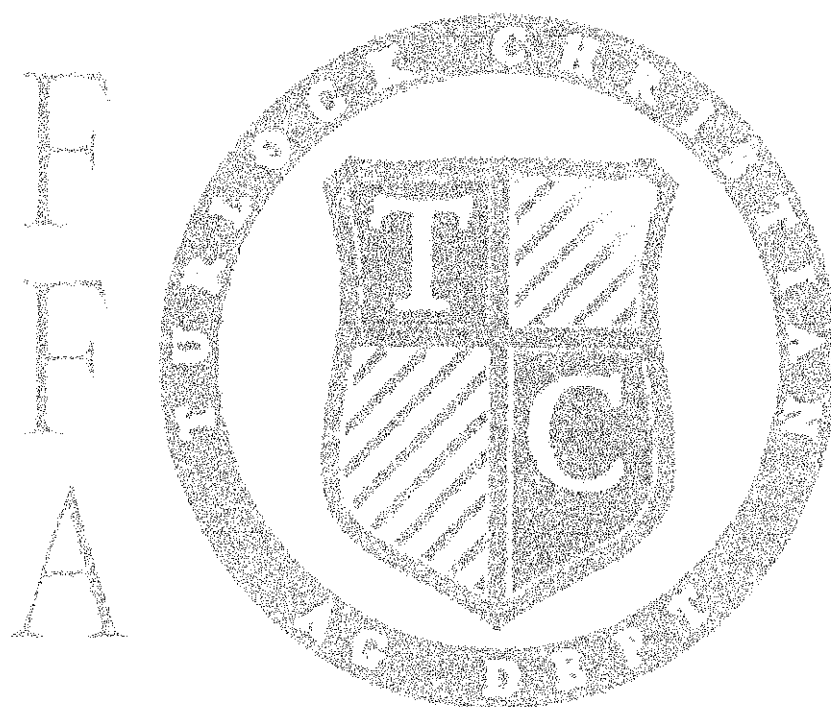
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12 Sectional Elections @ 4pm Patterson	13	14 FFA Trap Shoot Meeting
15	16	17	18	19 State Speaking Finals Fresno	20	21 Fresno Field Day
22 State Conference Anaheim	23	24	25	26	27	28
29	30					
		Notes:				

[Name of School] Event Calendar

MAY 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
					State Finals/Cat Poly	
6	7	8	9 Awards Banquet @ 5:30	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25 Ag Day	26
27	28	29	30	31		
		Notes:				

Supporting Materials

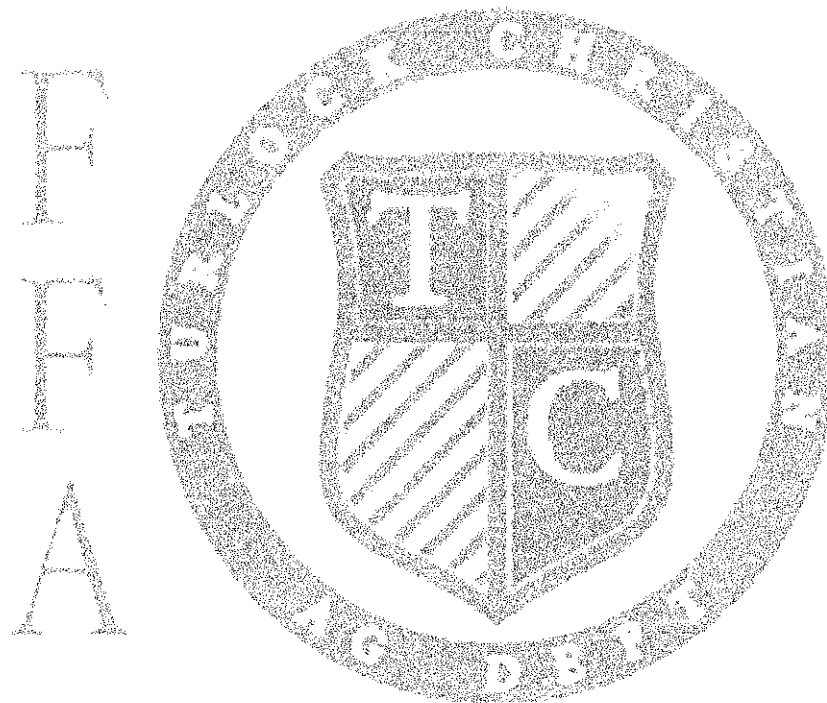


U. Professional Development Calendar

21. Expected Professional Growth and Development Activities Planned for 2017-2018

- A. CATA Summer Conference, San Luis Obispo, June 25-29, 2017
- B. CATA Fall Sectional Meeting, Hughson, September 2017
- C. ACSI Conference, Sacramento, September 2017
- D. CATA Fall Regional Meeting and Road Show, Sacramento, November 2017
- E. CATA Spring Regional Meeting, Modesto, February 2018
- F. CATA Fall Sectional Meeting, Modesto, May 2018

Supporting Materials



V. Current Year R2 Information

22. Current Year's R2 Report Information

Dashboard	Account Settings									
Home Account Settings Account Balance State Balance: \$0.00 Region Balance: \$360.00 Student Roster Get Student Access Code FFA Membership Post Graduate Data Event Registration Livestock Insurance State Course Summary Application Center Directory Order Paper Record Books Go to My FFA.org Account Go to My AET Account Go to NFFA Designation Certification Go to Degree Application Manager	My Profile  Select Basic Information First Name: Hannah Last Name: Ewing Office Phone: 209-632-2337 ext 2204 Address: P.O. Box 1540, Turlock, CA 95381 City: Turlock State: CA Zip Code: 95382 Gender: Female Ethnicity: Non-Hispanic Race: Two or more Lead FFA Advisor: ☒ Dept. Head: ☒ Years Teaching: 5 Bachelors: Cal Poly, SLO Credentials From: Cal Poly, SLO Credentials Held: ☒ Single Subject, ☒ Ag Specialist, ☐ Designated Specialist, ☐ Other Login Information Email: hewing@tsschools.us Password: EwingH Emergency Text Messages: Complete the fields below if you would like California Ag Ed to contact you in the event of an emergency. Cell Number: 5599031638 Cell Carrier: Verizon School Salary Information <table border="1"> <tr> <td>9-10 Month Base Salary</td> <td>\$50,000.00</td> </tr> <tr> <td>Extended Contract Stipend</td> <td>\$5,000.00</td> </tr> <tr> <td>FFA Stipend</td> <td>\$0.00</td> </tr> <tr> <td>Dept. Head Stipend</td> <td>\$0.00</td> </tr> </table>	9-10 Month Base Salary	\$50,000.00	Extended Contract Stipend	\$5,000.00	FFA Stipend	\$0.00	Dept. Head Stipend	\$0.00	Save Profile Changes
9-10 Month Base Salary	\$50,000.00									
Extended Contract Stipend	\$5,000.00									
FFA Stipend	\$0.00									
Dept. Head Stipend	\$0.00									

My Courses

Please add the courses that you will teach below. These choices populate the available course list on the student profiles.

Pathway: Agricultural Business   Advanced Agriscience   Period 1   [Add Course](#)

☒	Ag Communications & Leadership (Period: 0)
☒	Ag Sales & Marketing (Period: 1)
☒	Agricultural Biology (Period: 5)
☒	Agriculture and Soil Chemistry (Period: 6)
☒	Graduate - American Degree (Period: 8)
☒	Other Agriculture Business Course (Period: 2)
☒	Prep Period (Period: 3)
☒	Prep Period (Period: 4)
☒	SAE/Project Period (Period: 7)

California Ag Ed Online

Dashboard

Student Enrollment

My Profile

My Profile

 Home

Complete Student Enrollment (84 Students)

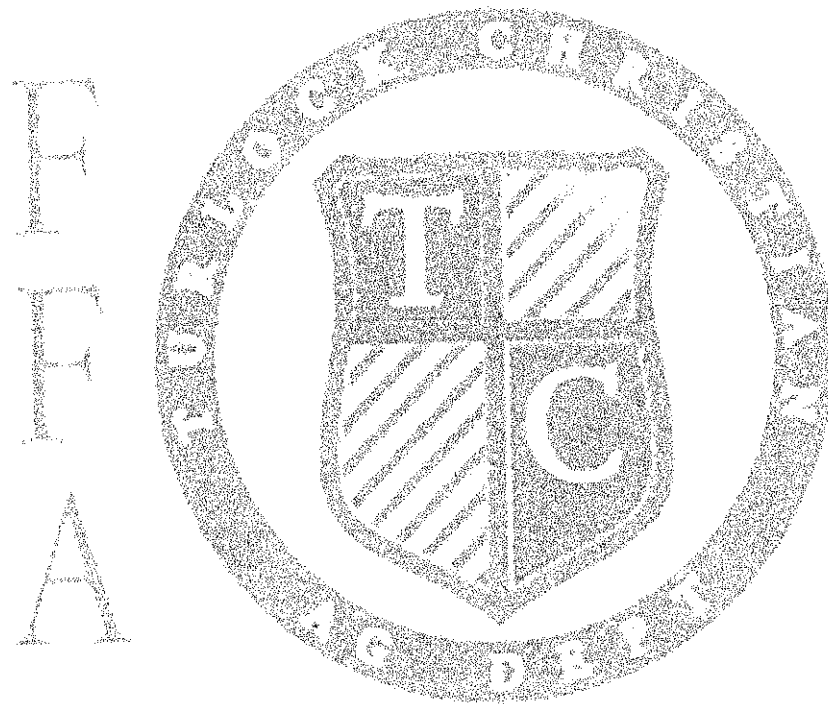
 Account Settings

 Add New Entry

 Excel Reports

 PDF Reports

Supporting Materials



W. Travel Requests

23. Travel Requests

When I need to travel to a different city for either an FFA competition or CATA event, there are a couple of things I must fill out. First off, if I will be gone on a school day, I must submit a Time-Off Request (see next page). All FFA and CATA events count as professional or school obligations and therefore the school pays for the sub. Once my time off has been approved, if I am travelling by myself or with less than 5 students I can simply take the Ag truck since I am the only person on campus that is able to use it. If I need to take more than 5 students, I must request a van to use (see 2nd page). Thankfully we can now reserve vans online as well through planning.center.com. Finally, if I will be taking a group of students out during the school day in a class period that isn't just mine, I must also fill out the Field Trip Request Form (see 3rd page).

Time off Request Form

Turlock Christian Schools

Your request for time off must be submitted and approved by management in advance.

Employee Information

Employee Name: _____

Employee Number: _____

Department: _____

Administrator: _____

Type of Request

Type of Absence Requested:

☐ Sick

☐ Vacation

☐ Bereavement

☐ Time Off Without Pay

☐ Personal Leave

☐ Jury Duty

☐ FMLA

☐ Other

Dates of Absence: From: _____ To: _____

Reason for Absence:

_____
_____
_____

You must submit requests for absences, other than sick leave, ten working days prior to the first day you will be absent.

_____
Employee Signature

_____
Date

Approval

☐ Approved

☐ Rejected

Comments:

_____
_____
_____

_____
Administrator Signature

_____
Date



TURLOCK CHRISTIAN SCHOOLS

VAN Request Form

Today's Date _____

Person Requesting Vehicle _____

Name of Driver(s) _____

E-mail (if not TC) _____

Cell Phone (if not TC) _____

Date(s) Requesting Vehicle _____

Pick Up Time _____ a.m. / p.m.   Return Time _____ a.m. / p.m.

Name of Team/Group Using Van _____

Destination (place & city) _____

Number of Vans Requested: 1   2   3

Gray van holds 9; white vans hold 8 (including drivers)

All drivers must read and sign the Vehicle Use Policy and be approved at least 3 working days prior to driving.

Be aware that requests do NOT guarantee approval.

For Office Use Only

Driver App. _____ Date App. _____



Turlock Christian School Field Trip Request

After checking the Master Calendar submit this form to the office for approval at least 2 weeks prior to trip. Students can only ride with **APPROVED VOLUNTEER DRIVERS**. *If this field trip will incur any expenses (rental buses, overnight stay, entrance fee, gas, food, etc.) please submit a completed **TCS Budget form**.*

With this request, include:

- ☐ Itinerary of Activities or Event memo that will be sent home
- ☐ Sub Request – Time Off Request
- ☐ TC Van Request (if applicable)
- ☐ List of All Students Attending

Advisor/Teacher in Charge _____

Date Submitted _____

Class/Club _____

☐ Preschool ☐ Elementary ☐ JH/HS

Destination & Address _____

(if more than 1 destination provide list for all)

Educational Goal, Christian Ministry Purpose or Christian Character Purpose of trip:

_____
_____

Dress code for this trip _____

Method of Transportation: ☐ Bus Rental ☐ Private Car(s) – No. of cars: _____ ☐ TCS Van(s)

Departure Date: _____

Departure time: _____ a.m. p.m.

Date of Return: _____

Expected Return Time: _____ a.m. p.m.

Chaperone Names

Chaperone Guidelines: Single day trips: 1 adult per 15 students. Overnight: 1 adult per 8 students. Chaperones may include 1 advisor plus 1 other teacher. (All others must be parents or responsible adults 21 years or over **with fingerprint clearance completed**.)

_____
Cell Number: _____

_____
Cell Number: _____

_____
Cell Number: _____

Signature of Advisor _____

Date _____

Approval – Principal Signature _____

Date _____

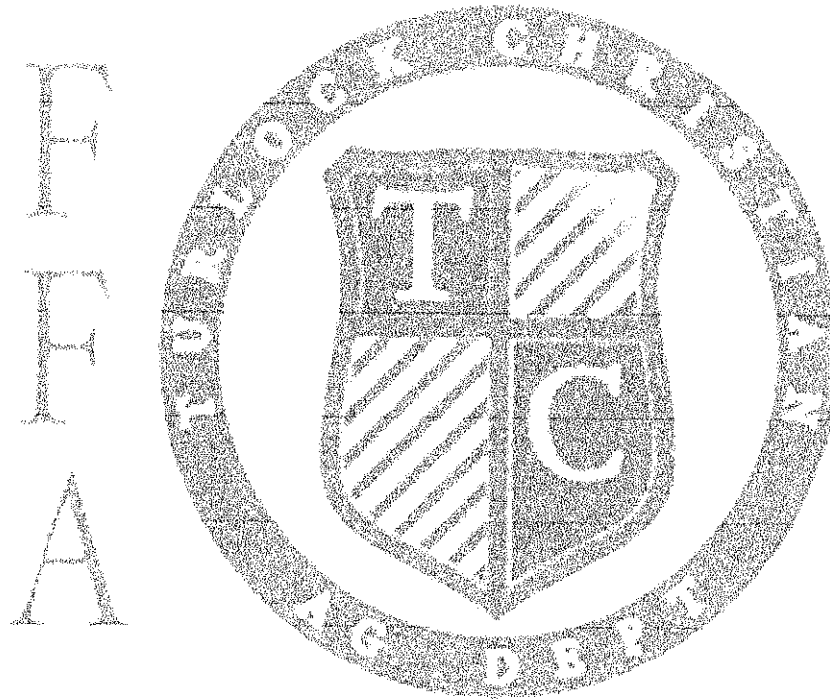
Approval - Superintendent Signature
(only needed for overnight trips)

Date _____

Office Use Only

Calendar _____
Transp. Req _____
Itinerary _____
Sub _____
Student List _____

Supporting Materials



X. Copy of CATA Membership Card

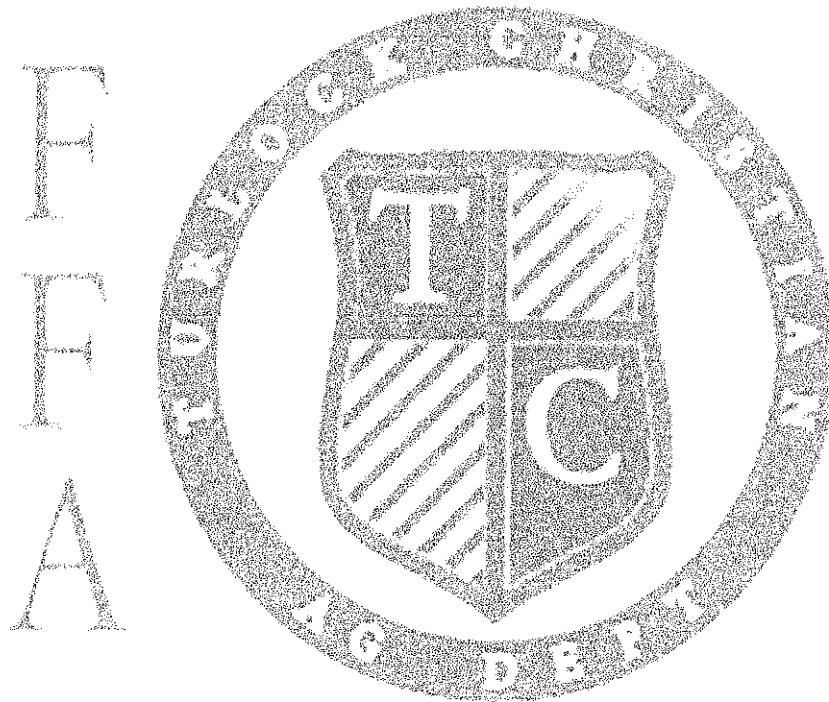
CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

Hannah Ewing

SERVING AGRICULTURE BY TEACHING
2017/2018 ACTIVE MEMBER

Voting Card

Supporting Materials



Y. Copy of Professional Development Report

Training Evaluation

Due in the Central Office by: October 6, 2017

Note: If you attend all sessions, you will earn 1.75 CEU's, through ConNEXUS

Name: Hannan Ewing Date: 9/28/17
Department: High School Ag Title: Ag Teacher (Boom)

Please check the sessions attended:

- ☒ Thursday, Morning Sessions
- ☒ Thursday, Afternoon Sessions
- ☒ Friday, Morning Sessions

If you were not present at any of the above sessions or if you missed part of the session, please list the reason(s):

Keynote Session 1, Speaker, John Stonestreet

What one or two things will you take away from the teaching at this session and apply to your role at TCS?

super good. changed my worldview & reminder that this
cultural moment doesn't change the story God's
created & I need to remind students
of that consistently

Breakout Session 1, Speaker: Sandra Wilson Title: Brain Science

What one or two things will you take away from the teaching at this session and apply to your role at TCS?

I learned what DSM5 is (didn't know). And how to
address it in my class so they don't
disrupt other children. Most my children are
dealing w/ anxiety, so I gotta keep anxiety ↓

Breakout Session 2, Speaker: John Stonestreet Title: What is being a Human Being.

What one or two things will you take away from the teaching at this session and apply to your role at TCS?

His reality of the fact that we've forgotten what it is to be human (metaphysical w/ behavior on the side) is what's caused our shift in morality. & no we have a bunch of tech we can do stuff with but it's perverse b/c we've left the truth -

Breakout Session 3, Speaker: John Stonestreet Title: Walking Our Kids thru Culture

What one or two things will you take away from the teaching at this session and apply to your role at TCS?

I was reminded of important cultural undercurrents to that I need to be addressing, especially the idea of perpetual adolescence

Keynote Session 2, Speaker: Kim Bearden Title: Passion

What one or two things will you take away from the teaching at this session and apply to your role at TCS?

- ① Let my training be a source of joy, not a burden
- ② Have high expectations. Believe in who my kids can become

Keynote Session 3, Speaker: Walt Wiley Title: Encouragement

What one or two things will you take away from the teaching at this session and apply to your role at TCS?

- ① I am very fortunate to be in the position I'm in.
- ② It's all about the students.

Breakout Session 4, Speaker: Walt Wiley Title: one thing to really matter

What one or two things will you take away from the teaching at this session and apply to your role at TCS?

How to encourage:

① Give something of mine to someone else; even time.

② Say & do & be encouraging = exhortation

Breakout Session 5, Speaker: Peer to Peer Title: collaboration ideas

What one or two things will you take away from the teaching at this session and apply to your role at TCS?

I met w/ a group of TC teachers & talked through what valuable collaboration would look like & we came up w/ a couple of ideas & suggestions.

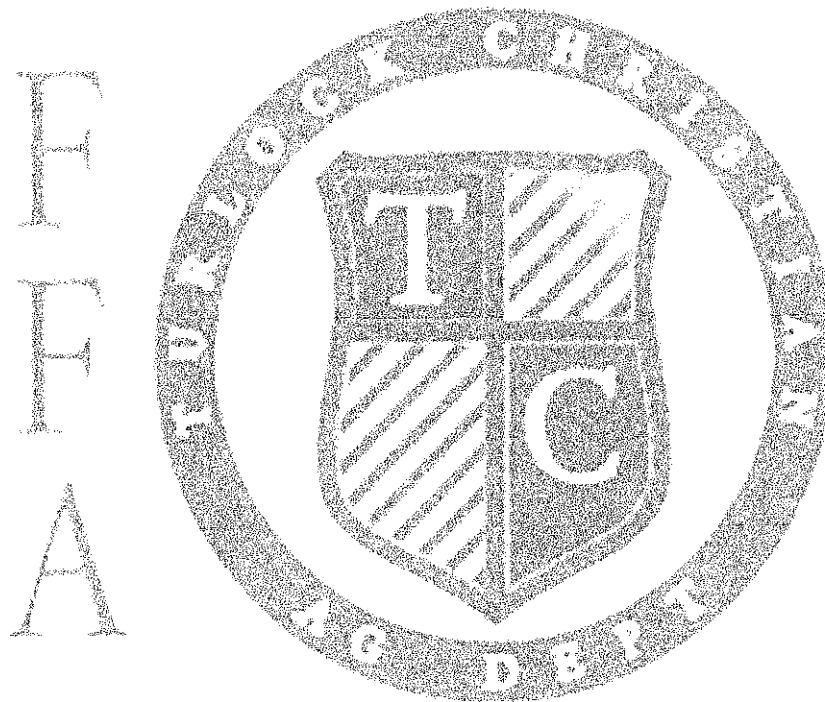
Please provide input or suggestions, from this conference or professional growth and future training events.

Please, please no more Bucca de Bopo. The walls make me super uncomfortable & the food is terrible. I'm sorry, but please, can we find a different restaurant?

I would love to hear your thoughts, praises, suggestions, and concerns on how things are going at TCS! (Feel free to use the space below, back of the page, or send an email to kwinter@tcschools.us)

Karen Winter

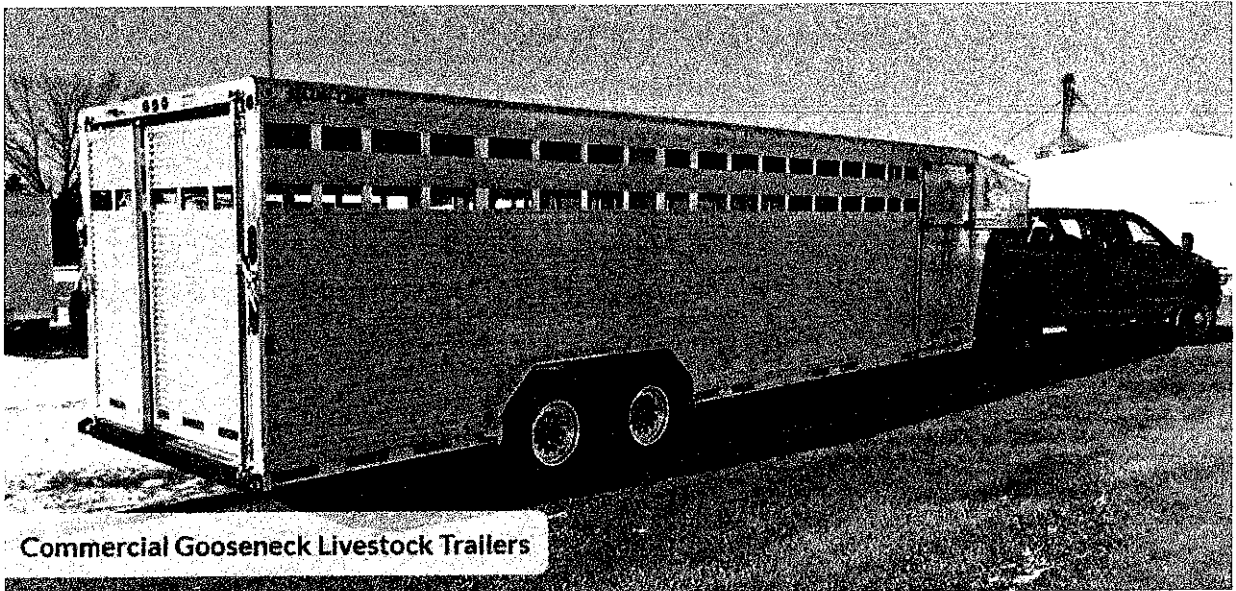
Supporting Materials



Z. Wish List

TC Ag Department Wish List

- Stainless steel sinks (can be used) new for \$1,000-1,300
- New Dissection kits for 25 students –
  - \$5.04 each from Nasco (when you order 10 or more)
- Bus to the Tulare Farm Show (2015)
  - \$1500 bus, \$12/student to get in
- Large Livestock Trailer - \$50,000+

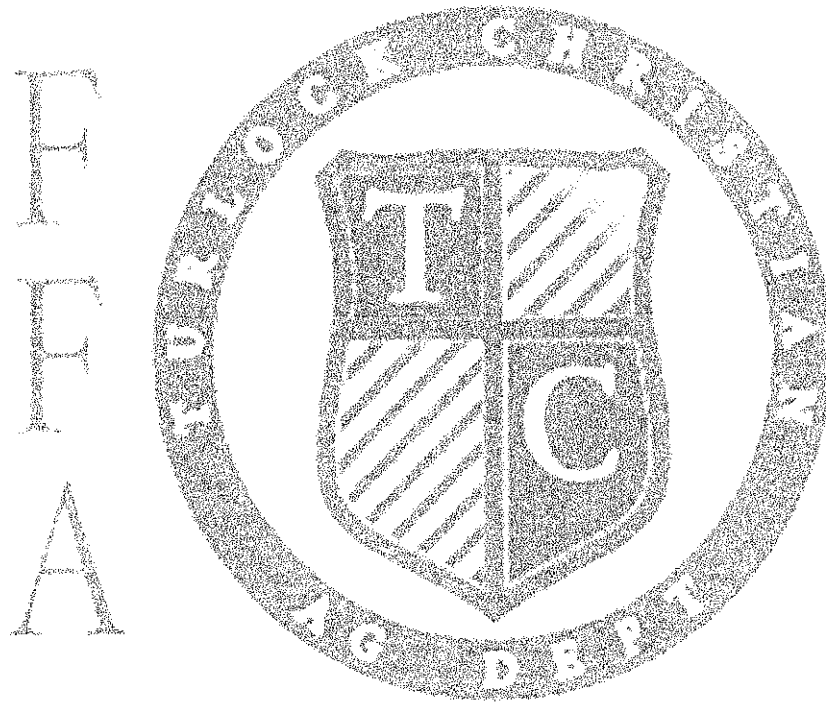


- Greenhouse for teaching and expanding our pathways - \$8,000-\$25,000)



21' free standing				
Width	Length	Square feet	Frame only price	Standard package price
21'	48'	1,008	\$4,115.00	\$8,757.00
21'	72'	1,512	\$5,750.00	\$11,485.00
21'	96'	2,016	\$7,473.00	\$14,321.00
21'	120'	2,520	\$9,108.00	\$17,076.00
21'	144'	3,024	\$10,832.00	\$19,893.00

Supporting Materials



AA. Current Operating Budget

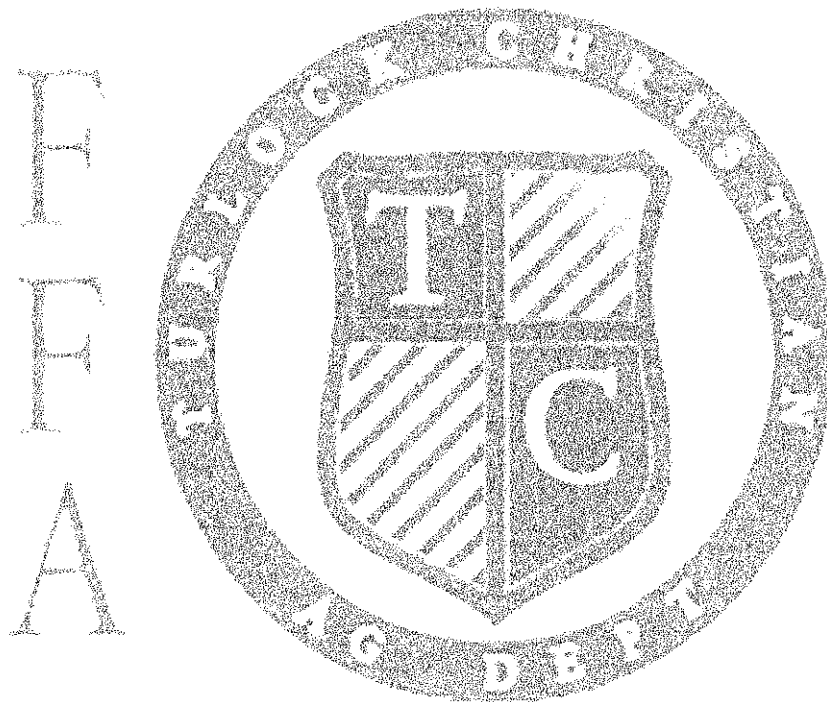
2017-2018 Estimated Budget

Estimated Expenses	Amount
Chapter Supplies	25,000
Class Supplies	600
Judging Team Supplies and Registration	4000
Jackets	500
Gas	2000
CATA	1200
Total	33,300

Estimated Income	Amount
Estimated Sponsorships	25000
<i>Estimated Tri-Tip Funds</i>	8000
<i>Estimated Trap Shoot</i>	2000
Total	35000

Estimated Net Income	1700

Supporting Materials



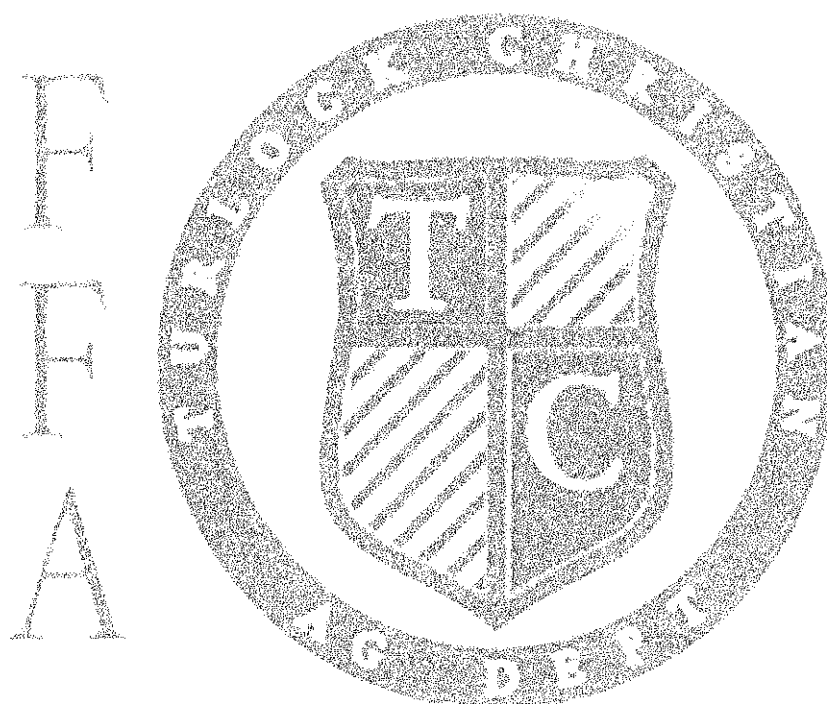
BB. Department Budget Process

28. Department Budget Process

Since Turlock Christian Ag Department is a single-person department that is run solely off of partnerships and donations from the community, the yearly budget is developed by the Ag teacher and approved or rejected by the Agriculture Advisory Committee.

The yearly budget is created using the previous years' spending, as well as educated guessing as to the difference in spending that will take place based on differences in numbers of students and those planning to actively participate in FFA conferences and competitions. Once created, the budget is then submitted to the Agriculture Advisory Committee for review. The committee asks any questions they may have regarding the expected spending, adjustments are made if necessary, and then the budget is kept by the Agriculture Teacher. It is up to the Agriculture teacher to make sure spending is within the yearly budget and that the income from our fundraisers and other donations are accurately tracked and catalogued. Purchase orders are submitted to the administration for approval, but tracking of Ag Funds is left up to the Ag Teacher with a backup being our Controller who ensures that funds are taken from the correct account to pay for agriculture purchases.

Supporting Materials

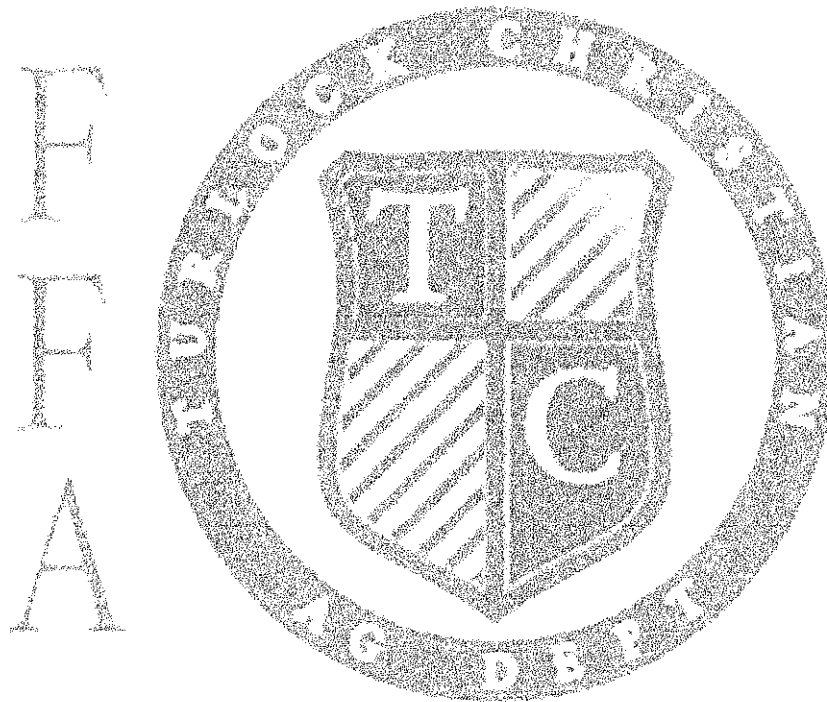


CC. Department Chair's Duties and Responsibilities

29. Chart of Responsibilities:

A. Courses	Ewing
1. Agriculture Leadership	X
2. Agriculture Biology	X
3. Agriculture Chemistry	X
4. Agriculture Government and Economics	X
5. Agriculture Sales and Marketing	X
B. Department Management	
1. Department Chairperson	X
2. Ag Department Purchase Orders	X
3. Agriculture Curriculum Development and Adjustments	X
4. Advisory Committee Development and Management	X
5. Ag Teacher Inservice Record and Summer Hours	X
C. FFA Advisor	
1. Student Data Sheets	X
2. Activity Planning and Requests	X
D. Equipment and Facilities	
1. Planter Boxes	X
2. School Farm	X
3. Degree Applications	X
4. Leadership Conferences	X
5. FFA Chapter Meetings	X
6. FFA Chapter Officers	X
a. FFA Chapter Banquet	X
b. Community Service	X
c. Fundraisers	X
d. All other officer activities	X
E. Supervised Agricultural Experience	
1. SAE Project Supervision	X
2. Fair and Show Supervision/Transportation	X
3. Proficiency Applications	X
F. Judging Teams	
1. Speaking Contests (group and individual)	X
2. Spring Judging Teams	X

Supporting Materials



DD. Substitute Teacher Procedures and Plans

Substitute Lesson Plan

Thursday 10_12_17

MS. EWING

House Keeping:

- Please take roll for each class period.
- You must use the powerpoint on the computer in order for the students to write down their verses and objectives:
  - Open Computer, turn it on by pressing the button in the upper left hand corner.
  - Click on "Hannah Ewing"
  - Password = HCE/316/bob
- Each Slide is Titled with the class
- Everything is hooked up and on - you will need to turn the sound on by clicking the power button in the center top portion of the promethium board. It shuts off throughout the day so make sure to keep turning it on – use a tall student if needed.
- Please do not hesitate to discipline the students. They should be even more respectful to you than they are to me. If you are having any trouble, please send the student to Mr. S in the office.
- At the end of each period, please rate the class behavior and the names of any students that caused problems, I will make sure to take care of it when I get back.

1st Period

- **Ag Sales and Marketing:** Have students get on their google classroom. Their assignment is posted online and I've printed the assignment for you to read as well. **They must complete one full assignment from the grid and submit it to me on google classroom or in the turn-in bin.** They'll be doing all the work on their Chromebooks, so please make sure to be walking through the classroom and making sure that they are searching the correct things. Thanks!

2nd Period

- **Ag Gov/Econ:** Have students copy down Verse of the Day and Objectives from the powerpoint. Then they need to turn their supply and demand study guide into the orange turn-in bin on the window-side of the classroom. They will be taking a supply and demand test. **Make sure they are all spaced evenly throughout the class and remind them that if they talk during the test you will take their test and give them a zero.** Handout the test, give them as much time as needed. Students can draw or write jokes/funny stories on the backs of their tests for extra credit when they are done. When everyone is done **please collect the tests and leave them in a stack on the left side of my desk.** Modern Marvels Renewable energy is already pulled up on the internet, and the link is in the powerpoint. Handout the worksheet and turn on Modern Marvels for them to watch for the rest of the period. The movie worksheet needs to be turned into the orange bin for credit by the end of the class.

Period 7

- TA – Daniel Castrejon

Academic Support

- Have students work on their homework

Thanks for Everything!

Hannah Ewing 559-903-1638 - text if you need ANYTHING!!!!

Notes on Classes:

Substitute Lesson Plan
Friday 10_13_17

MS. EWING

House Keeping:

- Please take roll for each class period.
- You must use the powerpoint on the computer in order for the students to write down their verses and objectives:
  - Open Computer, turn it on by pressing the button in the upper left hand corner.
  - Click on "Hannah Ewing"
  - Password = HCE/316/bob
- Each Slide is Titled with the class
- Everything is hooked up and on - you will need to turn the sound on by clicking the power button in the center top portion of the promethium board. It shuts off throughout the day so make sure to keep turning it on – use a tall student if needed.
- Please do not hesitate to discipline the students. They should be even more respectful to you than they are to me. If you are having any trouble, please send the student to Mr. S in the office.
- At the end of each period, please rate the class behavior and the names of any students that caused problems, I will make sure to take care of it when I get back.

5th Period

- **Ag Biology:** Have students copy down Verse of the Day and Objectives from the powerpoint. Students will be completing an assignment they were given in class on Wednesday. They will be creating a "cell city" analogy for all of the parts and organelles of the cell. It's very important that they remember they need to not only label the parts on their posters, but also list out the function of that part or organelle on a separate piece of paper to be attached to their poster (8.5 X 11 poster). Their "city" is due at the end of the period, turned into the orange turn-in bin.

6th Period

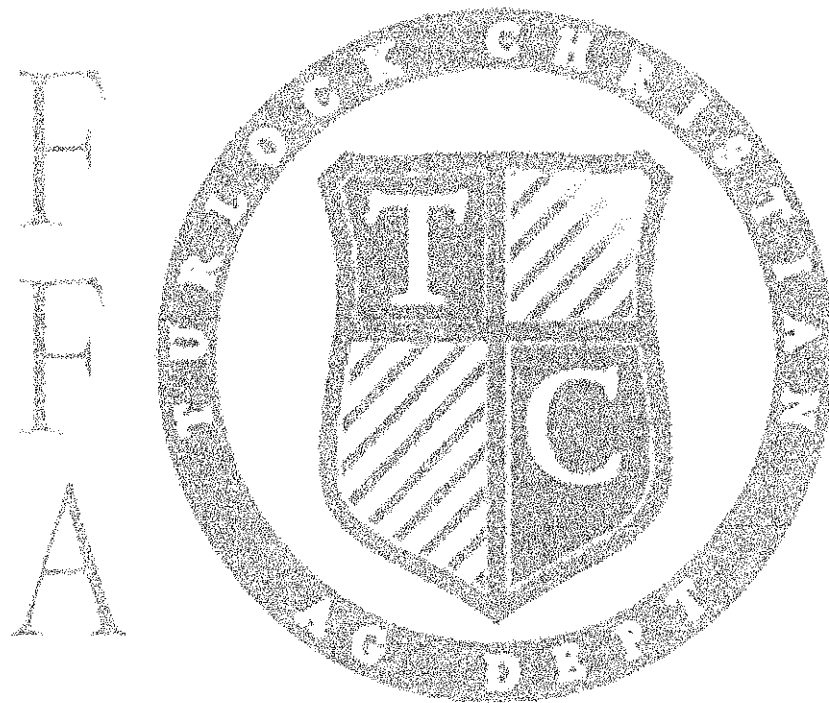
- **Ag Chemistry:** Have students copy down Verse of the Day and Objectives from the powerpoint. Pass out the interactive reader packet (copies for you are in this packet). **Tell students the class is to be completely silent for 30 minutes while everyone is reading the 4 pages.** Then students may work together to answer all of the "Reading Check" problems as well as the critical thinking problems at the end of the reading. They may write the answers on the packet or on a separate piece of paper to be attached. **ALL ANSWERS MUST BE WRITTEN IN COMPLETE SENTENCES.** All of these are due to the orange turn-in bin by the end of the period. If they finish early, pass them the "Who Helped Determine Atomic Structure" Worksheet to get started on. Every student will need this worksheet by the end of the period because it will be homework due Monday.

Thanks for Everything!

Hannah Ewing 559-903-1638 - text if you need ANYTHING!!!!

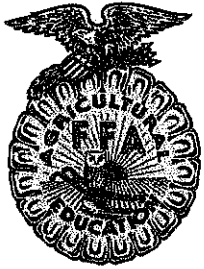
Notes on Classes:

Supporting Materials



EE. Description of a “Program Completer”

32. Description of a "Program Completer"



Turlock Christian High School Agriculture Department Program Completion Standards



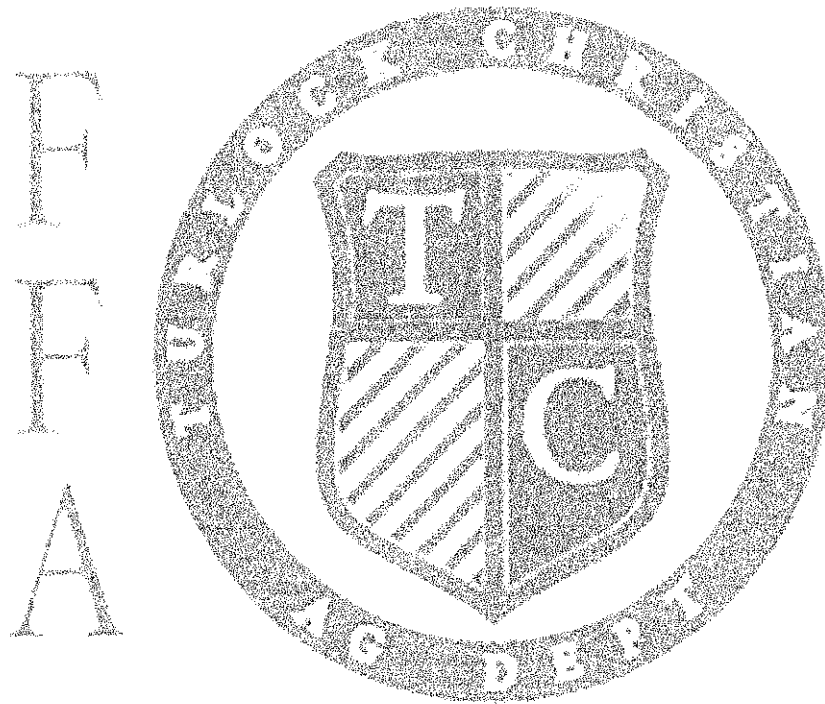
Guidelines to Become a Program Completer

In order to be recognized by the Turlock Christian High School Agriculture Department as a program completer a student must meet all of the following guidelines:

- Must have been enrolled in and passed with a C average an agricultural class for 3 of their 4 years at TCHS
- Must have an ongoing Supervised Agriculture Experience Project
- Attend and participate in chapter FFA activities and functions as well as at least 3 above chapter-level FFA activities per year for their time in the FFA.

If the above guidelines are met, the student will receive their program completer status at the Spring Awards Banquet during their senior year and be given an FFA cord to wear at graduation.

Supporting Materials

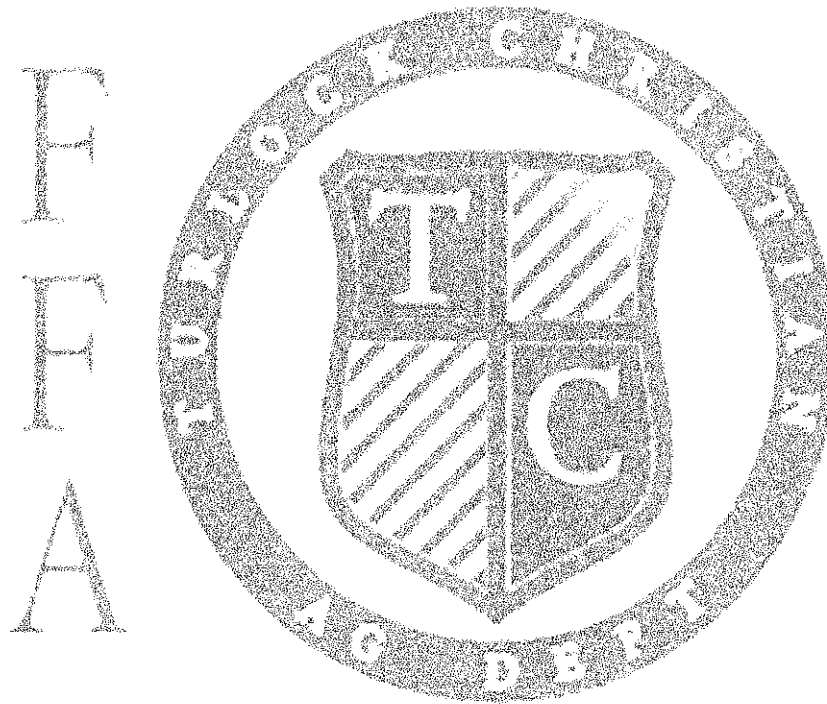


FF. 2 + 2 Agreements

33. Copies of 2+2 Agreements with Community Colleges

Currently, Turlock Christian High School does not have any articulation agreements with community colleges in our area. In the last 5 and a half years we have been working through defining and clarifying our ag pathway and have therefore offered over 10 different courses in that amount of time. This is the first year that I am fairly certain we will be keeping the courses I am currently teaching and simply adding to this pathway as our department grows. With that in mind, I plan to attend the articulation agreement planning day at MJC on December 15th to start the process of developing an articulation agreement between MJC and Turlock Christian High School.

Supporting Materials



GG. Reimbursement Process for Personal Expenses

34. Reimbursement Process

Getting reimbursed for Professional Development Events and any other personal expenses I incur throughout the year is a very simple process. I simply fill out a Purchase Order (see next page) and mark the "reimburse requestor" box and explain why reimbursement is necessary and the school takes care of it.

Because Turlock Christian is a private school, there is one bank account with all Agriculture Funds kept in it. These funds have been accumulated through fundraisers and support from the community. Because none of the funds are from federal or state grants we don't have to separate out reimbursements based on the reason for the purchase; all reimbursements come out of the same account.

After the purchase order is filled out, I attach the original receipt to the purchase order, sign it, and submit it to my principal for his signature. After the principal approves the purchase order, he submits it to our financial controller for his final signature, after which our Accounting Associate prints the check to be signed by the Financial Controller and our Superintendent.

Since our Ag fund is completely separate from the general fund of the school, my governing body to decide what can and cannot be purchased with the Ag Fund is the Ag Advisory Committee. All of my purchases are reviewed by this committee, and large purchases must be pre-approved by the committee before they are made. With this said, the administrative side of filling out the PO and getting all the signatures is more of a formality than an approval process.

TURLOCK CHRISTIAN SCHOOLS, INC.

P.O. Box 1540, Turlock, CA 95381-1540

T (209) 632-2337 F (209) 632-5859

PO # 2011718-

Supplier:

_____
Name

_____
Street Address

_____
City, State & Zip Code

_____
Telephone Number & Contact Name

Ship to:

☐ Turlock Christian Junior High & High Schools
1619 E. Monte Vista Ave., Turlock, CA 95382

☐ Turlock Christian Elementary School
1360 N. Johnson Rd., Turlock, CA 95380

☐ Turlock Christian Preschool
2006 E. Tuolumne Rd., Turlock, CA 95382

_____
Date Ordered

_____
Expected Delivery Date

Quantity	Item #	Item Description	Item Price	Total Price

Purpose of purchase:

Acct # to charge to:

Budget:
Spending to date: _____
Available: _____

Subtotal _____ -

Estimated Shipping _____

Sales Tax _____

Estimated _____

TOTAL _____ -

_____
Requestor Signature Date

_____
Supervisor Signature Date

_____
Superintendent Signature Date

_____
CFO Signature Date

☐ Will be invoiced by Supplier

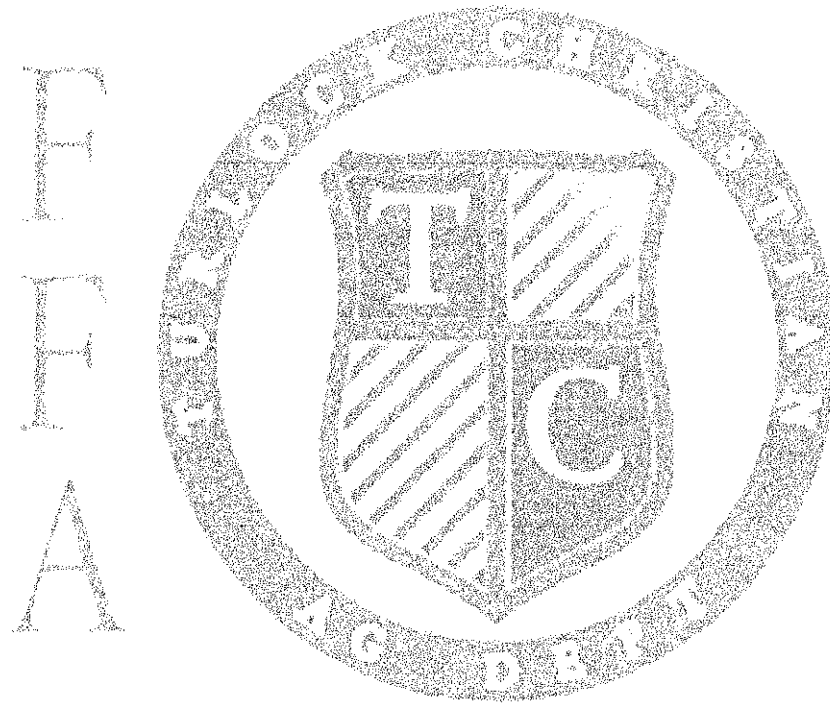
☐ Will not be invoiced by Supplier, mail check
☐ Will be purchased using school credit card

_____
name of credit card holder

☐ Reimburse requester

☐ Special Instructions:

_____



Part 3

Project:

Graduate Follow-Up Survey

Name: Hannah Ewing
Address: 301 Memory Lane
City, State, Zip: Turlock, CA 95382
Phone: (559)-903-1638
E-mail: hewing@tcschools.us

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed:

- Quality Criteria 9 – Program Accountability and Planning

Goal or Purpose of the Project:

- Turlock Christian Agriculture Department does not currently have a valuable and accurate means of tracking our graduate students. It is my goal with this project to create a valuable and useful survey that can be sent digitally to all graduate students to track their education and career success.

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

- Create a digital survey for graduate follow-up that captures information about education and career readiness as well as tracks the success of graduate students.

Estimated number of hours on this project:

- 15-20 hours total

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

- \$0 – I plan to use google forms, a free app offered through google.

Proposed timeline for completion of the project:

- I will begin this project July 25th, and estimate completion by December 1st.

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?

I plan to keep in contact with Dr. Flores (my Master's Committee Chair) to have him check my survey as well as keep me accountable.

For Office Use Only:

Project Approved By: _____.

Date of Approval: _____.

Quarter student will enroll in AGED 539: _____.

Name: Hannah Ewing
Address: 301 Memory Lane
City, State, Zip: Turlock, CA 95382
Phone: (559)-903-1638
E-mail: hewing@tcschools.us

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed:

- Quality Criteria 9 – Program Accountability and Planning

Goal or Purpose of the Project:

- Turlock Christian Agriculture Department does not currently have a valuable and accurate means of tracking our graduate students. It is my goal with this project to create a valuable and useful survey that can be sent digitally to all graduate students to track their education and career success.

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

- Create a digital survey for graduate follow-up that captures information about education and career readiness as well as tracks the success of graduate students.

Estimated number of hours on this project:

- 15-20 hours total

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

- \$0 – I plan to use google forms, a free app offered through google.

Proposed timeline for completion of the project:

- I will begin this project July 25th, and estimate completion by December 1st.

- this is a worthy project that will yield valuable info over time.

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?

I plan to keep in contact with Dr. Flores (my Master's Committee Chair) to have him check my survey as well as keep me accountable.

For Office Use Only:

Project Approved By: Rita Flores

Date of Approval: 7/18/17

Quarter student will enroll in AGED 539: Fall 2017

TC FFA Graduate Survey

Please take this survey to tell us where you're at and how you're doing!

* Required

1. What is your name? *

.....

2. What are you currently doing?

Mark only one oval.

- ☐ Community college
- ☐ 4-year college
- ☐ Part-time work
- ☐ Full-time work

3. If you are working, please provide the following: Employer Name and Job Title

.....

4. If you are enrolled in college, please provide your college name and major:

.....

5. Are you working/majoring in an Agricultural field?

Mark only one oval.

- ☐ Yes
- ☐ No

6. How did TC Agriculture Education prepare you for what you are currently doing?

.....

.....

.....

.....

.....

7. How can the Ag Education program at Turlock Christian improve?

.....

.....

.....

.....

.....

8. What advice would you give an incoming Freshman in the TC FFA program?

.....

.....

.....

.....

.....

Powered by
 Google Forms