AGED 539
Fall 2017
Kelsey Councilman

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Student Details

ALL STUDENTS INACTIVE STUDENTS

Jacqueline cruz martinez Profile

Inactivate Student Transfer Student

Contact Information

First Name: * Jacqueline
Last Name: * [redacted]
Address: * [redacted]
City: * [redacted]
State: * CA
Zip Code: * [redacted]
Grad Year: * [redacted]
Email: [redacted]udents.smcjuhs
Home Phone:
Cell Phone: [redacted]
Cell Carrier: AT&T

Gender: * Female

Ethnicity: * Hispanic

FFA/AET Information

Member Status: FFA Member
FFA ID: 0
FFA Inv Code:
AET ID: [redacted]

Post Graduate Information

Status: Not Entered

FFA Membership History

YEAR	DATE

No records to display.

Go to My FFA.org Account

Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree/Application Manager

Race: * Hispanic/Latino

DOB: * [redacted]

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 1 (Villasenor) Add Course

	COURSE
✖	Agricultural Biology (Villasenor)
✖	Introduction to Agricultural Mechanics (Villasenor)

Save Changes | Cancel Changes

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Student Details

ALL STUDENTS INACTIVE STUDENTS

Perla Aviles Profile

Inactivate Student Transfer Student

Contact Information

First Name: *	Perla
Last Name: *	[redacted]
Address: *	[redacted]
City: *	[redacted]
State: *	CA
Zip Code: *	93927
Grad Year: *	[redacted]
Email:	[redacted]@gmail
Home Phone:	[redacted]
Cell Phone:	[redacted]
Cell Carrier:	Metro PCS
Gender: *	Female
Ethnicity: *	Hispanic

FFA/AET Information

Member Status:	FFA Member
FFA ID:	[redacted]
FFA Inv Code:	4V$@$W
AET ID:	[redacted]

Post Graduate Information

Status: Not Entered

FFA Membership History

YEAR	DATE
2016-2017 FFA Membership	12/2/2016

Go to My FFA.org Account

Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree/Application Manager

Race: * Hispanic/Latino

DOB: * [redacted]

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

Introduction to Ornamental Horticulture - Period 2 (Villasenor) Add Course

	COURSE
✖	Agricultural Biology (Villasenor)

Save Changes | Cancel Changes

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Student Details

ALL STUDENTS INACTIVE STUDENTS

Johana Avendano Profile

Inactivate Student Transfer Student

Contact Information

First Name: *	Johana
Last Name: *	[redacted]
Address: *	[redacted]
City: *	[redacted]
State: *	CA
Zip Code: *	93927
Grad Year: *	[redacted]
Email:	[redacted]@gmail.cor
Home Phone:	[redacted]
Cell Phone:	[redacted]
Cell Carrier:	Sprint
Gender: *	Female
Ethnicity: *	Hispanic

FFA/AET Information

Member Status:	FFA Member
FFA ID:	[redacted]
FFA Inv Code:	ZYTY2A
AET ID:	[redacted]

Post Graduate Information

Status: Not Entered

FFA Membership History

YEAR	DATE
2016-2017 FFA Membership	12/2/2016

Go to My FFA.org Account

Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree/Application Manager

Race: * Hispanic/Latino

DOB: * [redacted]

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 1 (Villasenor) Add Course

	COURSE
✖	Agricultural Biology (Villasenor)

Save Changes | Cancel Changes

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Student Details

ALL STUDENTS INACTIVE STUDENTS

Johana Avendano Profile

Inactivate Student Transfer Student

Contact Information

First Name: *	Johana
Last Name: *	[redacted]
Address: *	[redacted]
City: *	[redacted]
State: *	CA
Zip Code: *	[redacted]
Grad Year: *	[redacted]
Email:	[redacted]@gmail.cor
Home Phone:	[redacted]
Cell Phone:	[redacted]
Cell Carrier:	Sprint
Gender: *	Female
Ethnicity: *	Hispanic

FFA/AET Information

Member Status:	FFA Member
FFA ID:	[redacted]
FFA Inv Code:	ZYTY2A
AET ID:	[redacted]

Post Graduate Information

Status: Not Entered

FFA Membership History

YEAR	DATE
2016-2017 FFA Membership	12/2/2016

Go to My FFA.org Account

Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree/Application Manager

Race: * Hispanic/Latino

DOB: * [redacted]

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 1 (Villasenor) Add Course

	COURSE
✖	Agricultural Biology (Villasenor)

Save Changes | Cancel Changes

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Student Details

ALL STUDENTS INACTIVE STUDENTS

Vianca Arias Profile

Inactivate Student Transfer Student

Contact Information

First Name: * Vianca
Last Name: * [redacted]
Address: * [redacted]
City: * [redacted]
State: * CA
Zip Code: * 93927
Grad Year: * [redacted]
Email: [redacted]@gmail.com
Home Phone: [redacted]
Cell Phone: [redacted]
Cell Carrier: Metro PCS

Gender: * Female

Ethnicity: * Hispanic

FFA/AET Information

Member Status: FFA Member
FFA ID: [redacted]
FFA Inv Code: WDO202
AET ID: [redacted]

Post Graduate Information

Status: Not Entered

FFA Membership History

YEAR	DATE
2016-2017 FFA Membership	12/2/2016

Go to My FFA.org Account

Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree/Application Manager

Race: * Hispanic/Latino

DOB: * [redacted]

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

Introduction to Ornamental Horticulture - Period 2 (Villasenor) Add Course

	COURSE
✖	Agricultural Biology (Villasenor)

Save Changes | Cancel Changes

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Student Details

ALL STUDENTS INACTIVE STUDENTS

Berenice Angeles Profile

Inactivate Student Transfer Student

Contact Information

First Name: *	Berenice
Last Name: *	Angeles
Address:	[redacted]
City: *	[redacted]
State: *	CA
Zip Code: *	[redacted]
Grad Year: *	[redacted]
Email:	[redacted]@gmail.com
Home Phone:	[redacted]
Cell Phone:	[redacted]
Cell Carrier:	Metro PCS
Gender: *	Female
Ethnicity: *	Hispanic

FFA/AET Information

Member Status:	FFA Member
FFA ID:	[redacted]
FFA Inv Code:	ZK48O
AET ID:	[redacted]

Post Graduate Information

Status: Not Entered

FFA Membership History

YEAR	DATE
2016-2017 FFA Membership	12/2/2016

Go to My FFA.org Account

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Race: * Hispanic/Latino

DOB: * [redacted]

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 1 (Villasenor) Add Course

	COURSE
✖	Agricultural Biology (Villasenor)

Save Changes | Cancel Changes

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Student Details

ALL STUDENTS INACTIVE STUDENTS

Marlene Alvarado Profile

Inactivate Student Transfer Student

Contact Information

First Name: *	Marlene
Last Name: *	[redacted]
Address: *	[redacted]
City: *	[redacted]
State: *	CA
Zip Code: *	[redacted]
Grad Year: *	[redacted]
Email:	[redacted]@gmail.com
Home Phone:	
Cell Phone:	
Cell Carrier:	--
Gender: *	Female
Ethnicity: *	Hispanic

FFA/AET Information

Member Status:	FFA Member
FFA ID:	[redacted]
FFA Inv Code:	BRC7JK
AET ID:	[redacted]

Post Graduate Information

Status: Not Entered

FFA Membership History

YEAR	DATE
2016-2017 FFA Membership	12/2/2016

Go to My FFA.org Account

Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree/Application Manager

Race: * Hispanic/Latino

DOB: * [redacted]

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 1 (Villasenor) Add Course

	COURSE
✖	Agricultural Biology (Villasenor)

Save Changes | Cancel Changes

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Student Details

ALL STUDENTS INACTIVE STUDENTS

Marlene Alvarado Profile

Inactivate Student Transfer Student

Contact Information

First Name: * Marlene
Last Name: * [redacted]
Address: * [redacted]
City: * [redacted]
State: * CA
Zip Code: * [redacted]
Grad Year: * [redacted]
Email: [redacted]@gmail.com
Home Phone:
Cell Phone:
Cell Carrier: --
Gender: * Female
Ethnicity: * Hispanic

FFA/AET Information

Member Status: FFA Member
FFA ID: [redacted]
FFA Inv Code: BRC7JK
AET ID: [redacted]

Post Graduate Information

Status: Not Entered

FFA Membership History

YEAR	DATE
2016-2017 FFA Membership	12/2/2016

Go to My FFA.org Account

Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree/Application Manager

Race: * Hispanic/Latino

DOB: * [redacted]

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 1 (Villasenor) Add Course

	COURSE
✖	Agricultural Biology (Villasenor)

Save Changes | Cancel Changes

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Student Details

ALL STUDENTS INACTIVE STUDENTS

Iris Alcantar Profile

Inactivate Student Transfer Student

Contact Information

First Name: * Iris
Last Name: * [redacted]
Address: * [redacted]
City: * [redacted]
State: * CA
Zip Code: * [redacted]
Grad Year: * [redacted]
Email: [redacted]icloud.com
Home Phone:
Cell Phone: [redacted]
Cell Carrier: Metro PCS

Gender: * Female

Ethnicity: * Hispanic

FFA/AET Information

Member Status: FFA Member
FFA ID: [redacted]
FFA Inv Code: 7WMPOH
AET ID: [redacted]

Post Graduate Information

Status: Not Entered

FFA Membership History

YEAR	DATE
2016-2017 FFA Membership	12/2/2016

Go to My FFA.org Account

Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree/Application Manager

Race: * Hispanic/Latino

DOB: * [redacted]

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 1 (Villasenor) Add Course

	COURSE
✖	Introduction to Ornamental Horticulture (Villasenor)

Save Changes | Cancel Changes

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Student Details

ALL STUDENTS INACTIVE STUDENTS

Diego Alaniz Profile

Inactivate Student Transfer Student

Contact Information

First Name: * Diego
Last Name: * [redacted]
Address: * [redacted]
City: * [redacted]
State: * CA
Zip Code: * [redacted]
Grad Year: * [redacted]
Email: [redacted]@gmail.com
Home Phone: [redacted]
Cell Phone: [redacted]
Cell Carrier: Metro PCS

Gender: * Male

Ethnicity: * Hispanic

FFA/AET Information

Member Status: FFA Member
FFA ID: [redacted]
FFA Inv Code: EEG1UD
AET ID: [redacted]

Post Graduate Information

Status: Not Entered

FFA Membership History

YEAR	DATE
2016-2017 FFA Membership	12/2/2016

Go to My FFA.org Account

Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree/Application Manager

Race: * Hispanic/Latino

DOB: *

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 1 (Villasenor) Add Course

	COURSE
✖	Agricultural Biology (Villasenor)

Save Changes | Cancel Changes

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Student Details

ALL STUDENTS INACTIVE STUDENTS

Jimena Acosta Profile

Inactivate Student Transfer Student

Contact Information

First Name: * Jimena
Last Name: * Acosta
Address: *
City: * Greenfield
State: * CA
Zip Code: *
Grad Year: *
Email: @gamil.com
Home Phone:
Cell Phone:
Cell Carrier: T-Mobile
Gender: * Female
Ethnicity: * Hispanic

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

No records to display.

Go to My FFA.org Account

Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree/Application Manager

Race: * Hispanic/Latino

DOB: * [redacted]

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 1 (Villasenor) Add Course

	COURSE
✖	Agricultural Environmental & Earth Science (Villasenor)

Save Changes | Cancel Changes

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Permanent Agriculture Student Data File

Student data is stored from the year 2014 forward. We do not have record of previous years because the program was in transition. With the creation of the iRecordbook and The AET we are now able to keep a permanent record of all past and current students through calaged.org. We use the roster file system to keep all member's data and it will store their information once they become inactive as well.

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Account Settings

Account Balance
State Balance:
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Region Balance:
$0.00

Student Roster
Set Student Access Code

FFA Membership

Post Graduate Data

Event Registration

Student Enrollment

ALL STUDENTS INACTIVE STUDENTS

Deleted Students (888 Students)

NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
[redacted]	7/31/2015	600641783	0	2016	FFA Member
[redacted]	7/31/2015	600990754	0	2017	FFA Member
[redacted]	7/31/2015	600641932	0	2016	FFA Member
[redacted]	8/24/2017	600990755	1231210	2017	FFA Member
[redacted]	10/3/2016	601802047	1253918	2016	FFA Member
[redacted]	9/14/2017	601802048	1254610	2017	FFA Member

- Livestock Insurance
- State Course Summary
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- 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

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	9/14/2017	602448360	1418316	2017	FFA Member
Reactivate	[redacted]	9/14/2017	600990756	1229417	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600990757	0	2014	FFA Member
Reactivate	[redacted]	10/26/2016		1418324	2016	FFA Member
Reactivate	[redacted]	10/3/2016		1418340	2020	FFA Member
Reactivate	[redacted]	10/13/2016		1418347	2020	FFA Member
Reactivate	[redacted]	7/31/2015	600641793	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600641888	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	601802050	1249044	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601802051	1251560	2016	FFA Member
Reactivate	[redacted]	10/3/2016	600990758	1229655	2017	FFA Member
Reactivate	[redacted]	8/14/2017	602448183	1418283	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600990759	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991457	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802053	1251494	2018	FFA Member
Reactivate	[redacted]	10/3/2016	600991458	1229451	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991459	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991460	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600641368	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	600991461	1229367	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601802206	1247571	2018	FFA Member
Reactivate		7/31/2015	600641537	0	2016	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	7/31/2015	601411975	0	2018	FFA Member
Reactivate	[redacted]	10/3/2016	601802207	1251488	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600641907	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	600991462	1229657	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991463	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	553851444	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	601411976	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802208	1254198	2017	FFA Member
Reactivate	[redacted]	7/31/2015	553851445	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	601411977	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017	601802209	1244802	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600641623	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600642183	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	601411978	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991464	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601411979	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991465	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802210	1254360	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601411981	0	2018	FFA Member
Reactivate	[redacted]	9/14/2017	601411982	1418275	2017	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	7/31/2015	601411983	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802212	1254201	2019	FFA Member
Reactivate	[redacted]	7/31/2015	601411984	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601411985	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601411986	0	2018	FFA Member
Reactivate	[redacted]	7/31/2015	601411987	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802215	1245004	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991466	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601411988	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802216	1250015	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600641534	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991467	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991468	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600641865	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	601802217	1244911	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600991469	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	553851450	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016		1418314	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991470	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802218	1244801	2016	FFA Member
Reactivate	[redacted]	7/31/2015	553851452	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991471	0	2014	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
						FFA Member
Reactivate	[redacted]	10/3/2016		1418312	2020	FFA Member
Reactivate	[redacted]	7/31/2015	600991472	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991473	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	553851454	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	553851455	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601411991	0	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600642363	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016		1418326	2017	FFA Member
Reactivate	[redacted]	9/14/2017	602448359	1418315	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991474	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991475	0	2015	FFA Member
Reactivate	[redacted]	10/10/2016		1433344	2019	FFA Member
Reactivate	[redacted]	7/31/2015	553851456	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991476	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991477	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601411992	1235487	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802220	1261060	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991478	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601411993	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991479	0	2014	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	9/14/2017	602448185	1418284	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601411994	0	2016	FFA Member
Reactivate	[redacted]	8/14/2017	601802222	1250026	2019	FFA Member
Reactivate	[redacted]	7/31/2015	601411995	0	2016	FFA Member
Reactivate	[redacted]	9/14/2017	600991480	1229448	2017	FFA Member
Reactivate	[redacted]	9/14/2017	602452307	1439423	2017	FFA Member
Reactivate	[redacted]	9/14/2017	601802223	1244928	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601411997	0	2016	FFA Member
Reactivate	[redacted]	9/14/2017	552979184	1453718	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601411998	1236721	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601411999	1235218	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600991481	0	2017	FFA Member
Reactivate	[redacted]	10/10/2016		1425174	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991482	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991483	0	2017	FFA Member
Reactivate	[redacted]	9/14/2017	602450101	1424717	2017	FFA Member
Reactivate	[redacted]	10/3/2016	600642228	1226695	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991484	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600641555	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991485	0	2015	FFA Member
Reactivate		9/14/2017	601412000	1101053	2017	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	7/31/2015	600991486	0	2014	FFA Member
Reactivate	[redacted]	9/14/2017	600991487	1229441	2017	FFA Member
Reactivate	[redacted]	9/14/2017	601412001	1235471	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991488	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	600991489	1229545	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802227	1245014	2019	FFA Member
Reactivate	[redacted]	10/3/2016	600991490	1229983	2017	FFA Member
Reactivate	[redacted]	7/31/2015	553851459	0	2014	FFA Member
Reactivate	[redacted]	9/14/2017	601412002	1236549	2017	FFA Member
Reactivate	[redacted]	10/26/2016		1418300	2018	FFA Member
Reactivate	[redacted]	10/3/2016	601802228	1249251	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601412003	1235432	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601412004	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601412005	0	2017	FFA Member
Reactivate	[redacted]	10/3/2016	600991491	1229331	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601412006	0	2015	FFA Member
Reactivate	[redacted]	10/10/2016	601802229	1244917	2019	FFA Member
Reactivate	[redacted]	9/14/2017	601412050	1235511	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601412051	1236722	2018	FFA Member
Reactivate	[redacted]	7/31/2015	601412052	0	2018	FFA Member
Reactivate		10/3/2016	601802338	1244930	2019	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	10/3/2016	601802339	1249212	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601412053	1236054	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601412054	0	2016	FFA Member
Reactivate	[redacted]	9/14/2017	600991492	1418271	2017	FFA Member
Reactivate	[redacted]	9/14/2017	602448142	1417229	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600641609	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802342	1244982	2016	FFA Member
Reactivate	[redacted]	7/31/2015	553851461	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	601412056	1235475	2018	FFA Member
Reactivate	[redacted]	10/3/2016	601802344	1250022	2019	FFA Member
Reactivate	[redacted]	10/3/2016	601802345	1250073	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991493	0	2014	FFA Member
Reactivate	[redacted]	10/10/2016		1419843	2020	FFA Member
Reactivate	[redacted]	7/31/2015	600642024	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	601802347	1255135	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601412057	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991494	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	553851462	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	601412058	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991495	0	2016	FFA Member
Reactivate		7/31/2015	553851463	0	2014	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	10/3/2016	601802349	1244983	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601412061	1235473	2018	FFA Member
Reactivate	[redacted]	10/3/2016	601802350	1250033	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991496	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600641458	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991497	0	2017	FFA Member
Reactivate	[redacted]	9/14/2017	600991498	1229366	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600642065	0	2014	FFA Member
Reactivate	[redacted]	9/14/2017	600991499	1418269	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991500	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991501	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991501	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601412064	0	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600991502	0	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601802354	1249740	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601412066	1236527	2017	FFA Member
Reactivate	[redacted]	9/14/2017		0	2021	FFA Member
Reactivate	[redacted]	9/14/2017	602450092	1424715	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991503	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	553851464	0	2015	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	10/3/2016	601802358	1244997	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991504	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601412067	0	2015	FFA Member
Reactivate	[redacted]	10/13/2016		1453746	2019	FFA Member
Reactivate	[redacted]	7/31/2015	553851466	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601412068	0	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600641410	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600641341	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601412069	1236215	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991505	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600641791	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017	602448197	1418288	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991506	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991507	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	601412072	1235513	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601412073	0	2018	FFA Member
Reactivate	[redacted]	10/14/2016	601802359	1260825	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601802360	1251510	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600641575	0	2014	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	10/3/2016	601802361	1249136	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601412075	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601412076	0	2016	FFA Member
Reactivate	[redacted]	9/14/2017	602454712	1455571	2017	FFA Member
Reactivate	[redacted]	7/31/2015	553851469	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991508	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	553851471	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991509	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	553851472	1224987	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991510	0	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601802362	1247930	2019	FFA Member
Reactivate	[redacted]	10/3/2016	601802363	1249744	2016	FFA Member
Reactivate	[redacted]	7/31/2015	553851474	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600641963	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991511	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016		1420810	2020	FFA Member
Reactivate	[redacted]	7/31/2015	600991512	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802365	1251433	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991513	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600642372	0	2014	FFA Member
Reactivate		10/3/2016	601802175	1245002	2017	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	10/3/2016	601802176	1245019	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991515	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802177	1244968	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991516	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601412078	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	600641864	1226705	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991517	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600641825	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601412079	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802178	1249229	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991518	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991519	0	2014	FFA Member
Reactivate	[redacted]	9/14/2017	601802180	1260835	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600641601	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991520	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600642234	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991521	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802181	1251565	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991522	0	2014	FFA Member
Reactivate	[redacted]	10/10/2016	601802182	1244796	2016	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	7/31/2015	600642129	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601412008	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802183	1247931	2018	FFA Member
Reactivate	[redacted]	10/3/2016	600991523	1231215	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600642179	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600641435	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600641893	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601412009	1235571	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600991524	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	553851476	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	553851476	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991525	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	993344	1418786	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601412010	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991526	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802185	1244797	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802186	1244808	2019	FFA Member
Reactivate	[redacted]	10/3/2016	601802189	1251451	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601412012	0	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600991527	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600641425	0	2015	FFA Member
Reactivate		7/31/2015	601412013	0	2017	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	9/14/2017	600991528	1229449	2017	FFA Member
Reactivate	[redacted]	10/3/2016		1418790	2017	FFA Member
Reactivate	[redacted]	7/31/2015	553851479	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991529	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600642226	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991530	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600641887	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802190	1251456	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600991531	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802191	1261800	2018	FFA Member
Reactivate	[redacted]	10/3/2016	601802192	1247579	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600642003	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	601412014	0	2015	FFA Member
Reactivate	[redacted]	6/16/2016	600991674	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991675	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601412016	1235515	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802194	1254326	2017	FFA Member
Reactivate	[redacted]	9/14/2017	601412017	1236520	2017	FFA Member
Reactivate	[redacted]	11/28/2016		1433379	2017	FFA Member
Reactivate	[redacted]	9/14/2017	600991676	1475207	2017	FFA Member
Reactivate	[redacted]	10/3/2016	600642084	1226693	2016	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
						FFA Member
Reactivate	[redacted]	7/31/2015	600641585	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	553851481	0	2014	FFA Member
Reactivate	[redacted]	10/10/2016	553851482	1225076	2015	FFA Member
Reactivate	[redacted]	10/13/2016		1453724	2019	FFA Member
Reactivate	[redacted]	9/14/2017	600991677	1229365	2017	FFA Member
Reactivate	[redacted]	10/3/2016	600991678	1231216	2017	FFA Member
Reactivate	[redacted]	9/14/2017	601802195	1254459	2016	FFA Member
Reactivate	[redacted]	9/14/2017	601802196	1254466	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601412015	1235520	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802197	1254330	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600641358	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016		1418803	2020	FFA Member
Reactivate	[redacted]	9/14/2017	601412011	1235435	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600641798	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991679	0	2017	FFA Member
Reactivate	[redacted]	10/3/2016		1418353	2018	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	10/3/2016	601802199	1244929	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991680	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601412018	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991681	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600641464	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	601412019	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601412020	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991682	0	2017	FFA Member
Reactivate	[redacted]	10/3/2016	600641498	1226771	2016	FFA Member
Reactivate	[redacted]	7/31/2015	553851484	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017	600991683	1229347	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991684	0	2014	FFA Member
Reactivate	[redacted]	9/14/2017	601412021	1235472	2017	FFA Member
Reactivate	[redacted]	9/14/2017		0	2020	FFA Member
Reactivate	[redacted]	10/3/2016	601802200	1244963	2019	FFA Member
Reactivate	[redacted]	10/3/2016	601412022	1260901	2016	FFA Member
Reactivate	[redacted]	6/16/2016	601412022	0	2016	FFA Member
Reactivate	[redacted]	10/10/2016	600641719	1100932	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601412023	0	2018	FFA Member
Reactivate	[redacted]	10/10/2016	600641491	1226773	2017	FFA Member
Reactivate	[redacted]	10/3/2016	600991685	1229446	2017	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	9/14/2017	601412024	1235430	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600641642	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991686	0	2014	FFA Member
Reactivate	[redacted]	11/28/2016		1418829	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600642020	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600641803	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802523	1249780	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991687	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802524	1254617	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600641482	0	2016	FFA Member
Reactivate	[redacted]	9/14/2017	600991688	1229652	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601802525	1247586	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600991689	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600642207	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991690	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	601412026	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017	602448233	1418296	2017	FFA Member
Reactivate	[redacted]	10/3/2016	600991691	1229338	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600641821	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600641827	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991692	0	2015	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	7/31/2015	600991693	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802527	1250058	2017	FFA Member
Reactivate	[redacted]	6/16/2016	600991695	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	553851486	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601412028	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802528	1251468	2018	FFA Member
Reactivate	[redacted]	7/31/2015	553668104	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	601802530	1261224	2018	FFA Member
Reactivate	[redacted]	10/3/2016	600991694	1229415	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991697	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	553851487	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	553851487	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991698	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601412029	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802531	1249246	2017	FFA Member
Reactivate	[redacted]	10/10/2016	601412030	1236516	2018	FFA Member
Reactivate	[redacted]	7/31/2015	553851489	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	601412031	1235474	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991699	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802534	1249199	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802535	1250081	2018	FFA Member
Reactivate		10/3/2016	601802536	1244910	2018	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	7/31/2015	553851490	0	2014	FFA Member
Reactivate	[redacted]	9/14/2017	602448361	1418318	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991701	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	601802537	1254464	2016	FFA Member
Reactivate	[redacted]	7/31/2015	553851491	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	601802539	1244975	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991702	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	553851492	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	553851493	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601089941	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	553851493	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991703	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	601802541	1247591	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600641540	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991704	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601409766	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	600641992	1226772	2016	FFA Member
Reactivate	[redacted]	9/14/2017		0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	552979245	1251404	2019	FFA Member
Reactivate	[redacted]	10/3/2016	601409767	1236545	2018	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	7/31/2015	600991705	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	600641822	1226708	2016	FFA Member
Reactivate	[redacted]	10/3/2016		1417231	2020	FFA Member
Reactivate	[redacted]	9/14/2017	600991706	1475213	2017	FFA Member
Reactivate	[redacted]	11/28/2016		1424727	2017	FFA Member
Reactivate	[redacted]	10/13/2016		1424753	2017	FFA Member
Reactivate	[redacted]	9/14/2017	600991808	1229362	2017	FFA Member
Reactivate	[redacted]	10/3/2016	600641881	1226663	2016	FFA Member
Reactivate	[redacted]	10/3/2016	600991576	1231217	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991809	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600642155	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	601802543	1254337	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802544	1244815	2018	FFA Member
Reactivate	[redacted]	10/3/2016	600991810	1231218	2017	FFA Member
Reactivate	[redacted]	7/31/2015	553851496	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601409770	0	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601802545	1244903	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802546	1245005	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991811	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	601802548	1260852	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600642238	0	2014	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	10/3/2016	601409771	1236728	2016	FFA Member
Reactivate	[redacted]	10/10/2016	553851497	1224970	2015	FFA Member
Reactivate	[redacted]	9/14/2017	600991812	1418787	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601409772	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601409774	0	2017	FFA Member
Reactivate	[redacted]	10/3/2016		1420801	2020	FFA Member
Reactivate	[redacted]	9/14/2017	601409775	1235479	2017	FFA Member
Reactivate	[redacted]	9/14/2017	600991813	1229350	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601409776	0	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600991814	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991815	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991816	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017	601802549	1249179	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991817	0	2014	FFA Member
Reactivate	[redacted]	9/14/2017	601409777	1235489	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601802550	1250079	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991818	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	553851500	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991819	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991820	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	553851501	0	2015	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	7/31/2015	600641899	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991821	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016		1418797	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600642222	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	601802551	1250072	2017	FFA Member
Reactivate	[redacted]	10/12/2016		1433408	2020	FFA Member
Reactivate	[redacted]	10/3/2016	601802552	1247568	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600991823	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802553	1250037	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802555	1247589	2019	FFA Member
Reactivate	[redacted]	10/3/2016	601802556	1261236	2018	FFA Member
Reactivate	[redacted]	7/31/2015	601409778	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601409779	0	2018	FFA Member
Reactivate	[redacted]	10/3/2016		0	2017	FFA Member
Reactivate	[redacted]	9/14/2017	602450131	1425188	2017	FFA Member
Reactivate	[redacted]	10/3/2016	600642271	1226710	2016	FFA Member
Reactivate	[redacted]	7/31/2015	553345419	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017	600991824	1229437	2017	FFA Member
Reactivate	[redacted]	10/3/2016		0	2020	FFA Member
Reactivate	[redacted]	7/31/2015	600641885	0	2014	FFA Member
Reactivate		9/14/2017	602450134	1425192	2017	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	7/31/2015	600641840	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991825	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991826	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601409780	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802558	1251405	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991827	0	2017	FFA Member
Reactivate	[redacted]	10/3/2016		1420811	2020	FFA Member
Reactivate	[redacted]	7/31/2015	601409781	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601409782	0	2015	FFA Member
Reactivate	[redacted]	10/4/2016	601802560	1250065	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991828	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600641583	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802561	1244908	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991829	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601802562	1244810	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600991830	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600642081	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601409785	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991831	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991832	0	2015	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	7/31/2015	600641685	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	553851508	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991834	0	2014	FFA Member
Reactivate	[redacted]	9/14/2017	600991835	1418267	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991836	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601409787	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802565	1247587	2019	FFA Member
Reactivate	[redacted]	7/31/2015	553345429	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991837	0	2017	FFA Member
Reactivate	[redacted]	10/13/2016	600991838	1236514	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601802566	1251447	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991839	0	2017	FFA Member
Reactivate	[redacted]	10/3/2016	600641676	1226694	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601409788	1235492	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991840	0	2015	FFA Member
Reactivate	[redacted]	10/3/2016	601409789	1236730	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802567	1244964	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991842	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	553851511	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	600642281	1227214	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802568	1261250	2018	FFA Member
Reactivate		10/3/2016	600642303	1226664	2015	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	7/31/2015	600991843	0	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601802569	1250035	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601410174	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991844	0	2017	FFA Member
Reactivate	[redacted]	10/3/2016		0	2019	FFA Member
Reactivate	[redacted]	10/3/2016	601410175	1236525	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991845	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991707	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017	600991841	1439485	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601802572	1260906	2019	FFA Member
Reactivate	[redacted]	10/3/2016	601802573	1261100	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601802574	1245022	2018	FFA Member
Reactivate	[redacted]	11/28/2016		1424956	2019	FFA Member
Reactivate	[redacted]	10/3/2016	601802577	1251407	2019	FFA Member
Reactivate	[redacted]	10/3/2016		1418811	2018	FFA Member
Reactivate	[redacted]	10/3/2016	601802578	1251408	2019	FFA Member
Reactivate	[redacted]	7/31/2015	601410176	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016	601802579	1244970	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600642072	0	2015	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	7/31/2015	600991708	0	2014	FFA Member
Reactivate	[redacted]	10/3/2016	600641526	1226721	2017	FFA Member
Reactivate	[redacted]	9/14/2017		0	2021	FFA Member
Reactivate	[redacted]	9/14/2017	600991709	1229450	2017	FFA Member
Reactivate	[redacted]	10/3/2016	601802582	1249034	2017	FFA Member
Reactivate	[redacted]	10/3/2016		1418311	2019	FFA Member
Reactivate	[redacted]	10/3/2016		1418328	2019	FFA Member
Reactivate	[redacted]	10/3/2016	601802583	1254218	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601410177	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991710	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991711	0	2017	FFA Member
Reactivate	[redacted]	9/14/2017	601802805	1250046	2017	FFA Member
Reactivate	[redacted]	9/14/2017	601410178	1235564	2017	FFA Member
Reactivate	[redacted]	10/4/2016	601802806	1247560	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991713	0	2015	FFA Member
Reactivate	[redacted]	10/4/2016	601802807	1245011	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991714	0	2015	FFA Member
Reactivate	[redacted]	10/4/2016	601802808	1260856	2019	FFA Member
Reactivate	[redacted]	10/4/2016	601802809	1249069	2016	FFA Member
Reactivate	[redacted]	10/4/2016		1418293	2018	FFA Member
Reactivate		10/4/2016		1418294	2018	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	10/13/2016		1453720	2018	FFA Member
Reactivate	[redacted]	10/4/2016	600991715	1229426	2017	FFA Member
Reactivate	[redacted]	10/4/2016	600991716	1229453	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991717	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	601410179	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016		1418309	2020	FFA Member
Reactivate	[redacted]	10/4/2016		1418331	2020	FFA Member
Reactivate	[redacted]	9/14/2017	601802811	1250045	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991718	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600641724	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601410180	1235497	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601802812	1244995	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601802813	1250071	2017	FFA Member
Reactivate	[redacted]	9/14/2017	601410181	1235440	2017	FFA Member
Reactivate	[redacted]	7/31/2015	553851517	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601410183	0	2015	FFA Member
Reactivate	[redacted]	10/4/2016	600641543	1226709	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601802814	1249242	2016	FFA Member
Reactivate	[redacted]	10/4/2016	600642270	1227216	2017	FFA Member
Reactivate		10/4/2016	600991719	1229424	2017	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	7/31/2015	553668124	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991720	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991721	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	601802818	1261048	2017	FFA Member
Reactivate	[redacted]	9/14/2017	602451110	1433411	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600641999	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017	600642395	1226700	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601410185	0	2018	FFA Member
Reactivate	[redacted]	10/4/2016	601802820	1244973	2019	FFA Member
Reactivate	[redacted]	9/14/2017	602448611	1418805	2017	FFA Member
Reactivate	[redacted]	10/4/2016	601802822	1250074	2017	FFA Member
Reactivate	[redacted]	10/4/2016	600642086	1226711	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601802823	1244814	2018	FFA Member
Reactivate	[redacted]	10/4/2016	601410186	1236176	2016	FFA Member
Reactivate	[redacted]	9/14/2017	600991723	1229363	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600641333	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	601410187	1235562	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991724	0	2015	FFA Member
Reactivate	[redacted]	10/4/2016	601802824	1244795	2016	FFA Member
Reactivate	[redacted]	10/10/2016	600642208	1226703	2016	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	9/14/2017	600991725	1229361	2017	FFA Member
Reactivate	[redacted]	9/14/2017	600991726	1231219	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991727	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	601802825	1244993	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601410190	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601802827	1254184	2017	FFA Member
Reactivate	[redacted]	9/14/2017	602448194	1418286	2017	FFA Member
Reactivate	[redacted]	7/31/2015	553851520	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601802828	1251479	2019	FFA Member
Reactivate	[redacted]	10/4/2016	601802829	1244806	2019	FFA Member
Reactivate	[redacted]	7/31/2015	553851521	0	2014	FFA Member
Reactivate	[redacted]	9/14/2017	602450113	1424962	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601410191	0	2018	FFA Member
Reactivate	[redacted]	9/14/2017	600991728	1229754	2017	FFA Member
Reactivate	[redacted]	10/13/2016		1453731	2020	FFA Member
Reactivate	[redacted]	12/2/2016		1453725	2016	FFA Member
Reactivate	[redacted]	9/14/2017	600991729	1229420	2017	FFA Member
Reactivate	[redacted]	9/14/2017	601802916	1244990	2017	FFA Member
Reactivate	[redacted]	10/10/2016	601802917	1249209	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991730	0	2014	FFA Member
Reactivate		10/4/2016	601410193	1235517	2016	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	11/28/2016		1453737	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600991731	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	601802920	1247594	2018	FFA Member
Reactivate	[redacted]	10/4/2016	601802921	1244979	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991732	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601410195	0	2018	FFA Member
Reactivate	[redacted]	9/14/2017	601410196	1235510	2017	FFA Member
Reactivate	[redacted]	10/4/2016	600991733	1229368	2017	FFA Member
Reactivate	[redacted]	10/4/2016	600642191	1226712	2016	FFA Member
Reactivate	[redacted]	10/4/2016	600991734	1229445	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991735	0	2015	FFA Member
Reactivate	[redacted]	10/4/2016	601802924	1247599	2019	FFA Member
Reactivate	[redacted]	7/31/2015	553851524	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991736	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	601410197	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	553851525	0	2015	FFA Member
Reactivate	[redacted]	10/4/2016	601802925	1250047	2017	FFA Member
Reactivate	[redacted]	10/4/2016	601802927	1249036	2018	FFA Member
Reactivate	[redacted]	10/4/2016	601802928	1244978	2019	FFA Member
Reactivate	[redacted]	10/10/2016	600642232	1226719	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601410199	0	2016	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
						FFA Member
Reactivate	[redacted]	7/31/2015	600641841	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016	600991737	1229423	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600642267	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016		1420799	2020	FFA Member
Reactivate	[redacted]	10/4/2016		1420800	2020	FFA Member
Reactivate	[redacted]	10/4/2016		1420802	2020	FFA Member
Reactivate	[redacted]	10/4/2016		1420803	2020	FFA Member
Reactivate	[redacted]	10/4/2016		1420804	2020	FFA Member
Reactivate	[redacted]	10/4/2016		1420805	2020	FFA Member
Reactivate	[redacted]	10/4/2016		1420806	2020	FFA Member
Reactivate	[redacted]	10/4/2016		1420807	2020	FFA Member
Reactivate	[redacted]	10/10/2016		1419856	2020	FFA Member
Reactivate	[redacted]	10/4/2016	601802930	1244905	2016	FFA Member
Reactivate	[redacted]	11/28/2016		1445788	2017	FFA Member
Reactivate	[redacted]	9/14/2017	600991738	1229648	2017	FFA Member
Reactivate	[redacted]	10/4/2016	553851528	1225077	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601410485	0	2018	FFA Member
Reactivate	[redacted]	7/31/2015	553851529	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600641926	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017	553668131	1235563	2017	FFA Member
Reactivate		7/31/2015	553851531	0	2014	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	7/31/2015	600641763	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	601410486	0	2018	FFA Member
Reactivate	[redacted]	10/4/2016	601410487	1236207	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991739	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991740	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991741	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991742	0	2014	FFA Member
Reactivate	[redacted]	9/14/2017	601802933	1250043	2017	FFA Member
Reactivate	[redacted]	9/14/2017	600991743	1231220	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600641518	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601802935	1244998	2019	FFA Member
Reactivate	[redacted]	7/31/2015	553851534	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600642411	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601410489	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600990761	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601410490	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	553851536	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600641488	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017		0	2021	FFA Member
Reactivate	[redacted]	10/4/2016	600641753	1226774	2018	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	9/14/2017	602448187	1418285	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600642115	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016		1419857	2018	FFA Member
Reactivate	[redacted]	9/14/2017	601410491	1428306	2017	FFA Member
Reactivate	[redacted]	10/4/2016	601802937	1244816	2018	FFA Member
Reactivate	[redacted]	10/4/2016		1420812	2020	FFA Member
Reactivate	[redacted]	7/31/2015	553851538	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600990762	0	2014	FFA Member
Reactivate	[redacted]	9/14/2017	601802938	1244912	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600990763	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	600990764	1229544	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600990765	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017	601410494	1235446	2017	FFA Member
Reactivate	[redacted]	10/10/2016	600641315	1227215	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600990766	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600990767	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601410495	0	2017	FFA Member
Reactivate	[redacted]	10/4/2016	601803094	1254320	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600990769	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601410496	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601803095	1249750	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600990770	0	2015	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
						FFA Member
Reactivate	[redacted]	7/31/2015	601410497	0	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600990771	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600990772	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	601803097	1251505	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600641987	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	600641833	1226783	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600990773	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600642140	0	2014	FFA Member
Reactivate	[redacted]	9/14/2017	600990774	1231221	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600641988	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601410499	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600990775	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017	602450499	1428538	2017	FFA Member
Reactivate	[redacted]	10/4/2016	601803099	1244918	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600990776	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600990777	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601410500	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600990778	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	600990779	1229336	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601803101	1244977	2019	FFA Member
Reactivate		7/31/2015	600990780	0	2015	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	10/4/2016	601803102	1250021	2018	FFA Member
Reactivate	[redacted]	7/31/2015	601410501	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016	600990781	1229546	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601410503	0	2018	FFA Member
Reactivate	[redacted]	7/31/2015	601410504	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016		1419864	2016	FFA Member
Reactivate	[redacted]	9/14/2017	600990782	1428557	2017	FFA Member
Reactivate	[redacted]	10/4/2016	601803103	1250080	2017	FFA Member
Reactivate	[redacted]	10/13/2016		1453721	2017	FFA Member
Reactivate	[redacted]	9/14/2017	602448376	1418335	2017	FFA Member
Reactivate	[redacted]	10/4/2016		1418339	2017	FFA Member
Reactivate	[redacted]	10/4/2016	601803104	1249766	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600641709	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	552979304	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	553345467	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601410506	0	2017	FFA Member
Reactivate	[redacted]	9/14/2017	601803105	1249250	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600990783	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601410507	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601410508	1236734	2018	FFA Member
Reactivate		10/4/2016	601803107	1261191	2017	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	7/31/2015	600990784	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	601410509	1235469	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601410510	0	2018	FFA Member
Reactivate	[redacted]	7/31/2015	601410511	0	2016	FFA Member
Reactivate	[redacted]	10/3/2016		0	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600990785	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601410512	0	2015	FFA Member
Reactivate	[redacted]	10/4/2016	601410513	1235494	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601803108	1244972	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600641721	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600990786	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	601803109	1250078	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600990787	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	600990788	1229753	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601410201	0	2018	FFA Member
Reactivate	[redacted]	10/10/2016	601410202	1235509	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600990789	0	2014	FFA Member
Reactivate	[redacted]	6/16/2016	600990790	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016	600990790	1244799	2016	FFA Member
Reactivate		7/31/2015	600990791	0	2016	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	10/4/2016	601803110	1254598	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600990792	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	553851544	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	553851544	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600990793	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600990794	0	2016	FFA Member
Reactivate	[redacted]	9/14/2017	602448195	1418287	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600990795	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017	601410204	1235583	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600642037	0	2016	FFA Member
Reactivate	[redacted]	9/14/2017	601410205	1428569	2017	FFA Member
Reactivate	[redacted]	10/4/2016	600641395	1226701	2016	FFA Member
Reactivate	[redacted]	10/4/2016		1418792	2020	FFA Member
Reactivate	[redacted]	10/4/2016	601410206	1236180	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601410207	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600641879	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	601410208	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600990796	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991557	0	2015	FFA Member
Reactivate	[redacted]	10/4/2016	600642376	1226775	2016	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	7/31/2015	600991558	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600641339	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601803113	1261094	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601410209	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991559	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991560	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601410210	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991561	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601410211	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991562	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	601410212	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991563	0	2014	FFA Member
Reactivate	[redacted]	6/16/2016	553851548	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	553851548	1229646	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601410213	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991564	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601410214	0	2016	FFA Member
Reactivate	[redacted]	6/16/2016	600991565	0	2016	FFA Member
Reactivate	[redacted]	10/14/2016	600991565	1251443	2019	FFA Member
Reactivate	[redacted]	9/14/2017	601803115	1250018	2017	FFA Member
Reactivate	[redacted]	9/14/2017	600991566	1418270	2017	FFA Member
Reactivate		7/31/2015	600641593	0	2016	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	10/4/2016	601803116	1247920	2018	FFA Member
Reactivate	[redacted]	10/4/2016	601803117	1261837	2018	FFA Member
Reactivate	[redacted]	9/14/2017	601803118	1244992	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991567	0	2015	FFA Member
Reactivate	[redacted]	11/28/2016		1418302	2018	FFA Member
Reactivate	[redacted]	7/31/2015	600991568	0	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991569	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991570	0	2015	FFA Member
Reactivate	[redacted]	10/4/2016	553851552	1224976	2015	FFA Member
Reactivate	[redacted]	10/4/2016	601410216	1236529	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991571	0	2015	FFA Member
Reactivate	[redacted]	9/14/2017	601410217	1418276	2017	FFA Member
Reactivate	[redacted]	10/4/2016	601802976	1245012	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991572	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991573	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	601802977	1249058	2018	FFA Member
Reactivate	[redacted]	10/4/2016	601802978	1245018	2018	FFA Member
Reactivate	[redacted]	7/31/2015	601410219	0	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601802979	1247593	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600642360	0	2014	FFA Member

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
Reactivate	[redacted]	7/31/2015	600991574	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	601802980	1256838	2017	FFA Member
Reactivate	[redacted]	10/4/2016	601802981	1249800	2017	FFA Member
Reactivate	[redacted]	10/4/2016	601802983	1245021	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991575	0	2017	FFA Member
Reactivate	[redacted]	10/4/2016	601802984	1260925	2016	FFA Member
Reactivate	[redacted]	10/4/2016	601410222	1235508	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601410223	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	601410224	0	2016	FFA Member
Reactivate	[redacted]	9/14/2017	601802985	1260928	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991577	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	553851555	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	553851555	0	2014	FFA Member
Reactivate	[redacted]	10/4/2016	601802986	1251442	2016	FFA Member
Reactivate	[redacted]	9/14/2017	601802987	1261112	2017	FFA Member
Reactivate	[redacted]	9/14/2017	553851556	1224988	2015	FFA Member
Reactivate	[redacted]	9/14/2017	602449120	1420778	2017	FFA Member
Reactivate	[redacted]	7/31/2015	600991579	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	600991580	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	601410225	0	2016	FFA Member
Reactivate		10/4/2016	601802990	1247744	2016	

	NAME	DELETED	FFA ID	AET ID	GRAD YEAR	ACCOUNT TYPE
	[redacted]					FFA Member
Reactivate	[redacted]	7/31/2015	553668139	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	600991581	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600641557	0	2015	FFA Member
Reactivate	[redacted]	7/31/2015	600991582	0	2016	FFA Member
Reactivate	[redacted]	10/14/2016		1418818	2018	FFA Member
Reactivate	[redacted]	10/4/2016	601802992	1251499	2018	FFA Member
Reactivate	[redacted]	10/4/2016	601802993	1245010	2019	FFA Member
Reactivate	[redacted]	7/31/2015	600991583	0	2014	FFA Member
Reactivate	[redacted]	7/31/2015	601410226	0	2015	FFA Member
Reactivate	[redacted]	10/4/2016	601802995	1244914	2017	FFA Member
Reactivate	[redacted]	7/31/2015	601410227	0	2016	FFA Member
Reactivate	[redacted]	7/31/2015	553851558	0	2015	FFA Member
Reactivate	[redacted]	10/4/2016	601802996	1251566	2017	FFA Member
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Our Mission

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

Quick Links

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Animal Science Course Outline

The Livestock Industry

Description:

This presentation includes the history of the livestock industry and the origins of various livestock species. Advancements in the livestock industry are also discussed, along with a detailed explanation of animal husbandry practices of today. Various pricing and marketing strategies are introduced, emphasizing the importance of consumer appeal and satisfaction. From animal byproducts to pricing grids and career opportunities.

Objectives:

1. To analyze the growth and development of the livestock industry as a global commodity.

2. To examine the stages of animal growth and relate it to market readiness.

3. To evaluate marketing practices for livestock, meat and meat products.

4. To explore career development and entrepreneurship opportunities.

Standards

Agriculture, food and natural resources career cluster (AG)

- AG-BIZ
- AG-ANI

Common Core Reading Standards for Literacy and Technical Subjects

- Key Ideas and Details 9-10.1
- Craft and Structure 9-10.4, 9-10.5, 11-12.4
- Integration of Knowledge and Ideas 9-10.7, 9-10.8

Common Core Writing Standards for Literacy

- Text Types and Purpose 9-10.1, 9-10.2
- Research to build and present knowledge 9-10.7, 9-10.8, 9-10.9

Common Core speaking and listening standards

- Comprehension and collaboration 9-10.1, 9-10.3, 11-12.1
- Presentation of knowledge and ideas 9-10.4, 9-10.5, 11-12.4, 11-12.5

Basics of Animal Science

Description:

Agriculture is involved in many aspects of our daily lives, including the food we eat, clothes we wear, medical and transportation needs (e.g. insulin, asphalt, stearic acid, vehicle tires etc.). This video outlines the common terminology of cattle, hogs, sheep, goats, poultry and horses (i.e., bovine, farrowing, lambing, doe, broilers, mare, etc.). Diagrams and charts compare and contrast digestive systems, gestation periods and animal uses.

Objectives:

1. The student will understand the important role animals play in our lives.

2. The student will learn about basic animal reproduction.

3. The student will become familiar with cattle, horses, sheep, goats, swine and poultry.

Standards

Agriculture, Food, & Natural Resources Career Cluster (AG)

- AG-BIZ
- AG-ANI

Common Core Reading for Literacy in Science & Technical Subjects

- Craft & Structure 9-10.4, 11-12.4
- Integration of Knowledge & Ideas 9-10.7, 9-10.8, 9-10.9, 11-12.7, 11-12.9

Common Core Writing

- Text Types & Purposes 9-10.1, 9-10.2
- Production and Distribution of Writing 9-10.4
- Research to Build & Present Knowledge 9-10.7, 9-10.8, 9-10.9

Common Core Speaking and Listening Standards

- Comprehension & Collaboration 9-10.1, 9-10.2
- Presentation of knowledge 9-10.4, 9-10.5, 9-10.6, 11-12.4

External Anatomy of Livestock

Description:

Parts of an animal may seem to be the most basic of concepts, but a true understanding is imperative. Detailed diagrams are used to identify the external anatomy of various livestock species. Anatomical terms of location are defined along with functionality of each.

Objectives:

1. To identify the external anatomy of livestock species.

2. To analyze the functions of the external anatomy of livestock species.

3. To compare the external anatomy of livestock species.

Standards

Agriculture, Food, & Natural Resources Career Cluster (AG)

- AG-BIZ
- AG-ANI

Common Core Reading for Literacy in Science & Technical Subjects

- Craft & Structure 9-10.4, 11-12.4
- Integration of Knowledge & Ideas 9-10.7, 9-10.8, 9-10.9, 11-12.7, 11-12.9

Common Core Writing

- Text Types & Purposes 9-10.1, 9-10.2
- Production and Distribution of Writing 9-10.4
- Research to Build & Present Knowledge 9-10.7, 9-10.8, 9-10.9

Common Core Speaking and Listening Standards

- Comprehension & Collaboration 9-10.1, 9-10.2
- Presentation of knowledge 9-10.4, 9-10.5, 9-10.6, 11-12.4

Digestive System (unit 4)

Description:

Explore the digestive systems of monogastric animals (e.g., horses, pigs and chickens) and ruminants (e.g., cattle, sheep, goats). Watch as a professor of animal science uses models, computer-generated graphics, laproscopic images taken within the system of a live animal and digestive tracks removed from slaughtered animals to teach about prehension, mastication, simple digestion and rumination. Viewers explore the entire digestive system of a pig, chicken and steer to identify organs and to understand the tissue structures and functions. The instructor dissects organs to expose contents and secretions aiding digestion.

Standards

Agriculture, Food, & Natural Resources Career Cluster (AG)

- AG-BIZ
- AG-ANI

Basic Livestock Nutrition

Description:

A livestock specialist focuses on the digestive requirements of ruminant and non-ruminant animals as he explains the basic nutritional needs of common livestock. As you analyze major nutrients—water, protein, fats, carbohydrates, vitamins and minerals—investigate specific hays, grasses and grains delivering those vital elements. Learn how to put together a balanced ration, correctly use supplements and decipher the nutritional contents listed on a feedtag.

Goal

1. The student will gain an understanding of nutrition and what it comprises.

2. The student will have a fundamental understanding of nutrients.

3. The student will understand how and why feed is processed.

Standards

Agriculture, Food, & Natural Resources Career Cluster (AG)

- AG-ANI

Fundamental Animal Microgenetics (unit 6)

Description:

This program offers a look at the genetic, biochemical and environmental processes responsible for the differences and similarities among animals of the same species. It examines the history and basic rules of genetic studies, then explains chromosomes, mitosis, meiosis, sex determination, genes, DNA and RNA. Material is presented in an innovative, interactive format designed to enhance learning by combining discussion and evaluation into the subject matter.

Goal

1. The student will learn the stages of body and sex cell division.

2. The student will learn how the sex of an embryo is determined.

3. The student will learn the basic structure and composition of genes.

Standards

Agriculture, Food & Natural Resources Career Cluster (AG)

- AG-ANI

Common core reading standards for literacy in science & technical subjects

- Key Ideas and details 9-10.1
- Craft & Structure 9-10.4, 11-12.4

Common Core Reading Standards

- Integration of knowledge and ideas 9-10.7, 11-12.7

Common Core Writing Standards

- Text Types & Purposes 9-10.1, 9-10.2
- Production & Distribution of Writing 9-10.4
- Research to Build & Present Knowledge 9-10.7, 9-10.8, 9-10.9, 11-12.8

Livestock Breeding System

Description:

Designing a breeding program is a never-ending process— markets change, livestock change, technologies change and we change. However, this presentation outlines proven breeding programs (i.e., rotational, rotational-terminal, static cross breeding) which have withstood the test of time. It also provides information pertaining to sire and replacement female selection. This presentation will aid students in designing a system best suited for their operational needs.

Objectives:

1. To learn how to set goals for a successful breeding program.

2. To learn about choosing and weighing traits in a breeding program.

3. To learn how to determine measurements in a breeding program.

4. To learn how to devise a strategy for selecting parents in a breeding program.

Standards

Agriculture, Food, & Natural Resources Career Cluster (AG)

- AG-BIZ
- AG-ANI

Common Core Reading Standards

- Integration of knowledge and ideas 9-10.7, 11-12.7

Livestock Reproduction

Description:

The economic livelihood of livestock producers ultimately relies on reproductive success. Categorized by species, this DVD examines the various breeding methods (e.g., artificial insemination, embryo transfer, etc.) and how they differ among cattle, sheep, goats, swine and horses. This DVD lesson exhibits detailed video footage allowing student to witness the step-by step process of each breeding method, as well as explains the advantages and disadvantages of each. Cloning is also discussed in detail by scientists from ViaGen, Inc. Collaborator: Dean Hawkins, Ph.D., West Texas A&M University.

Objectives:

1. To analyze the process of reproductive technologies

2. To understand the different techniques associated with each species.

3. To explore the improvements available through artificial insemination, embryo transfer and cloning.

Standards

Agribusiness Systems Career Pathway

-AG-BIZ

Animal Systems Career Pathway

-AG-ANI

Common Core

Reading

-9-10.1, 9-10.4, 11-12.4, 9-10.7, 11-12.7

Writing

-9-10.1, 9-10.2, 9-10.4

Speaking and Listening

-9-10.1, 9-10.2, 9-10.3, 11-12.1, 11-12.2, 9-10.4, 9-10.5

Common Animal Diseases

Description:

Information on diagnosis, symptoms, treatments and prevention of common animal diseases is presented. Students will learn how physiological, nutritional and morphological defects, along

with viruses, bacteria, protozoa and fungi, can harm animals. More than 20 diseases are outlined with the severity and specific preventative practices of each.

Objectives:

1. To identify the ways of preventing diseases.

2. To investigate symptoms, prevention and treatment of common animal diseases.

3. To learn to diagnose common animal diseases.

Standards

Animal Systems Career Pathway

-AG-ANI

Professional Support Services Career Pathway

-ED-PS

Reading

-9-10.1, 9-10.4, 11-12.4, 9-10.7, 11-12.7

Writing

-9-10.2, 9-10.4, 9-10.7, 9-10.8

Parasites of Livestock

Description:

Parasites cause the livestock industry to lose millions of dollars every year. This presentation teaches the students the symptoms, causes, prevention and control of common internal and external parasites which affect livestock animals. Terminology essential to the transmission, life cycle, treatment and prevention of parasites is also included.

Objectives:

1.To examine common large animal parasites.

2. To describe symptoms of external and internal parasites in small animals.

3. To illustrate preventative methods and treatment options concerning parasites.

Standards:

Animal System Career Pathway

-AG-ANI

Reading

-9-10.1, 9-10.4, 9-10.5, 11-12.4, 11-12.5, 9-10.7, 9-10.8, 9-10.9, 11-12.7-

Writing

-9-10.1, 9-10.2, 9-10.4, 9-10.7, 9-10.8, 9-10.9-

Speaking and Listening

-9-10.1, 9-10.2, 11-12.2, 11-12.3, 9-10.4, 9-10.5

Basic Livestock Surgical Procedures

Description:

The purpose of this presentation is for students to gain knowledge about the importance of and how to properly conduct basic livestock surgical procedures. This presentation provides students with an insight into dehorning, castration, tail docking, teeth clipping and lancing.

Objectives:

1. To discuss tools used for basic surgical procedures in livestock.
2. To understand the importance of each procedures.
3. To examine the techniques used in each basic surgical procedure.

Animal Systems Career Pathway

-AG-ANI

Writing

-9-12.1, 9-10.6, 11-12.6, 9-12.7, 9-10.8, 11-12.8-

Speaking and Listening

-9-10.2, 11-12.2, 9-10.4, 9-12.5, 11-12.4-

Reading

-9-10.1, 11-12.1, 9-10.4, 11-12.4, 9-10.7, 11-12.7-

Injection Techniques

Description:

The purpose of this presentation is for students to gain proper knowledge about administering livestock injections. This presentation provides an introduction to injections, discusses common injection techniques and common livestock vaccinations

Objectives:

1. To understand the importance of injections for medicine and vaccine administration.
2. To examine proper injection methods and techniques.
3. To explore common livestock vaccinations.

Animal Systems Career Pathway

-AG-ANI

Food Products and Processing Systems Career Pathway

-AG-FD

Natural Resources Systems Career Pathway

-AG-NR

Reading

-9-10.1, 11-12.1, 9-10.4, 11-12.4-

Speaking and Listening

-9-10.4, 11-12.4-

Writing

-9-12.2, 9-10.6, 11-12.6, 9-12.7, 9-10.8, 11-12.8-

Language

-9-12.1, 9-12.2, 9-12.4, 9-10.6, 11-12.6-

Assignment: **Proper Injections and Medication Package Labels**

You will work in teams of two to prepare for and perform both a subcutaneous and intramuscular injection properly in a model (an orange). In addition, you will complete the medication package written quiz individually (ANR C9.5). You will perform the following:

1. For the injection task (Health and Safety 6.4; Health and Safety 6.5):
   a. Each team member will obtain a needle, a syringe, a bottle of simulated vaccine, an orange, a latex glove, and the directions sheet.
   b. Team Member A reads the direction orally while Team Member B performs the task. Member A checks off each step Member B completes. Students trade tasks on completion.
   c. Each student properly assembles, fills, and removes air bubbles in the syringe, practices their injections, and properly disposes of their sharps in the biohazard box.
   d. Teacher will verify the checklists and observe student behaviors.
2. For the quiz task:
   a. Read the labels provided and individually complete the questions requiring you to analyze three different samples of medication packages.
   b. Name the medication, active ingredients, labeled species, intended use, administration method, dosage, withdrawal, storage, and any special instructions (Academics 1.1 Algebra I [grades eight through twelve] 10.0; Communications 2.1 Reading Comprehension [grades nine and ten] 2.1; Ethics and Legal Responsibility 8.2).
   c. Calculate the proper dosage of each medication sample, given an animal's weight.
   d. Write a short paragraph about why it is important to follow the directions for withdrawal time as indicated on the medication package. Provide specific examples of negative ramifications of violating the withdrawal times.

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standards	Advanced	Proficient	Basic	Unacceptable
ANR 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.	Student can provide three examples about procurement, storage, methods of application, and withdrawal times. Student demonstrates proper handling and disposal techniques.	Student can provide two examples about procurement, storage, methods of application, and withdrawal times. Student demonstrates proper handling and disposal techniques.	Student can provide one example about procurement, storage, methods of application, and withdrawal times. Student demonstrates proper handling and disposal techniques.	Student can provide no examples about procurement, storage, methods of application, and withdrawal times. Student does not demonstrate proper handling and disposal techniques.

Standards	Advanced	Proficient	Basic	Unacceptable
Academics 1.1 Algebra I (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.	Student makes proper dosage calculations after ascertaining the dosage rate and the animal weight.		Student does not make correct dosage calculations after ascertaining the dosage rate and the animal weight.	
Communications 2.1 Reading Comprehension (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.	Student can locate information quickly on the medication package, explain why it is organized the way it is, and identify three key structure and format features on the label.	Student can locate information quickly on the medication package and explain why it is organized the way it is.	Student can locate information quickly on the medication package.	Student cannot locate pertinent information on the medication package.
Health and Safety 6.4: Maintain safe and healthful working conditions.	Student performs tasks in a safe manner.		Student does not perform tasks in a safe manner.	
Health and Safety 6.5: Use tools and machines safely and appropriately.	Student administers the injections and disposes of syringes and needles properly.		Student does not administer the injection and/or dispose of syringes and needles properly.	
Ethics and Legal Responsibility 8.2: Understand the concept and application of ethical and legal behavior consistent with workplace standards.	Student explains clearly why withdrawal time is important and gives examples.	Student explains clearly why withdrawal time is important.	Student explains minimally why withdrawal time is important.	Student cannot explain why withdrawal time is important.

Note: Demonstration and Application 11.0 is included in all of the preceding items.

Sample of pathway occupations: This sample of pathway occupations is organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.

Agriscience Pathway Occupations	
High school (diploma)	• Plant Propagator • Laboratory Aide • Laboratory Animal Caretaker
Postsecondary training (certification and/or AA degree)	• Food Processing Technician • Quality Assurance Specialist • Animal/Plant Laboratory Technician
College or university (bachelor's degree or higher)	• Biotechnology Specialist • Plant/Animal Geneticist • Agriculture Science Teacher*

Animal Science

Sample sequence of courses in the Animal Science pathway:

CTE courses	Related courses
Introductory • Introduction to Agriculture	• Agricultural Economics • Biology • Chemistry
Concentration • Animal Science • Agricultural Biology	
Capstone • Veterinary Technician • Agricultural Biotechnology • Animal and Plant Physiology	

Sample of appropriate foundation and pathway standards for the Animal Science course in the Animal Science pathway:

Foundation standards	**Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a:** Select and use appropriate tools and technology . . . to perform tests, collect data, analyze relationships, and display data.
	Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.d: Formulate explanations by using logic and evidence.
	Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.7: Use systematic strategies to organize and record information.

Foundation standards	**Health and Safety 6.4:** Maintain safe and healthful working conditions.
	Health and Safety 6.5: Use tools and machines safely and appropriately.
	Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
	Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway standards	ANR D1.0: Students understand the necessary elements for proper animal housing and animal-handling equipment.
	ANR D2.0: Students understand key principles of animal nutrition.
	ANR D3.0: Students understand animal physiology.
	ANR D4.0: Students understand animal reproduction, including the function of reproductive organs.
	ANR D5.0: Students understand animal inheritance and selection principles, including the structure and role of DNA.
	ANR D6.0: Students understand the causes and effects of diseases and illnesses in animals.
	ANR D8.0: Students understand the challenges associated with animal waste management.
	ANR D9.0: Students understand animal welfare concerns and management practices that support animal welfare.
	ANR D11.0: Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds).
	ANR D12.0: Students understand how animal products and byproducts are processed and marketed.

Sample analysis ("unpacking") of a standard for the Animal Science course in the Animal Science pathway:

Standard	**Agriculture and Natural Resources D2.0:** Students understand key principles of animal nutrition.	
Standard subcomponent	**Agriculture and Natural Resources D2.3:** Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.	
Course level	❑ Introductory ☒ Concentration ❑ Capstone	
What do students need to know? At what level?	*Concepts* 1. The names of the four types of digestive systems 2. The names of the parts of the digestive systems 3. The order of the parts of the digestive systems 4. The function of each part of the digestive systems 5. The definitions of *osmosis* and *absorption* 6. Laboratory report write-up	*Benchmarks* 1. List all four types of digestive systems. 2. List all parts of all four systems. 3. List all the parts in proper sequence for all four systems. 4. List the function of all parts of all four systems. 5. Provide basic definitions. 6. List three required components of a laboratory report write-up.
What should students be able to do? At what level?	*Skills* 1. Explain osmosis and absorption and demonstrate the process. 2. Dissect and identify the parts of a digestive system. 3. Determine what kind of system is being dissected. 4. Describe the physical characteristics of the digestive tract contents at specific locations. 5. Explain the function of each part and the relationship of the structure to the function. 6. Examine rumen content under a microscope. 7. Write a laboratory report.	*Benchmarks* 1. Able to explain the concept and demonstrate one example 2. Able to examine and label parts from one system 3. Able to indicate which system is being examined 4. Able to provide a description of the contents at each specific location 5. Able to identify each part's function and at least one basic way the structure relates to the function 6. Able to describe three characteristics of the specimen 7. Able to include required components in the report
Topics and contexts **What must be taught?**	1. Basic knowledge of preceding concepts 1–6 2. Identification of feed and appropriateness for each type of digestive system 3. Absorption and osmosis 4. Parts and functions of each system 5. Feed breakdown process 6. Location of each system in the animal body 7. Dissection techniques 8. Accurate measuring skills	

Sample Performance Task

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation and Animal Science pathway standards:

Standard number	Standard
Foundation: Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a	Select and use appropriate tools and technology . . . to perform tests, collect data, analyze relationships, and display data.
Foundation: Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.d	Formulate explanations by using logic and evidence.
Foundation: Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.7	Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: ANR D2.3	Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.

Assignment: Digestive Tract Dissection and Analysis

You will conduct a digestive tract dissection and prepare a written laboratory report explaining the process and your findings (ANR D2.3; Demonstration and Application 11.0) as follows:

1. Work in teams of five, examining the digestive tract and determine the kind of system for your sample (Academics 1.2 Investigation and Experimentation [grades nine through twelve] 1.a; Leadership and Teamwork 9.3).
2. Describe the following characteristics for each part: size, length, feel, contents, and condition of contents (Communications 2.2 Writing Strategies and Applications [grades eleven and twelve] 1.7; Leadership and Teamwork 9.3).
3. Explain how each part functions and describe the relationship of the function to the structure of the part (Academics 1.2 Investigation and Experimentation [grades nine through twelve] 1.d).
4. Examine a sample of rumen contents under the microscope and describe your observations (Academics 1.2 Investigation and Experimentation [grades nine through twelve] 1.a; Communications 2.2 Writing Strategies and Applications [grades eleven and twelve] 1.7; Leadership and Teamwork 9.3).
5. Prepare a short written laboratory report that contains your findings. Conclude with an explanation of how the dissection laboratory helped you identify and understand the function of the digestive system (Academics 1.2 Investigation and Experimentation [grades nine through twelve] 1.d; Communications 2.2 Writing Strategies and Applications [grades eleven and twelve] 1.7; Leadership and Teamwork 9.3).

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standards	Advanced	Proficient	Basic	Unacceptable
ANR D2.3: Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.	Student describes kind, characteristics, and functions of various digestive systems. Student uses three or more descriptors to describe kind, characteristics, and functions of various digestive systems.	Student describes kind, characteristics, and functions of various digestive systems. Student uses two descriptors to describe kind, characteristics, and functions of various digestive systems.	Student describes kind, characteristics, and functions of various digestive systems in minimal detail. Student uses one descriptor to describe kind, characteristics, and functions of various digestive systems.	Student inadequately describes kind, characteristics, and functions of various digestive systems with missing and/or inaccurate detail.
Academics 1.2 Investigation and Experimentation (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.	Student selects and uses every dissection and measurement tool properly. Student compiles complete and accurate information on a data form.	Student selects and uses proper dissection and measurement tools. Student records information on a data form.	Student has minor difficulty in selecting and using some dissection and measurement tools. Records are minimal and/or inaccurate.	Student improperly and/or inadequately selects and uses dissection and measurement tools. Records are absent and/or inaccurate.
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.d: Formulate explanations by using logic and evidence.	Student provides three or more descriptors for the function and design of digestive parts.	Student provides two descriptors for the function and design of digestive parts.	Student provides one descriptor for the function and design of digestive parts.	Student does not complete the descriptions, and/or explanations are incorrect.

Standards	Advanced	Proficient	Basic	Unacceptable
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.7: Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).	Student arranges all information in an organized and efficient manner, with three or more supporting details.	Student arranges all information in an organized and efficient manner, with two supporting details.	Student arranges all information minimally in an organized and efficient manner, with one supporting detail.	Student does not organize or record information.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.	Teacher observes student taking leadership in organizing group work and individual work effectively.	Teacher observes student helping to organize group work and structuring individual work effectively.	Teacher observes student following the group work plan and adequately structuring individual work.	Teacher observes student not following the group work plan or structuring individual work.

Note: Demonstration and Application 11.0 is included in all of the preceding items.

Sample of pathway occupations: This sample of pathway occupations is organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.

Animal Science Pathway Occupations	
High school (diploma)	• Farm and Ranch Assistant • Veterinary Hospital Assistant • Feed Store Clerk
Postsecondary training (certification and/or AA degree)	• Livestock Feed Sales • Breeding Technician* • Meat Inspector
College or university (bachelor's degree or higher)	• Veterinarian* • Processing Plant Manager • Animal Nutritionist

Forestry and Natural Resources

Sample sequence of courses in the Forestry and Natural Resources pathway:

CTE courses	Related courses
Introductory • Introduction to Agriculture	• Earth Science • Chemistry • Agricultural Mechanics • Environmental Science
Concentration • Agricultural Biology • Integrated Agriculture Science	
Capstone • Natural Resource Management • Forestry • Rural Recreation • Wildlife/Fisheries Management	

Sample of appropriate foundation and pathway standards for the Natural Resource Management course in the Forestry and Natural Resources pathway:

Foundation standards	**Academics 1.1 Geometry (grades eight through twelve) 11.0:** Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures.
	Academics 1.1 Probability and Statistics (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.
	Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.m: Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the finds.
	Academics 1.3 Principles of Economics (grade twelve) 12.2.2: Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
	Communications 2.1 Reading Comprehension (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.
	Communications 2.3 Written and Oral English Language Conventions (grades eleven and twelve) 1.1: Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
	Career Planning and Management 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.
	Problem Solving and Critical Thinking 5.3: Use critical thinking skills to make informed decisions and solve problems.
	Ethics and Legal Responsibilities 8.1: Know major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

Foundation standards	**Technical Knowledge and Skills 10.1:** Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
	Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway standards	**ANR E1.0:** Students understand the importance of energy and energy cycles.
	ANR E2.0: Students understand air and water use, management practices, and conservation strategies.
	ANR E3.0: Students understand soil composition and soil management.
	ANR E4.0: Students understand rangeland management.
	ANR E5.0: Students understand wildlife management and habitat.
	ANR E6.0: Students understand aquatic resource use and management.
	ANR E7.0: Students understand the outdoor recreation industry.
	ANR E8.0: Students understand basic plant physiology, anatomy, and taxonomy.
	ANR E9.0: Students understand the role of fire in natural resource management.
	ANR E10.0: Students understand forest management practices.
	ANR E11.0: Students understand the basic concepts of measurement, surveying, and mapping.
	ANR E12.0: Students understand the use, processing, and marketing of products from natural resource industries.
	ANR E13.0: Students understand public and private land issues.

Sample analysis ("unpacking") of a standard for the Natural Resource Management course in the Forestry and Natural Resources pathway:

Standard	**Agriculture and Natural Resources E3.0:** Students understand soil composition and soil management.	
Standard subcomponent	**Agriculture and Natural Resources E3.1:** Understand the systems used to classify soils.	
Course level	❑ Introductory ☒ Concentration ❑ Capstone	
What do students need to know? At what level?	*Concepts* 1. Characteristics and uses of soil types 2. How to read and interpret soil maps to make best use decisions 3. How the Land Judging contest is conducted and scored	*Benchmarks* 1. List four major characteristics and one use for each of eight soil types. 2. Cite four major categories detailed on a soil map and explain how each characteristic influences best-use decisions. 3. Explain and identify three major sections and components of each section.

	Skills	*Benchmarks*
What should students be able to do? At what level?	1. Determine the classification and type of soil samples, using the sand, silt, clay, and organic matter method. 2. Determine best practices for different locations on the basis of soil maps. 3. Evaluate a soil site, using the Land Judging scorecard.	1. Examine and identify ten soil samples. 2. Evaluate and make decisions for three scenarios of medium complexity. 3. Evaluate and score one soil site.
Topics and contexts **What must be taught?**	1. Soil types 2. Parent materials and how they influence soils 3. Reading and interpreting soil maps 4. Land Judging contest and scorecard	

Sample Performance Task

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation and Forestry and Natural Resources pathway standards:

Standard number	Standard
Foundation: Communications 2.1 Reading Comprehension (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.
Foundation: Problem Solving and Critical Thinking 5.3	Use critical thinking skills to make informed decisions and solve problems.
Foundation: Technical Knowledge and Skills 10.1	Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: ANR E3.1	Understand the systems used to classify soils.

Assignment: Soil Classification and Use

You will work in teams of two to classify soil samples and make recommendations for land use (ANR E3.1; Demonstration and Application 11.0) as follows:

1. Obtain a soil sample and identify it by using the sand, silt, clay and organic matter method (ANR E3.1; Problem Solving 5.3).
2. Reveal the sample's point of origin and recommend best-use practices according to identification (Problem Solving 5.3).
3. Examine a soil map and identify structure and formatting characteristics and describe how the information layout is designed to help the reader locate information (Communications 2.1 Reading Comprehension [grades nine and ten] 2.1).

4. Make a recommendation for best uses for a scenario with a soil map reference. Include erosion, fertility, and risk of water contamination in your assessment (Communications 2.1 Reading Comprehension [grades nine and ten] 2.1; Problem Solving 5.3).
5. Identify the components evaluated in the three major sections (soil characteristics, qualities, use restrictions) of the Land Judging card and relate those components to your scenario assessment in a one-page word-processed narrative (Communications 2.1 Reading Comprehension [grades nine and ten] 2.1; Technical Knowledge and Skills 10.1).

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standards	Advanced	Proficient	Basic	Unacceptable
ANR E3.1: Understand the systems used to classify soils.	Student can cite four major characteristics and one use for each of eight soil types and accurately classify ten soil samples.	Student can cite four major characteristics and one use for each of eight soil types and accurately classify eight out of ten soil samples.	Student can cite four major characteristics and one use for each of eight soil types and accurately classify at least six out of ten soil samples.	Student can cite fewer than four major characteristics and one use for each of eight soil types and accurately classify fewer than six soil samples.
Communications 2.1 Reading Comprehension (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.	Student can identify five layout and formatting characteristics of soil map design and describe how that design helps the reader locate information.	Student can identify four layout and formatting characteristics of soil map design and describe how that design helps the reader locate information.	Student can identify three layout and formatting characteristics of soil map design and describe how that design helps the reader locate information.	Student can describe fewer than three layout and formatting characteristics of soil map design and/or cannot describe how they assist the reader.
Problem Solving and Critical Thinking 5.3: Use critical thinking skills to make informed decisions and solve problems.	Student can examine and evaluate three different soil maps to make best use recommendations, with six or more supporting details.	Student can examine and evaluate three different soil maps to make best-use recommendations, with four or five supporting details.	Student can examine and evaluate three different soil maps to make best-use recommendations, with two or three supporting details.	Student can identify soil map components but cannot formulate appropriate best use recommendations.

Standards	Advanced	Proficient	Basic	Unacceptable
Technical Knowledge and Skills 10.1: Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.	Student can list three or more components from each of the three sections on the Land Judging card and can explain how the Land Judging contest is scored.	Student can list two components from each of the three sections on the Land Judging card and can explain how the Land Judging contest is scored.	Student can list one component from each of the three sections on the Land Judging card and can explain how the Land Judging contest is scored.	Student cannot identify any components or explain how the Land Judging contest is scored.

Note: Demonstration and Application 11.0 is included in all of the preceding items.

Sample of pathway occupations: This sample of pathway occupations is organized by level of education and training required for workforce entry.

Forestry and Natural Resources Pathway Occupations	
High school (diploma)	• Wilderness Firefighter • Soil Conservation Aide • Park Ranger Aide
Postsecondary training (certification and/or AA degree)	• Hunting Preserve Manager • Tree Farm Supervisor • Surveying Technician
College or university (bachelor's degree or higher)	• State Park Manager • Soil Conservationist • Aquatic/Game Biologist

Ornamental Horticulture

Sample sequence of courses in the Ornamental Horticulture pathway:

CTE courses	Related courses
Introductory • Introduction to Agriculture • Introduction to Ornamental Horticulture	• Agricultural Business Management • Chemistry • Drafting, CAD, CAM • Visual Arts • Geometry
Concentration • Agricultural Biology • Integrated Agriculture Science • Floriculture • Nursery/Greenhouse Production	
Capstone • Landscape Design and Maintenance • Advanced Ornamental Horticulture • Turf and Golf Management • Irrigation and Water Management	

Sample of appropriate foundation and pathway standards for the Introduction to Ornamental Horticulture course in the Ornamental Horticulture pathway:

Foundation standards	**Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.a:** Select and use appropriate tools and technology . . . to perform tests, collect data, analyze relationships, and display data.
	Communications 2.2 Writing Strategies and Applications (grades nine and ten) 1.2: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
	Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 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.
	Health and Safety 6.5: Use tools and machines safely and appropriately.
	Responsibility and Flexibility 7.5: Understand the importance of time management to fulfill responsibilities.
	Technical Knowledge and Skills 10.2: Manage and actively engage in a career-related, supervised agricultural experience.
	Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway standards	**ANR F1.0:** Students understand plant classification and use principles.
	ANR F2.0: Students understand plant physiology and growth principles.
	ANR F3.0: Students understand sexual and asexual plant reproduction.
	ANR F6.0: Students understand ornamental plant nutrition practices.
	ANR F9.0: Students understand the use of containers and horticultural tools, equipment, and facilities.

Sample analysis ("unpacking") of a standard for the Introduction to Ornamental Horticulture course in the Ornamental Horticulture pathway:

Standard	**Agriculture and Natural Resources F3.0:** Students understand sexual and asexual plant reproduction.	
Standard subcomponent	**Agriculture and Natural Resources F3.2:** Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).	
Course level	☒ Introductory ❑ Concentration ❑ Capstone	
What do students need to know? At what level?	*Concepts* 1. Seed physiology and germination process 2. Seed selection 3. Propagation techniques 4. Rooting hormone function and use 5. Cambium layer function	*Benchmarks* 1. Provide basic definitions. 2. Name three characteristics of quality seeds. 3. Name five propagation techniques. 4. Demonstrate proper use of rooting hormone and explain the function. 5. Identify the cambium layer in three stems and state the major function.
What should students be able to do? At what level?	*Skills* 1. Plant seeds properly. 2. Prepare stem cuttings properly. 3. Use tools safely and accurately.	*Benchmarks* 1. Select and plant three different kinds of seeds. 2. Prepare five different types of stem cuttings. 3. Demonstrate basic safety techniques and appropriate tool use.
Topics and contexts **What must be taught?**	1. Basic knowledge preceding concepts 1–3 2. Basic terminology 3. Methods and reasons for each of the different propagation techniques (budding, grafting, cuttings, seed planting, division) 4. Germination process 5. Rooting hormones 6. Cambium layer	

Sample Performance Task

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation and Ornamental Horticulture pathway standards:

Standard number	Standard
Foundation: Health and Safety 6.5	Use tools and machines safely and appropriately.
Foundation: Responsibility and Flexibility 7.5	Understand the importance of time management to fulfill responsibilities.
Foundation: Technical Knowledge and Skills 10.2	Manage and actively engage in a career-related, supervised agricultural experience.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: ANR F3.2	Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).

Assignment: Tip-Cutting Propagation Activity

You will propagate a coleus plant through tip cuttings (ANR F3.2; Demonstration and Application 11.0) as follows:

1. Work individually for 30 minutes (Health and Safety 6.5; Responsibility and Flexibility 7.5) to:
   a. Select a mother plant.
   b. Select appropriate tools.
   c. Make five proper tip cuttings, each with two to four nodes or leaves, demonstrating appropriate and safe use of tools.
   d. Cut one-fourth inch below the fourth node.
   e. Remove the fourth leaf.
   f. Dip the cutting in root hormone.
   g. Place the cutting in the soil without covering the leaves.
   h. Prepare a label indicating the student's name, the plant's name, and the date.
   i. Water the cuttings and place the pot on a mist bed.
   j. Clean up your area.
2. Make entries in the calendar of operations for the supervised class cooperative agricultural experience (Technical Knowledge and Skills 10.2). You will:
   a. Note how the cuttings will be used for the cooperative supervised agricultural experience (SAE).
   b. Indicate data such as cost, variety and color propagated, rooting percentage, and growth records.

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standards	Advanced	Proficient	Basic	Unacceptable
ANR F3.2: Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).	Student expertly prepares five tip cuttings, plants them, waters the plants, and cleans up the workstation with no errors.	Student expertly prepares five tip cuttings, plants them, waters the plants, and cleans up the workstation with one error.	Student adequately prepares five tip cuttings, plants them, waters the plants, and cleans up the workstation with one error.	Student improperly prepares the tip cuttings and/or does not complete the process.
Health and Safety 6.5: Use tools and machines safely and appropriately.	Student uses the propagation tools properly.		Student uses propagation tools improperly or does not know how to use tools.	
Responsibility and Flexibility 7.5: Understand the importance of time management to fulfill responsibilities.	Student completes task within the given time frame.		Student does not complete task within the given time frame.	
Technical Knowledge and Skills 10.2: Manage and actively engage in a career-related, supervised agricultural experience.	Student makes regular, complete entries in the calendar of operations that include 95 percent or more of the SAE activities.	Student makes regular, complete entries in the calendar of operations that include at least 90 percent of the SAE activities.	Student makes regular, complete entries in the calendar of operations that include at least 85 percent of the SAE activities.	Student makes irregular and/or incomplete entries in the calendar of operations and/or includes less than 85 percent of the SAE activities.

Note: Demonstration and Application 11.0 is included in all of the preceding items.

Sample of pathway occupations: This sample of pathway occupations is organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.

Ornamental Horticulture Pathway Occupations	
High school (diploma)	• Nursery Sales Associate • Tree Trimmer and Pruner • Landscape Equipment Operator
Postsecondary training (certification and/or AA degree)	• Landscape Contractor* • Floral Designer • Garden Equipment and Supplies Dealer
College or university (bachelor's degree or higher)	• Greenhouse and Nursery Manager • Landscape Architect* • Entomologist

Plant and Soil Science

Sample sequence of courses in the Plant and Soil Science pathway:

CTE courses	Related courses
Introductory • Introduction to Agriculture	• Earth Science • Chemistry • Botany • Advanced Biology
Concentration • Agricultural Biology • Integrated Agriculture Science • Plant and Soil Science	
Capstone • Environmental Science • Crop Science • Viticulture • Agricultural Entomology and Pest Control	

Sample of appropriate foundation and pathway standards for the Environmental Science course in the Plant and Soil Science pathway:

Foundation standards	**Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.l:** Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
	Communications 2.1 Reading Comprehension (grades eleven and twelve) 2.4: Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
	Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.7: Use systematic strategies to organize and record information.
	Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 1.1: Formulate judgments about ideas under discussion and support those judgments with convincing evidence.
	Responsibility and Flexibility 7.4: Understand that individual actions can affect the larger community.
	Ethics and Legal Responsibilities 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.
	Leadership and Teamwork 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.
	Demonstration and Application 11.0: Students demonstrate and apply the concepts in the foundation and pathway standards.

Pathway standards	ANR G1.0: Students understand plant classification principles.
	ANR G3.0: Students understand plant physiology and growth principles.
	ANR G5.0: Students understand pest problems and management.
	ANR G6.0: Students understand soils and plant production.
	ANR G8.0: Students understand effective water management practices.
	ANR G9.0: Students understand the concept of an "agrosystem" approach to production.
	ANR G11.0: Students understand plant biotechnology.

Sample analysis ("unpacking") of a standard for the Environmental Science course in the Plant and Soil Science pathway:

Standard	**Agriculture and Natural Resources G1.0:** Students understand plant classification principles.	
Standard subcomponent	**Agriculture and Natural Resources G1.2:** Understand how to identify plants by using a dichotomous key.	
Course level	❑ Introductory ❑ Concentration ☒ Capstone	
What do students need to know? At what level?	*Concepts* 1. Leaf classification 2. Flower type classification 3. Seasonality (e.g., perennial, annual, biennial) 4. Leaf characteristics 5. Use of the dichotomous key 6. Specimen collection and preservation 7. Proper channels for obtaining permission to collect specimens 8. Respect for the ecology of the collection fields	*Benchmarks* 1. Cite eight types of leaves. 2. Cite ten types of flowers. 3. Define *perennial, annual,* and *biennial* and give three examples of each. 4. List eight leaf characteristics. 5. Explain the dichotomous key and use it to identify ten plants. 6. Collect and preserve plants. 7. List one process for obtaining permission. 8. List three major ecology concerns to address.
What should students be able to do? At what level?	*Skills* 1. Identify visible features of plants. 2. Identify plants, using a dichotomous key. 3. Collect, press, mount, and preserve plants. 4. Ask for permission to collect. 5. Follow directions with regard to the ecology of the area.	*Benchmarks* 1. Identify four features. 2. Identify ten plants with dichotomous key. 3. Present 50 collected, pressed, mounted, and preserved plants. 4. Write a simple request to collect. 5. Follow the directions.
Topics and contexts **What must be taught?**	1. How to use a dichotomous key to classify and name specimens 2. How to collect, press, mount and preserve plants 3. Anatomical characteristics of plants 4. How to obtain permission to collect specimens 5. Fundamental ecological concerns and how to respect those conditions	

Sample Performance Task

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation and Plant and Soil Science pathway standards:

Standard number	Standards
Foundation: Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.7	Use systematic strategies to organize and record information.
Foundation: Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 1.1	Formulate judgments about ideas under discussion and support those judgments with convincing evidence.
Foundation: Responsibility and Flexibility 7.4	Understand that individual actions can affect the larger community.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: PSS G1.2	Understand how to identify plants by using a dichotomous key.

Assignment: California Native Plant Collection

In this assignment you will work individually to identify, mount, and display 50 California native plants, which you will carefully collect in accordance with the ecology of the collection areas (ANR G1.2; Responsibility and Flexibility 7.4; Demonstration and Application 11.0) as follows:

1. Obtain a dichotomous plant key.
2. Collect 50–75 plants from five different teacher-guided tours of species rich areas (e.g., grasses, trees, shrubs).
3. Take the collected plants back to the laboratory and press the samples.
4. Prepare and label correctly each specimen, including botanical name, common name, place collected (county and state), growth habits, dates, and collector's name (Communications 2.2 Writing Strategies and Applications [grades eleven and twelve] 1.7).
5. Prepare and mount each specimen correctly, using the appropriate techniques (lamination, bag, as is, trimming).
6. Organize the specimens according to classification (e.g., grasses, shrubs), bioregions, or other method of your identified choice.
7. Identify orally and correctly in the field a wide variety of California native plants.
8. Select five plants that could be used in habitat restoration and explain orally the choice and use to the teacher (Communications 2.4 Listening and Speaking Strategies and Applications [grades nine and ten] 1.1).

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standards	Advanced	Proficient	Basic	Unacceptable
ANR G1.2: Understand how to identify plants by using a dichotomous key.	Student can identify 70 native plants. Student can give examples of proper uses for 20 plants.	Student can identify 60 native plants. Student can give examples of proper uses for 15 plants.	Student can identify 50 native plants. Student can give examples of proper uses for ten plants.	Student can identify fewer than 50 native plants. Or student can give examples of proper uses for fewer than ten plants.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.7: Use systematic strategies to organize and record information.	Student labels plants in the field and then labels each specimen with all required information. Information is 95 percent accurate. Information is organized in an appropriate manner.	Student labels plants in the field and then labels each specimen with all required information. Information is 85 percent accurate. Information is organized in an appropriate manner.	Student labels plants in the field and then labels each specimen with all required information. Information is 75 percent accurate. Information is organized in an appropriate manner.	Student is missing required information. Or labels are less than 75 percent accurate. Or information is not organized in an acceptable manner.
Communications 2.4 Listening and Speaking Strategies and Applications (grades nine and ten) 1.1: Formulate judgments about ideas under discussion and support those judgments with convincing evidence.	Student clearly articulates five logical plant choices, using strong evidence for selected uses. Presentation is logical and comprehensive.	Student articulates five logical plant choices and rationales in an organized manner.	Student's five plant choices are satisfactory, but rationales are weak or lacking clear logical explanation.	Student does not choose five appropriate plants for use. Or student cannot explain rationale for choices.
Responsibility and Flexibility 7.4: Understand that individual actions can affect the larger community.	Student explains how to obtain permission to collect specimens. Student properly collects and reports specimens.	Student respects the ecology of the collection areas. Student properly collects the specimens.	Student follows directions not to harm species or collect too many samples.	Student does damage to the ecology of the specimen collection areas.

Note: Demonstration and Application 11.0 is included in all of the preceding items.

Sample of pathway occupations: This sample of pathway occupations is organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.

Plant and Soil Science Pathway Occupations	
High school (diploma)	• Field Assistant • Crop Farmer • Insect Monitor/Collector
Postsecondary training (certification and/or AA degree)	• Tissue Culture Technician • Viticulturist • Field Representative
College or university (bachelor's degree or higher)	• Pest Control Advisor* • Integrated Pest Management Specialist • Agriculture Association Manager

Agriculture and Natural Resources Industry Sector

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:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly

3.0 Career Planning 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.

NEXT GENERATION SCIENCE STANDARDS
For States, By States

High School Life Sciences

Students in high school develop understanding of key concepts that help them make sense of life science. The ideas are building upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are five life science topics in high school: *1) Structure and Function, 2) Inheritance and Variation of Traits, Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution.* The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across the science disciplines. While the performance expectations in high school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices underlying the performance expectations. The performance expectations are based on the grade-band endpoints described in *A Framework for K-12 Science Education* (NRC, 2012).

The performance expectations in the topic ***Structure and Function*** help students formulate an answer to the question: "How do the structures of organisms enable life's functions?" High school students are able to investigate explanations for the structure and function of cells as the basic units of life, the hierarchical systems of organisms, and the role of specialized cells for maintenance and growth. Students demonstrate understanding of how systems of cells function together to support the life processes. Students demonstrate their understanding through critical reading, using models, and conducting investigations. The crosscutting concepts of structure and function, matter and energy, and systems and system models in organisms are called out as organizing concepts.

The performance expectations in the topic ***Inheritance and Variation of Traits*** help students in pursuing an answer to the question: "How are the characteristics from one generation related to the previous generation?" High school students demonstrate understanding of the relationship of DNA and chromosomes in the processes of cellular division that pass traits from one generation to the next. Students can determine why individuals of the same species vary in how they look, function, and behave. Students can develop conceptual models for the role of DNA in the unity of life on Earth and use statistical models to explain the importance of variation within populations for the survival and evolution of species. Ethical issues related to genetic modification of organisms and the nature of science can be described. Students can explain the mechanisms of genetic inheritance and describe the environmental and genetic causes of gene mutation and the alteration of gene expression. Crosscutting concepts of structure and function, patterns, and cause and effect developed in this topic help students to generalize understanding of inheritance of traits to other applications in science.

The performance expectations in the topic ***Matter and Energy in Organisms and Ecosystems*** help students answer the questions: "How do organisms obtain and use energy they need to live and grow? How do matter and energy move through ecosystems?" High school students can construct explanations for the role of energy in the cycling of matter in organisms and ecosystems. They can apply mathematical concepts to develop evidence to support explanations of the interactions of photosynthesis and cellular respiration and develop

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models to communicate these explanations. They can relate the nature of science to how explanations may change in light of new evidence and the implications for our understanding of the tentative nature of science. Students understand organisms' interactions with each other and their physical environment, how organisms obtain resources, change the environment, and how these changes affect both organisms and ecosystems. In addition, students can utilize the crosscutting concepts of matter and energy and Systems and system models to make sense of ecosystem dynamics.

The performance expectations in the topic ***Interdependent Relationships in Ecosystems*** help students answer the question, "How do organisms interact with the living and non-living environment to obtain matter and energy?" This topic builds on the other topics as high school students demonstrate an ability to investigate the role of biodiversity in ecosystems and the role of animal behavior on survival of individuals and species. Students have increased understanding of interactions among organisms and how those interactions influence the dynamics of ecosystems. Students can generate mathematical comparisons, conduct investigations, use models, and apply scientific reasoning to link evidence to explanations about interactions and changes within ecosystems.

The performance expectations in the topic ***Natural Selection and Evolution*** help students answer the questions: "How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms? How does biodiversity affect humans?" High school students can investigate patterns to find the relationship between the environment and natural selection. Students demonstrate understanding of the factors causing natural selection and the process of evolution of species over time. They demonstrate understanding of how multiple lines of evidence contribute to the strength of scientific theories of natural selection and evolution. Students can demonstrate an understanding of the processes that change the distribution of traits in a population over time and describe extensive scientific evidence ranging from the fossil record to genetic relationships among species that support the theory of biological evolution. Students can use models, apply statistics, analyze data, and produce scientific communications about evolution. Understanding of the crosscutting concepts of patterns, scale, structure and function, and cause and effect supports the development of a deeper understanding of this topic.

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NEXT GENERATION SCIENCE STANDARDS
For States, By States

High School Earth and Space Sciences

Students in high school continue to develop their understanding of the three disciplinary core ideas in the Earth and Space Sciences. The high school performance expectations in Earth and Space Science build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. While the performance expectations shown in high school earth and space science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices that lead to the performance expectations.

The performance expectations in **ESS1: Earth's Place in the Universe**, help students formulate an answer to the question: "What is the universe, and what is Earth's place in it?" The ESS1 Disciplinary Core Idea from the *NRC Framework* is broken down into three sub-ideas: the universe and its stars, Earth and the solar system and the history of planet Earth. Students examine the processes governing the formation, evolution, and workings of the solar system and universe. Some concepts studied are fundamental to science, such as understanding how the matter of our world formed during the Big Bang and within the cores of stars. Others concepts are practical, such as understanding how short-term changes in the behavior of our sun directly affect humans. Engineering and technology play a large role here in obtaining and analyzing the data that support the theories of the formation of the solar system and universe. The crosscutting concepts of patterns, scale, proportion, and quantity, energy and matter, and stability and change are called out as organizing concepts for these disciplinary core ideas. In the ESS1 performance expectations, students are expected to demonstrate proficiency in developing and using models, using mathematical and computational thinking, constructing explanations and designing solutions, engaging in argument, and obtaining, evaluating and communicating information; and to use these practices to demonstrate understanding of the core ideas.

The performance expectations in **ESS2: Earth's Systems**, help students formulate an answer to the question: "How and why is Earth constantly changing?" The ESS2 Disciplinary Core Idea from the *NRC Framework* is broken down into five sub-ideas: Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, and biogeology. For the purpose of the NGSS, biogeology has been addressed within the life science standards. Students develop models and explanations for the ways that feedbacks between different Earth systems control the appearance of Earth's surface. Central to this is the tension between internal systems, which are largely responsible for creating land at Earth's surface, and the sun-driven surface systems that tear down the land through weathering and erosion. Students begin to examine the ways that human activities cause feedbacks that create changes to other systems. Students understand the system interactions that control weather and climate, with a major emphasis on the mechanisms and implications of climate change. Students model the flow of energy between different components of the weather system and how this affects chemical cycles such as the carbon cycle. The crosscutting concepts of cause and effect, energy and matter, structure and function and stability and change are called out as organizing concepts for these disciplinary core ideas. In the ESS2 performance expectations, students are expected to demonstrate proficiency in

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developing and using models, planning and carrying out investigations, analyzing and interpreting data, and engaging in argument; and to use these practices to demonstrate understanding of the core ideas.

The performance expectations in **ESS3: Earth and Human Activity** help students formulate an answer to the question: "How do Earth's surface processes and human activities affect each other?" The ESS3 Disciplinary Core Idea from the *NRC Framework* is broken down into four sub-ideas: natural resources, natural hazards, human impact on Earth systems, and global climate change. Students understand the complex and significant interdependencies between humans and the rest of Earth's systems through the impacts of natural hazards, our dependencies on natural resources, and the significant environmental impacts of human activities. Engineering and technology figure prominently here, as students use mathematical thinking and the analysis of geoscience data to examine and construct solutions to the many challenges facing long-term human sustainability on Earth. The crosscutting concepts of cause and effect, systems and system models, and stability and change are called out as organizing concepts for these disciplinary core ideas. In the ESS3 performance expectations, students are expected to demonstrate proficiency in developing and using analyzing and interpreting data, mathematical and computational thinking, constructing explanations and designing solutions and engaging in argument; and to use these practices to demonstrate understanding of the core ideas.

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NEXT GENERATION SCIENCE STANDARDS
For States, By States

High School Physical Sciences

Students in high school continue to develop their understanding of the four core ideas in the physical sciences. These ideas include the most fundamental concepts from chemistry and physics, but are intended to leave room for expanded study in upper-level high school courses. The high school performance expectations in Physical Science build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. In the physical science performance expectations at the high school level, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation.

The performance expectations in the topic **Structure and Properties of Matter** help students formulate an answer to the question, "How can one explain the structure and properties of matter?" Two sub-ideas from the *NRC Framework* are addressed in these performance expectations: the structure and properties of matter, and nuclear processes. Students are expected to develop understanding of the substructure of atoms and provide more mechanistic explanations of the properties of substances. Students are able to use the periodic table as a tool to explain and predict the properties of elements. Phenomena involving nuclei are also important to understand, as they explain the formation and abundance of the elements, radioactivity, the release of energy from the sun and other stars, and the generation of nuclear power. The crosscutting concepts of patterns, energy and matter, and structure and function are called out as organizing concepts for these disciplinary core ideas. In these performance expectations, students are expected to demonstrate proficiency in developing and using models, planning and conducting investigations, and communicating scientific and technical information; and to use these practices to demonstrate understanding of the core ideas.

The performance expectations in the topic **Chemical Reactions** help students formulate an answer to the questions: "How do substances combine or change (react) to make new substances? How does one characterize and explain these reactions and make predictions about them?" Chemical reactions, including rates of reactions and energy changes, can be understood by students at this level in terms of the collisions of molecules and the rearrangements of atoms. Using this expanded knowledge of chemical reactions, students are able to explain important biological and geophysical phenomena. Students are also able to apply an understanding of the process of optimization in engineering design to chemical reaction systems. The crosscutting concepts of patterns, energy and matter, and stability and change are called out as organizing concepts for these disciplinary core ideas. In these performance expectations, students are expected to demonstrate proficiency in developing and using models, using mathematical thinking, constructing explanations, and designing solutions; and to use these practices to demonstrate understanding of the core ideas.

The Performance Expectations associated with the topic **Forces and Interactions** supports students' understanding of ideas related to why some objects will keep moving, why objects fall

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to the ground, and why some materials are attracted to each other while others are not. Students should be able to answer the question, "How can one explain and predict interactions between objects and within systems of objects?" The disciplinary core idea expressed in the *Framework* for PS2 is broken down into the sub ideas of Forces and Motion and Types of Interactions. The performance expectations in PS2 focus on students building understanding of forces and interactions and Newton's Second Law. Students also develop understanding that the total momentum of a system of objects is conserved when there is no net force on the system. Students are able to use Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Students are able to apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. The crosscutting concepts of patterns, cause and effect, and systems and system models are called out as organizing concepts for these disciplinary core ideas. In the PS2 performance expectations, students are expected to demonstrate proficiency in planning and conducting investigations, analyzing data and using math to support claims, and applying scientific ideas to solve design problems; and to use these practices to demonstrate understanding of the core ideas.

The Performance Expectations associated with the topic **Energy** help students formulate an answer to the question, "How is energy transferred and conserved?" The disciplinary core idea expressed in the *Framework* for PS3 is broken down into four sub-core ideas: Definitions of Energy, Conservation of Energy and Energy Transfer, the Relationship between Energy and Forces, and Energy in Chemical Process and Everyday Life. Energy is understood as quantitative property of a system that depends on the motion and interactions of matter and radiation within that system, and the total change of energy in any system is always equal to the total energy transferred into or out of the system. Students develop an understanding that energy at both the macroscopic and the atomic scale can be accounted for as either motions of particles or energy associated with the configuration (relative positions) of particles. In some cases, the energy associated with the configuration of particles can be thought of as stored in fields. Students also demonstrate their understanding of engineering principles when they design, build, and refine devices associated with the conversion of energy. The crosscutting concepts of cause and effect; systems and system models; energy and matter; and the influence of science, engineering, and technology on society and the natural world are further developed in the performance expectations associated with PS3. In these performance expectations, students are expected to demonstrate proficiency in developing and using models, planning and carry out investigations, using computational thinking, and designing solutions; and to use these practices to demonstrate understanding of the core ideas.

The Performance Expectations associated with the topic **Waves and Electromagnetic Radiation** are critical to understand how many new technologies work. As such, this disciplinary core idea helps students answer the question, "How are waves used to transfer energy and send and store information?" The disciplinary core idea in PS4 is broken down into Wave Properties, Electromagnetic Radiation, and Information Technologies and Instrumentation. Students are able to apply understanding of how wave properties and the interactions of electromagnetic radiation with matter can transfer information across long distances, store information, and investigate nature on many scales. Models of electromagnetic radiation as either a wave of changing electric and magnetic fields or as particles are developed and used. Students understand that combining waves of different frequencies can make a wide variety of patterns and thereby encode and transmit information. Students also demonstrate

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Greenfield High School Agriculture Department

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Description of Facilities-2016

The Greenfield High School facilities include:

Four classrooms:

Room 401- Ag Mechanics classroom with one storage room and six computer stations,

Room 402- Ag Biology, Ag Earth Science and Ornamental Horticulture,

Room 403- Ag Chemistry, Animal Science and Floral Design lab room with two storage rooms, 2 Floral Coolers and 10 computers

Room 404- Mechanics lab room with one storage room and large outdoor work area.

Shared laptop cart with 35 laptops

One staff office with unisex bathroom located in a hallway attached to room 402 shared with art department.

One Ag Mechanics shop with 8 Arc Welding stations, 1 Oxy Acetylene cutting stations, 10 Oxy/Acetyl welding tables, 5 MIG welders, one TIG welder, one pulse welder, one plasma cutter, drill presses, grinders, metal shear, hydraulic metal shear, one break, three industrial sanders, metal roller, two and a half car lifts, and many hand tools.

School farm Approx. 1 acre:

Two c-train containers, Hog Pens with concrete pad, Sheep/Goat pens, Show ring, Rabbitry, Multiple Chicken runs, High Tunnel greenhouse 22'x48', 2 horticulture storage sheds, raised garden beds and farming plot for vegetable crops.

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Five Year Equipment Acquisition Schedule

2017-2018
Livestock Facility
- -Barn
- -Bleachers
- -Stall Mats

Livestock Trailer
Farm Electricity
Plasma Table

2018-2019
Bed Shaper
Irrigation system for plot

2019-2020
Outside Shop Cover

2020-2021
Farm Breeding Herd of sheep and goats

2021-2022
School Farm Classroom

2017-2018 Greenfield Agriculture Department
Staff Assignments

	Daniel	Desi	Kelsey
Department Chair		X	
FFA Advisor	X	X	X
Accounting			
CATA Registration	X	x	x
Departmental / District Accounting / PO's		X	
FFA Accounting / PO's			X
Office Supplies Orders		X	
Perkins Funding Application	X		
ROP Accounting / PO's	X	X	X
Incentive/Site Budget	X		
General Program / Facility			
Advisory Committee Roster & Minutes			X
Ag Advisory Committee Planning and Agenda	X		
Ag Booster Committee		X	
Department Marketing / PR/Website			X
Graduate Follow-Up	X		
Incentive Grant	X		
Maintain Comprehensive Program Plan Binder		X	X
R2 Report & Roster	X		
Recruitment	X	X	X
8th Grade Parent Night	X	X	X
Report of Expenditures (Spent by fair time)	X		
Departmental/Advisory Minutes		X	
Recordbook Workdays	x	x	x
Farm Workdays 1 Day a month	x	x	x
FFA Advisor			
Registration for CDE Contests		x	
Program of Work	x		
Scrapbook		x	
State FFA Degree Applications	x	x	x
American FFA Degree Applications	x	x	x
Program of Activities	x	x	x
Board Meeting/YF Presentation	x	x	x
Parent Orientation	x	x	x
Regional Screening/Officers		x	x
Sectional Officer/Elections/Blue & Gold Games		x	x
Chapter Officer Screening/New Officer Mtg	X	X	X
Officer Retreat			
Agenda/Schedule			x
Location/Facilities			x
Mixers/Leadership Activities		x	
Recreation Activities		x	
Project Competition			
Organize Local Project Competition	x		
Sectional Project Comp Paperwork	x		

2017-2018 Greenfield Agriculture Department
Staff Assignments

	Daniel	Desi	Kelsey
FFA Week			
FFA Week Ag Lunchtime Activites	x		
Teacher Appreciation-E flowers			x
Set Up			
Homecoming /School Events			
Mums			x
FFA Friday Committee			
Conferences & Registration			
Chapter Officer Leadership Conference	x	x	x
Greenhand Conference		x	x
MFE/ALA Conference			x
State Conference			x
National Convention		x	
Sectional Officer Leadership Conference			x
Tulare Farm Show	x	x	x
26hrs		x	
Community Service/Events			
Harvest Fest	X		
1/2 Marathon	X		
Farm Day		X	X
Opening Closing			
Facilities	x		
Food		x	
Judges	x	x	x
Boosters			
	x	x	x

2017-2018 Greenfield Agriculture Department
Staff Assignments

SAE & Handbook creation	Daniel	Desi	Kelsey
SVF Swine	x		
SVF Sheep			x
SVF Beef		x	
SVF Chickens		x	
SVF Rabbits			x
SVF Goats		x	
SVF OH/ Garden Booth		x	
SVF Ag Mechanics	x		
Agriscience			x
Floral			x
MCF Hogs		x	
MCF Sheep/Goats			x
MCF Beef		x	

Facilities	Daniel	Desi	Kelsey
OH Unit		x	
Ag Shop	x		
Ag Vehicles Maintenance	x		
School Farm Maintenance	x		
Livestock Trailers	x		

FFA Judging Teams / Contests	Daniel	Desi	Kelsey
Creed Speaking		x	
BIG	x		
Extemporaneous Speaking		x	
Prepared Public Speaking			x
Impromptu Speaking			x
Job Interview	x		
COOPS		x	
Opening and Closing Registration			x
Opening and Closing Officer		x	
Opening and Closing Novice	x		
Opening and Closing Advanced			x
Farm Power	x		
Vegetable		x	
Floral			x
Vet Science			x

Awards	Daniel	Desi	Kelsey
National Chapter Awards		x	x
Proficiency Awards		x	x
CATA Outstanding Program	x	x	x
Proficiency Scoring Regional		x	x
Proficiency Scoring State		x	
Star Awards	x	x	x

2017-2018 Greenfield Agriculture Department
Staff Assignments

Fundraisers

Pumpkins		x	
Roys BBQ Pits/Cooks	x	x	x
Roys BBQ Food	x		
Roys BBQ Tickets/Deposits	x	x	x
Roys BBQ Student Labor	x	x	x
Floral			x

Awards Banquet

Invitations			x
Facilities/Food/Drinks	x		
Decorations			x
Script/Practices/Program		x	
Presentation/Pictures	x	x	x
SAE Certificates	x	x	x

Greenhand/Ch Farmer Degree Banquet

Invitations			x
Facilities/Food/Drinks	x		
Decorations			x
Script/Practices/Program		x	
Dye Hands	x	x	x
Presentation/Pictures	x	x	x
Certificates/Line Up	x	x	x

Advisor In Charge

August	x		
September			x
October		x	
November		x	
December	x	x	
January			x
February	x	x	x
March		x	
April	x		
May	x	x	x

Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman
225 S El Camino Real
Greenfield, California 93927
(831) 674-2751

DEPARTMENT POLICIES

December 2016

The Greenfield High School Agriculture Department follows all school rules and policies in regard to academics, attendance and behavior. Attacked is the student handbook. Within the Agriculture department all FFA members are encouraged to attend as many leadership activities as possible. Students who will be missing school to participate in FFA related events are required to sign out with each of their teachers at least two days prior to the planned absence. This sign out sheet includes a grade from the teachers that keeps staff and dministration informed of student progress in classes and if an absence can be afforded. Students who will be participating in an FFA event after school house are required to attend at least four periods of class time on that day, to be eligible to participate.

In addition to following all school rules, students who choose to exhibit livestock and/or small animals at any fair are required to read and sign a livestock agreement for each event. Parents are also required to sign the agreement.

It is the policy of the agriculture department that every student enrolled in an agriculture course is required to participate in a minimum of three FFA activities per semester. This will account for 10% of the student's grades. Any students who participate on four or more activities in a semester will earn a grade bump.

It is the policy of the agriculture department that every student enrolled in an agriculture course will be required to declare a supervised agricultural experience project and keep accurate record in the official, California FFA Record Book. This will account for 10% of the student's grades.

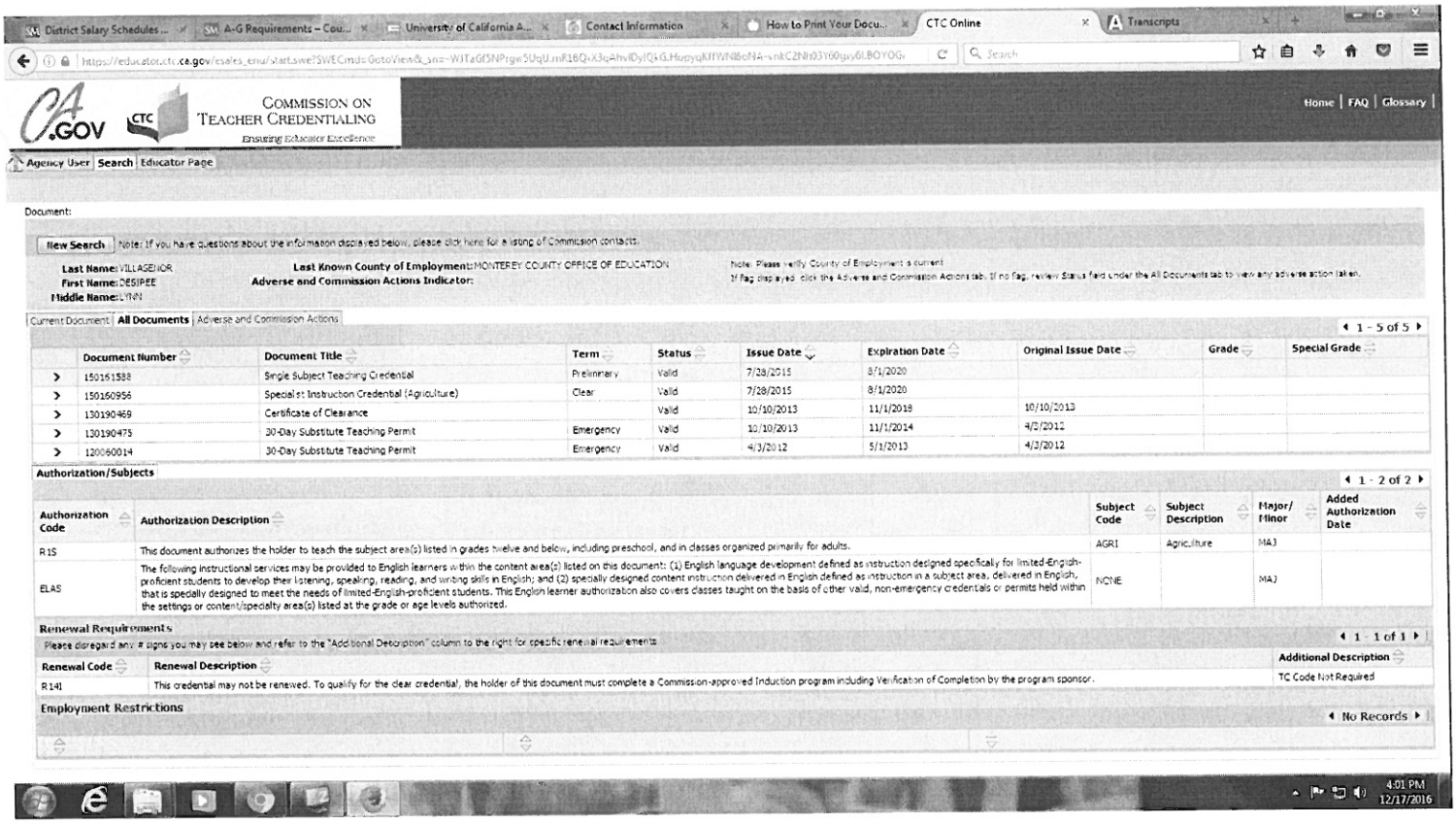
Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman
225 S El Camino Real
Greenfield, California 93927
(831) 674-2751

PROGRAM COMPLETEION STANDARDS

Upon successful completion of a four-year program, Greenfield High School agriculture students will:

1. Have proficient knowledge in their chosen Agriculture Pathway
    a. Agriculture Mechanics
    b. Animal Science
    c. Plant Science
2. Confidently speak within a group and to an audience.
3. Write a quality resume, letter of introduction and job application,
4. Appreciate the value of agriculture in our community, state and nation.
5. Know the history of the FFA organization and all of the benefits it has to offer.
6. Work effectively in groups in various roles.
7. Use effective leadership skills to foster, develop and maintain relations within a diverse setting.
8. Set appropriate and realistic education, vocational, and personal goals and standards.
9. Exhibit self-motivation and self-discipline and accept individual and group responsibility.
10. Confidently maintain accurate records, transferring the record keeping skills for SAE's to everyday life skills,
11. Use complex thinking skills to transfer learned skills to new situation.
12. Appreciate the value of giving back to the community.



COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

Home | FAQ | Glossary

Agency User | Search | Educator Page

Document:

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

Last Name: VILLASENOR
First Name: DESIREE
Middle Name: LYNN

Last Known County of Employment: MONTEREY COUNTY OFFICE OF EDUCATION
Adverse and Commission Actions Indicator:

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

Current Document | **All Documents** | Adverse and Commission Actions

1 - 5 of 5

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	150151588	Single Subject Teaching Credential	Preliminary	Valid	7/28/2015	8/1/2020			
>	150160956	Specialist Instruction Credential (Agriculture)	Clear	Valid	7/28/2015	8/1/2020			
>	130190469	Certificate of Clearance		Valid	10/10/2013	11/1/2018	10/10/2013		
>	130190475	30-Day Substitute Teaching Permit	Emergency	Valid	10/10/2013	11/1/2014	4/3/2012		
>	120060014	30-Day Substitute Teaching Permit	Emergency	Valid	4/3/2012	5/1/2013	4/3/2012		

Authorization/Subjects

1 - 2 of 2

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

Renewal Requirements

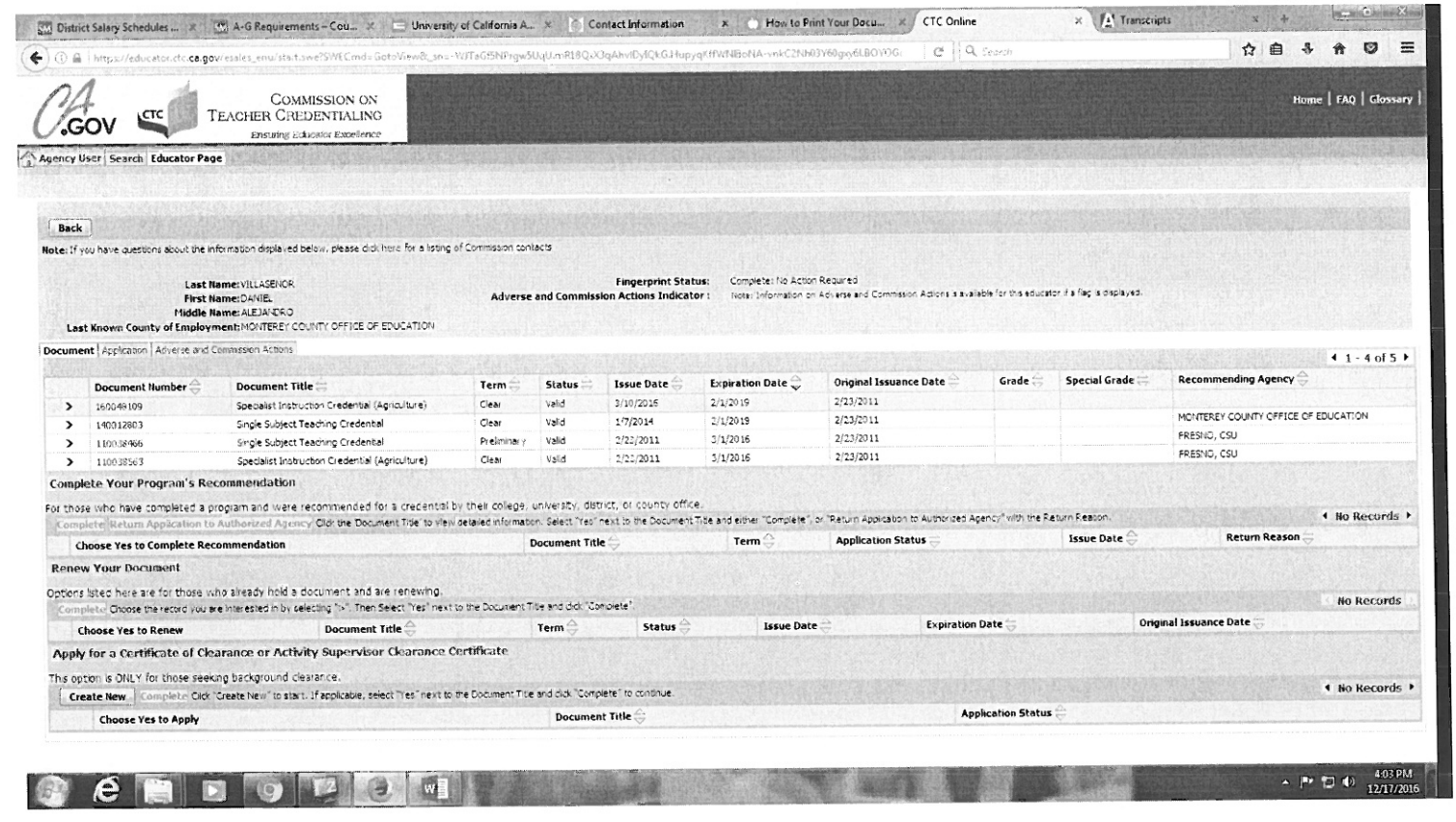
1 - 1 of 1

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

Renewal Code	Renewal Description	Additional Description
R141	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.	TC Code Not Required

Employment Restrictions

No Records



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

Last Name: VILLASENOR
First Name: DANIEL
Middle Name: ALEJANDRO
Last Known County of Employment: MONTEREY COUNTY OFFICE OF EDUCATION

Fingerprint Status: Complete: No Action Required
Adverse and Commission Actions Indicator: Note: Information on Adverse and Commission Actions is available for this educator if a flag is displayed.

Document | Application | Adverse and Commission Actions

1 - 4 of 5

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issuance Date	Grade	Special Grade	Recommending Agency
>	160049109	Specialist Instruction Credential (Agriculture)	Clear	Valid	3/10/2016	2/1/2019	2/23/2011			
>	140012803	Single Subject Teaching Credential	Clear	Valid	1/7/2014	2/1/2019	2/23/2011			MONTEREY COUNTY OFFICE OF EDUCATION
>	110038966	Single Subject Teaching Credential	Preliminary	Valid	2/22/2011	3/1/2016	2/23/2011			FRESNO, CSU
>	110038563	Specialist Instruction Credential (Agriculture)	Clear	Valid	2/22/2011	3/1/2016	2/23/2011			FRESNO, CSU

Complete Your Program's Recommendation

For those who have completed a program and were recommended for a credential by their college, university, district, or county office.

Complete Return Application to Authorized Agency | Click the Document Title to view detailed information. Select "Yes" next to the Document Title and either "Complete", or "Return Application to Authorized Agency" with the Return Reason.

No Records

Choose Yes to Complete Recommendation	Document Title	Term	Application Status	Issue Date	Return Reason

Renew Your Document

Options listed here are for those who already hold a document and are renewing.

Complete | Choose the record you are interested in by selecting "Yes". Then Select "Yes" next to the Document Title and click "Complete".

No Records

Choose Yes to Renew	Document Title	Term	Status	Issue Date	Expiration Date	Original Issuance Date

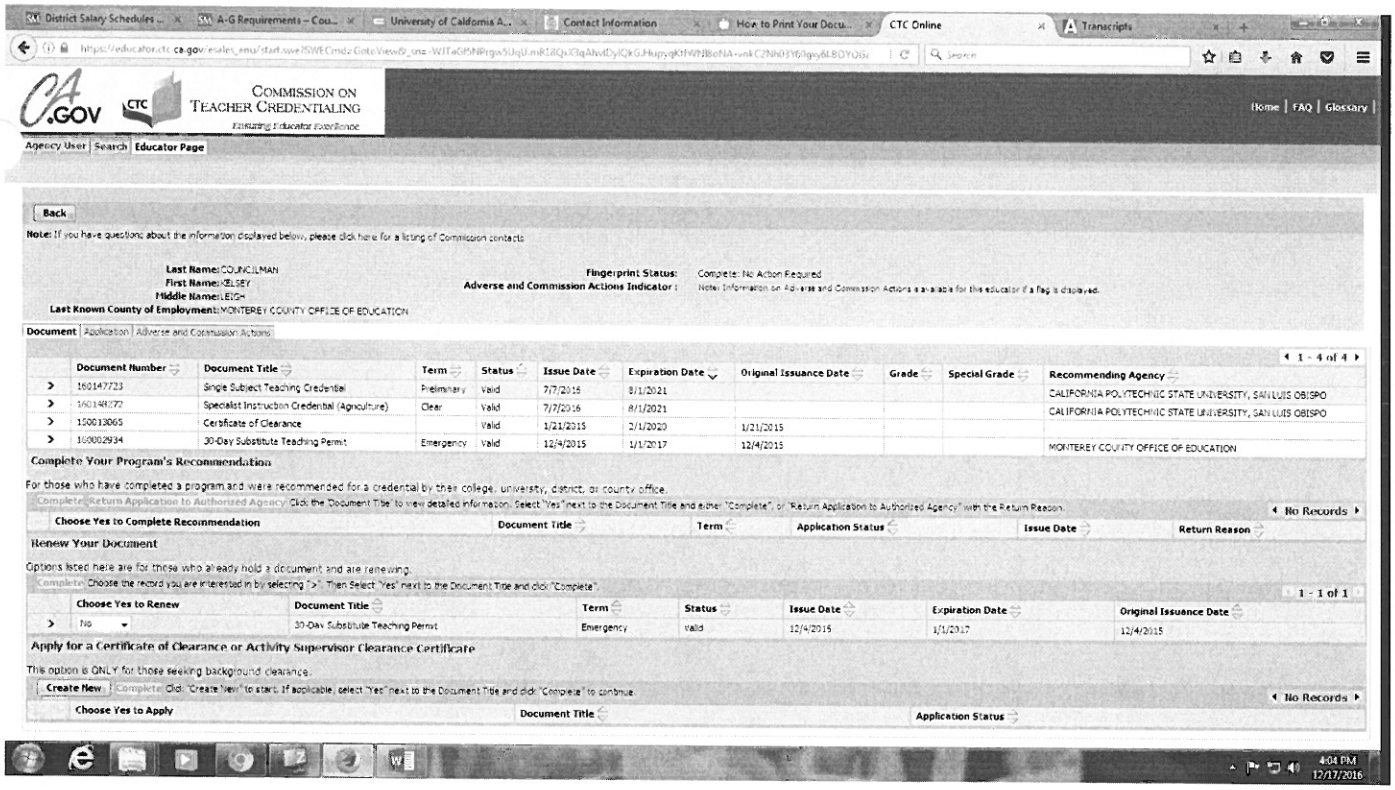
Apply for a Certificate of Clearance or Activity Supervisor Clearance Certificate

This option is ONLY for those seeking background clearance.

Create New | Complete | Click "Create New" to start. If applicable, select "Yes" next to the Document Title and click "Complete" to continue.

No Records

Choose Yes to Apply	Document Title	Application Status


District Salary Schedules ...
A-G Requirements – Cou...
University of California A...
Contact Information
How to Print Your Docu...
CTC Online
Transcripts
CA.GOV
CTC
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Back
Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts
Last Name: COUNCILMAN
First Name: KELSEY
Middle Name: LEIGH
Last Known County of Employment: MONTEREY COUNTY OFFICE OF EDUCATION
Fingerprint Status: Complete: No Action Required
Adverse and Commission Actions Indicator : Note: Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
Document | Application | Adverse and Commission Actions
1 - 4 of 4
Document Number | Document Title | Term | Status | Issue Date | Expiration Date | Original Issuance Date | Grade | Special Grade | Recommending Agency
160147723 | Single Subject Teaching Credential | Preliminary | Valid | 7/7/2016 | 8/1/2021 | | | | CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
160148372 | Specialist Instruction Credential (Agriculture) | Clear | Valid | 7/7/2016 | 8/1/2021 | | | | CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
150013065 | Certificate of Clearance | | Valid | 1/21/2015 | 2/1/2020 | 1/21/2015 | | |
160002934 | 30-Day Substitute Teaching Permit | Emergency | Valid | 12/4/2015 | 1/1/2017 | 12/4/2015 | | | MONTEREY COUNTY OFFICE OF EDUCATION
Complete Your Program's Recommendation
For those who have completed a program and were recommended for a credential by their college, university, district, or county office.
Complete: Return Application to Authorized Agency: Click the "Document Title" to view detailed information. Select "Yes" next to the Document Title and either "Complete", or "Return Application to Authorized Agency" with the Return Reason.
No Records
Choose Yes to Complete Recommendation | Document Title | Term | Application Status | Issue Date | Return Reason
Renew Your Document
Options listed here are for those who already hold a document and are renewing.
Complete: Choose the record you are interested in by selecting ">". Then Select "Yes" next to the Document Title and click "Complete".
1 - 1 of 1
Choose Yes to Renew | Document Title | Term | Status | Issue Date | Expiration Date | Original Issuance Date
No | 30-Day Substitute Teaching Permit | Emergency | Valid | 12/4/2015 | 1/1/2017 | 12/4/2015
Apply for a Certificate of Clearance or Activity Supervisor Clearance Certificate
This option is ONLY for those seeking background clearance.
Create New | Complete: Click "Create New" to start. If applicable, select "Yes" next to the Document Title and click "Complete" to continue.
No Records
Choose Yes to Apply | Document Title | Application Status
4:04 PM
12/17/2016

Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman
225 S El Camino Real
Greenfield, California 93927
(831) 674-2751

ARTICULATION

December 2016

Ag Mechanics 1 is currently articulated with Hartnell's AIT 70

Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman
225 S El Camino Real Greenfield, California 93927
(831) 674-2751

PLACEMENT SITES

Local Places Where Students Are Employed

December 2016

John Gills Ranch
Dominguez Farm Labor
RG Fabrication
Nick's Garage
Sandoval bros.
Green Packing TLC
Vista Verde
Alicia Royo
Somocco Farms
Dominguez farms
Central California Seed Company
Dole
Concha y Toro
Silva Farms
Amarales Ranch
De Arigo
Foothill Packing
GTO
La Fogata Restaurant

Greenfield High School Agriculture Department
Advisors: Michelle Côté and Daniel Villaseñor
225 S. El Camino Real
Greenfield, California 93927
(831) 674-2751 ext. 1402 or 1401

RECRUITMENT

December 2016

This is one area we have focused on as a department the last few years and have seen a huge improvement in our freshman numbers. Since participating in recruitment the Greenfield Agriculture Department was able to grow to include a third teacher. We have our officer team and a couple of freshman attend the 8th grade info night held at Greenfield High School. The Greenfield FFA does a presentation that begins with Agriculture Literacy, Ag Jobs, Colleges, agriculture classes offered at Greenfield High School, and opportunities the FFA has to offer.

Also this past year the officer team organized an assembly at Vista Verse Middle School. There was a lot of positive feedback and we hope to appeal to all students that want to be a part of our program.

Eighth grade students are handed a flyer that includes A-G requirement and what it A-G requirements mean to students who are college bound and a letter welcoming them to Greenfield High School. At the end eighth graders are handed a half sheet of paper to sign up for Agriculture Mechanics or Agriculture Earth Science.

For students who are already enrolled into the Greenfield High School, the Agriculture Department lets their presence known by getting involved in school activities, putting up posters, announcements in the morning bulletin, handing out flyers of FFA meeting coming up, and offering a competitive, fun filled education.

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B **School Year** 15-16 **School** **Greenfield High School**

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES							
	Daniel V.	Desiree V.	Defeyter					
Fall Region Meeting	X	X	X					
Region In-service Day	X	X	X					
Spring Region Meeting	X	X						
Section In-service*	X	X	X					
Section In-service*	X	X	X					
Section In-service*	X	X						
Section In-service*	X	X						
Summer Conference	X	X						
University AgEd Skills Week	X	X						
Professional Development **	X	X	X					

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

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

1 Industry Tour-Taylor Farms

2 Industry Tour-SCRAEC Desi V.

3 New Professionals - Desi V. and Annie Defetyer

4

5

Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman

225 S El Camino Real Greenfield, California 93927

(831) 674-2751

Agriculture Department Minutes
8/17/16
Collaboration Day

Present: Daniel Villaseñor, Desiree Villaseñor, Kelsey Councilman

Agenda:

1. **Budgets-**
    a. **AIG-Review any open POs**
    b. **ROP**
    c. **Perkins**
    d. **FFA**

2. **Courses- Curriculum and Sharing of Strategies**
    a. **Daniel Villasenor**
        i. **Ag Mechanics 1**
        ii. **Ag Mechanics 2**
        iii. **Ag Mechanics 3**
    b. **Desiree Villasenor**
        i. **Ag Biology**
        ii. **Ag Earth**
        iii. **OH**
    c. **Kelsey Councilman**
        i. **Ag Chem**
        ii. **Floral**
        iii. **Animal Science**

3. **Upcoming FFA Events and Department Activities**
    a. **Ice Cream Social**
    b. **Monterey County Fair**

Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman

225 S El Camino Real Greenfield, California 93927

(831) 674-2751

Agriculture Department Minutes
10/9/16
Collaboration Day

Present: Daniel Villaseñor, Desiree Villaseñor, Kelsey Councilman

Agenda:

1. **Budgets-**
    a. **AIG-Review any open POs**
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        ii. **Ag Earth**
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    c. **Kelsey Councilman**
        i. **Ag Chem**
        ii. **Floral**
        iii. **Animal Science**

1. **Upcoming FFA Events and Department Activities**
    a. **South Coast COLC 10/12**
    b. **Greenhand Conference**
    c. **Cookie Dough Fundraiser**
    d. **Boosters**
    e. **Greefield Harvest Festival**

Greenfield High School Agriculture Department

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Agriculture Department Minutes
10/9/16
Collaboration Day

Present: Daniel Villaseñor, Desiree Villaseñor, Kelsey Councilman

Agenda:

1. **Budgets-**
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    d. **FFA**

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        ii. **Ag Earth**
        iii. **OH**
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        i. **Ag Chem**
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    b. **Greenhand Conference**
    c. **Cookie Dough Fundraiser**
    d. **Boosters**
    e. **Greefield Harvest Festival**

Greenfield High School Agriculture Department
Advisors: Michelle Côté and Daniel Villaseñor
225 S. El Camino Real
Greenfield, California 93927
(831) 674-2751 ext. 1402 or 1401

Agriculture Department Agenda
8/7/13
Collaboration Day

Present: Daniel Villasenor _____

Michelle Cote _____

Agenda:

1. **Budgets-**
    a. **AIG-Review any open POs**
    b. **ROP**
    c. **Perkins**
    d. **FFA**

2. **Courses- Curriculum and Sharing of Strategies**
    a. **Villasenor**
        i. **Ag Mechanics 1**
        ii. **Ag Mechanics 2**
        iii. **Advanced Projects**
        iv. **Ag Earth Science**
    b. **Cote**
        i. **Floral Design**
        ii. **Ag Biology**

3. **Upcoming FFA Events and Department Activities**
    a. **Ice Cream Social 8/22**
    b. **Monterey County Fair 8/27 – 9/2**
    c. **Movie and Pizza Night 9/19**
    d. **MB Section Opening and Closing Contest 10/9**
    e. **South Coast COLC 10/12-10/13**
    f. **Comprehensive Program Plan Due 10/15**

Greenfield High School Agriculture Department
Advisors: Michelle Côté and Daniel Villaseñor
225 S. El Camino Real
Greenfield, California 93927
(831) 674-2751 ext. 1402 or 1401

Agriculture Department Agenda
9/4/13
Collaboration Day

Present: Daniel Villasenor _____

Michelle Cote _____

Agenda:

1. **Budgets-**
    a. **AIG-Review any open POs**
    b. **ROP**
    c. **Perkins**
    d. **FFA**

2. **Courses- Curriculum and Sharing of Strategies**
    a. **Villasenor**
        i. **Ag Mechanics 1**
        ii. **Ag Mechanics 2**
        iii. **Advanced Projects**
        iv. **Ag Earth Science**
    b. **Cote**
        i. **Floral Design**
        ii. **Ag Biology**

3. **Upcoming FFA Events and Department Activities**
    a. **Movie and Pizza Night 9/19**
    b. **MB Section Opening and Closing Contest 10/9**
    c. **Roy Sausage Fundraiser Tickets- Order and Sales**
    d. **South Coast COLC 10/12-10/13**
    e. **Comprehensive Program Plan Due 10/15**
    f. **Greenhand Conference- 10/16**
    g. **Roy Sausage Fundraiser 10/19**
    h. **Greenhand Day 10/24**
    i. **Greenhand Banquet 10/24**

Greenfield High School Agriculture Department
Advisors: Michelle Côté and Daniel Villaseñor
225 S. El Camino Real
Greenfield, California 93927
(831) 674-2751 ext. 1402 or 1401

Agriculture Department Agenda
10/2/13
Collaboration Day

Present: Daniel Villasenor _____

Michelle Cote _____

Agenda:

1. **Budgets-**
    a. **AIG-Review any open POs**
    b. **ROP**
    c. **Perkins**
    d. **FFA**

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        ii. **Ag Mechanics 2**
        iii. **Advanced Projects**
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    b. **Cote**
        i. **Floral Design**
        ii. **Ag Biology**

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    a. **MB Section Opening and Closing Contest 9/9**
    b. **South Coast COLC 10/12-10/13**
    c. **Comprehensive Program Plan Due 10/15**
    d. **Greenhand Conference- 10/16**
    e. **Roy Sausage Fundraiser 10/19**
    f. **Greenhand Day 10/24**
    g. **Greenhand Banquet 10/24**
    h. **Greefield Harvest Festival 10/20**
    i. **FFA BIG and COOP- 11/6**
    j. **FFA Meeting- 11/14**
    k. **Thanksgiving Centerpiece Fundraiser 11/18-11/25**
    l. **Speech Manuscripts Due 11/25**

Greenfield High School Agriculture Department
Advisors: Michelle Côté and Daniel Villaseñor
225 S. El Camino Real
Greenfield, California 93927
(831) 674-2751 ext. 1402 or 1401

Agriculture Department Agenda
8/7/13
Collaboration Day

Present: Daniel Villasenor _____

Michelle Cote _____

Agenda:

1. **Budgets-**
   a. **AIG-Review any open POs**
   b. **ROP**
   c. **Perkins**
   d. **FFA**

2. **Courses- Curriculum and Sharing of Strategies**
   a. **Villasenor**
      i. **Ag Mechanics 1**
      ii. **Ag Mechanics 2**
      iii. **Advanced Projects**
      iv. **Ag Earth Science**
   b. **Cote**
      i. **Floral Design**
      ii. **Ag Biology**

3. **Upcoming FFA Events and Department Activities**
   a. **Ice Cream Social 8/22**
   b. **Monterey County Fair 8/27 – 9/2**
   c. **Movie and Pizza Night 9/19**
   d. **MB Section Opening and Closing Contest 10/9**
   e. **South Coast COLC 10/12-10/13**
   f. **Comprehensive Program Plan Due 10/15**

Greenfield High School Agriculture Department
Advisors: Michelle Côté and Daniel Villaseñor
225 S. El Camino Real
Greenfield, California 93927
(831) 674-2751 ext. 1402 or 1401

Agriculture Department Agenda
9/4/13
Collaboration Day

Present: Daniel Villasenor _____

Michelle Cote _____

Agenda:

1. **Budgets-**
    a. **AIG-Review any open POs**
    b. **ROP**
    c. **Perkins**
    d. **FFA**

2. **Courses- Curriculum and Sharing of Strategies**
    a. **Villasenor**
        i. **Ag Mechanics 1**
        ii. **Ag Mechanics 2**
        iii. **Advanced Projects**
        iv. **Ag Earth Science**
    b. **Cote**
        i. **Floral Design**
        ii. **Ag Biology**

3. **Upcoming FFA Events and Department Activities**
    a. **Movie and Pizza Night 9/19**
    b. **MB Section Opening and Closing Contest 10/9**
    c. **Roy Sausage Fundraiser Tickets- Order and Sales**
    d. **South Coast COLC 10/12-10/13**
    e. **Comprehensive Program Plan Due 10/15**
    f. **Greenhand Conference- 10/16**
    g. **Roy Sausage Fundraiser 10/19**
    h. **Greenhand Day 10/24**
    i. **Greenhand Banquet 10/24**

Greenfield High School Agriculture Department
Advisors: Michelle Côté and Daniel Villaseñor
225 S. El Camino Real
Greenfield, California 93927
(831) 674-2751 ext. 1402 or 1401

Agriculture Department Agenda
10/2/13
Collaboration Day

Present: Daniel Villasenor _____

Michelle Cote _____

Agenda:

1. **Budgets-**
   a. **AIG-Review any open POs**
   b. **ROP**
   c. **Perkins**
   d. **FFA**

2. **Courses- Curriculum and Sharing of Strategies**
   a. **Villasenor**
      i. **Ag Mechanics 1**
      ii. **Ag Mechanics 2**
      iii. **Advanced Projects**
      iv. **Ag Earth Science**
   b. **Cote**
      i. **Floral Design**
      ii. **Ag Biology**

3. **Upcoming FFA Events and Department Activities**
   a. **MB Section Opening and Closing Contest 9/9**
   b. **South Coast COLC 10/12-10/13**
   c. **Comprehensive Program Plan Due 10/15**
   d. **Greenhand Conference- 10/16**
   e. **Roy Sausage Fundraiser 10/19**
   f. **Greenhand Day 10/24**
   g. **Greenhand Banquet 10/24**
   h. **Greefield Harvest Festival 10/20**
   i. **FFA BIG and COOP- 11/6**
   j. **FFA Meeting- 11/14**
   k. **Thanksgiving Centerpiece Fundraiser 11/18-11/25**
   l. **Speech Manuscripts Due 11/25**

Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman

225 S El Camino Real Greenfield, California 93927

(831) 674-2751

EQUIPMENT LIST-2017

Implements

-3 point disc (5 ft)
-Pull Disk (non-operational Display only)

Other Equipment

-14 Ft livestock trailer
Portable scale
-Two floral coolers
-2012 Ford Van (seven passenger)
-2014 Ford Van (seven passenger)
-2016 Ford Transit (nine passenger)
-2016 GMC Sierra 2500 SLE-4x4 (5 passenger)
-1999 GMC 4X4 truck extended cab
-Two air compressors
-26 -10' hot dipped galv side panel
-10 -10' hot dipped galv 2 door panel
-3 -5X4 kidding panel w/gate
-10 -10' long X 4' high kidding panel
-10 -5' X 4' high kidding panel
-10- 6' high X 10' long chain link fence
-3 -40ft c-train containers
-1-10x12 Floral Cooler

Electronic Equipment

-16 computers
- 2 computer projectors
- 2 TV
1 color printer
-72 Dell Laptops
-2 Portable Charging carts
-Digital alleyway scale-1500 pounds

Greenfield FFA Advisory Committee Agenda

Location: Greenfield High School *Time: 6:00 pm* *Date: August 25, 2017*

- Call Meeting to Order

Agenda Items:

1. Current Classes Being offered
    a. Ag Earth Science-Meets UC entrance for "G" requirement-Elective Courses
    b. Ag Biology- Meets UC Entrance for "D" Requirement-Laboratory Science
    c. Ag Chemistry- Meets UC Entrance for "D" Requirement-Laboratory Science
    d. The Art & history of Floral Design- Meets UC entrance for "F" requirement-visual/performing art
    e. Ag Mechanics 1-Meets UC Entrance for "G" Requirement-Elective Courses also articulated with AIT 70 Class through Hartnell
    f. Ag Mechanics 2 & 3 (small engines/power machinery)
    g. Ag Construction
    h. Livestock management- ROP (spring fair)
    i. Animal Science- Meets UC Entrance for "D" Requirement-Laboratory Science
    j. Ornamental Horticulture- Meets UC entrance for "G" Requirement-Elective Courses

2. Classes being proposed for next year
    a. Ag business management/Ag Economics
    b. Build the 9th grade enrollment-8th grade recruitment

Greenfield FFA Advisory Committee Agenda

Location: Greenfield High School *Time: 6:00 pm* *Date: August 25, 2017*

3. Department successes/Changes
    a. Enrollment Numbers/ Courses offered
        i. Approximately 550 students enrolled
    b. State and American Degrees (State 1- American)
    c. 3 Regional proficiency winner-
        i. Emily Tavernetti-Diversified Ag.
        ii. Anthony Camacho-Ag Communications
            1. State Winner-Silver Recognition at Nationals
        iii. Gissell Neri-Corcoles-Vegetable crop
            1. State Winner-Gold Recognition-National Finalist
    d. 6th in state for Vegetable Judging Team
        i. 8th last year
    e. Salinas Valley Fair
        i. Rabbits
        ii. Sheep
        iii. Goats
        iv. Chickens
        v. Swine

4. Department Goals
    a. Greenhouse-Fix
    b. Barn
    c. Maintain student retention
    d. Higher numbers of State Degree and American Degree Recipients

5. Budgets
    a. District
    b. Perkins
    c. CTE
    d. ROP
    e. AIG

6. AIG Review
    a. Review Checklist
    b. Review Commendations and Recommendations

7. Any other Items for Discussion:

Greenfield FFA Advisory Committee MINUTES

Location: Greenfield High School *Time: 6:00 pm* *Date: August 25, 2017*

- Call Meeting to Order- 6:05 pm

Members Attended:

Chris Parish, Robbie Madsen, Will Taylor, Charley Lashley, Ethan Demaree, Morgan Demaree

Agenda Items:
Serve Dinner
Watch Welcome Video Created by Chapter officers

1. Current Classes Being offered
    a. Ag Earth Science-
    b. Ag Biology- Meets UC Entrance for "D" Requirement-Laboratory Science
    c. Ag Chemistry- Meets UC Entrance for "D" Requirement-Laboratory Science
    d. The Art & history of Floral Design- Meets UC entrance for "F" requirement-visual/performing art
    e. Ag Mechanics 1-Meets UC Entrance for "G" Requirement-Elective Courses also articulated with AIT 70 Class through Hartnell
    f. Ag Mechanics 2 & 3 (small engines/power machinery)
    g. Ag Construction
    h. Livestock management- ROP (spring fair)
    i. Animal Science- Meets UC Entrance for "D" Requirement-Laboratory Science
    j. Ornamental Horticulture- Meets UC entrance for "G" Requirement-Elective Courses

2. Classes being proposed for next year
    a. Ag business management/Ag Economics
    b. Advanced Floral
    c. Build the 9th grade enrollment-8th grade recruitment

Greenfield FFA Advisory Committee MINUTES

Location: Greenfield High School *Time: 6:00 pm* *Date: August 25, 2017*

3. Department successes/Changes
    a. Enrollment Numbers/ Courses offered
        i. Approximately 550 students enrolled for the 2017-2018 School year
    b. State and American Degrees (State 1- American)
    c. 3 Regional proficiency winner-
        i. Emily Tavernetti-Diversified Ag.
        ii. Anthony Camacho-Ag Communications
            1. State Winner-Silver Recognition at Nationals
        iii. Gissell Neri-Corcoles-Vegetable crop
            1. State Winner-Gold Recognition-National Finalist
    d. 6th in state for Vegetable Judging Team
        i. 8th last year
    e. Salinas Valley Fair
        i. Rabbits
        ii. Sheep
        iii. Goats
        iv. Chickens
        v. Swine

4. Department Goals
    a. Greenhouse-Fix
    b. Barn
    c. Maintain student retention
    d. Higher numbers of State Degree and American Degree Recipients

5. Budgets
    a. District-unknown
    b. Perkins-TBD
    c. CTE-86,000
    d. ROP-23,000
    e. AIG-12,800

6. AIG Review – Sign
    a. Review Checklist
    b. Review Commendations and Recommendations

Greenfield FFA Advisory Committee MINUTES

Location: Greenfield High School *Time: 6:00 pm* *Date: August 25, 2017*

7. Any other Items for Discussion:
    a. Members are pleased with the progress in a short amount of time. They will continue to advise and support the teachers and students of the greenfield FFA Program

Adjourned: 7:35

Instructions for the Greenfield

2017-2018 Agricultural Education Advisory Committees

1. You constitute an advisory committee for the South Monterey County Joint Unified High School District.
2. I welcome you on behalf of the board of administration.
3. You are agents of and appointed by the South Monterey County Joint Unified High School District Board of Trustees
4. While you are not a policy making body, you are advisory to the staff of the Greenfield High School Agriculture Education Department and through channels, to the principal, superintendent, and board. We need your expertise in this area.
5. The Greenfield High School Agricultural Education Department is interested in the best possible Agricultural Education program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want, the ideal if possible, must be compatible with available funds and state rules and regulations.
6. You will be a working committee and students & school staff expects to benefit from your work.
7. We need your help to:
   Review existing programs, courses of study, facilities, equipment.
   Propose new programs and/or courses when needed based on solid data for this community.
   Evaluate existing programs and proposed new programs.
   Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs (for use in building the program and planning for equipment and facilities)
   Help develop building plans; review architects plans etc.
   Help point out changes needed for the future in your area of interest- Keep program up to date.
   Help in placement and in evaluating performance of our Agricultural Education students at your school, college, or workplace.
8. You will be a "helping group" (as well as advisory) to instructors, as the program is progressing.
9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.
10. Your term will last three years and all nominees have been submitted to the board of trustees for approval.

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.

Advisory Committee for Agriculture Education

Greenfield High School

Greenfield, California

Section A- Purpose:

Article 1. The agriculture Advisory Committee shal exist only during such time as it is authorized by the administration of the District of the Board of Education.

Article 2. The Advisory Committee may direct its advice and recommendations toward the Agriculture teachers, the school, and the district administration or Board of Education. 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 district's Agriculture Education program.
c) Review the departments'' ability to meet state standards in the Agriculture Education.
d) Review and evaluate facilities and equipment available for the use of instruction.
e) Assist in evaluation of the agriculture program's 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 FFA Boosters Club.
i) The advisory committee shall have an appointed chair, vice chair. The secretary shall be one of the Agriculture instructors from the department.

Section B- Membership

Article 1. There shall be a maximum of 14 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

business, community, and educational representatives who serve the agriculture industry of agriculture department.

Article 2. Members shell 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 and can be renewed at the end of the term.
B) Be appointed and re-appointed as the need arises.
C) Have the only voting rights of the committee.
D) Appoint/approve an acting chairman and 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 the decision after consulting with the Agriculture Department Staff.

Article 7. The Board of Education shall appoint a Board Member and the District superintendent or his representative to act as non-voting member of the committee.

Article 8. The superintendent and Board Members will not be voting members but may attend meetings.

Article 9. The Agriculture Education Staff will be non voting members and will attend all meetings.

Section C- Meetings

Article 1. The committee shall meet no less than two times per year, ideally three times a 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 meeting during the year.

Article 3. Written notices of all regular meetings will be prepared and mailed 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 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) 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 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.

See program plan for proficiency standards.

Gmail Kelsey Councilman <klfernan1989@gmail.com>

Notification of Credential Issuance

2 messages

Commission on Teacher Credentialing <donotreply@ctc.ca.gov> Thu, Jul 28, 2016 at 1:41 AM
To: [redacted]
Cc: [redacted]

KELSEY LEIGH COUNCILMAN:

Congratulations, the Commission on Teacher Credentialing issued you the following document on 7/27/2016

Preliminary Single Subject Teaching Credential
Document Number: [redacted]
Issuance Date: 07/07/2016
Expiration Date: 08/01/2021
Authorized Subjects: Agriculture

The official record of your document is available on the Commission's website at http://goo.gl/1Ne9T0 where you may also print full document details. An employing agency may view the official record at http://goo.gl/PZ1Mvb

INTERNS: If your document is a teaching intern credential, the document contains a statement concerning the parameters of the intern teaching credential

It is your responsibility to keep your postal and email address information up to date. You may verify your personal profile and contact information at http://goo.gl/1Ne9T0.

As a document holder authorized to work with children, you are required to report every instance of child abuse known or suspected to have occurred to a child with whom you have professional contact to a Child Protective Agency.

You must report the incident immediately, or as soon as practicably possible, by telephone and send a written report to the Child Protective Agency within 36 hours after you become aware of the abuse of a child.

Your failure to report instances of child abuse known or reasonably suspected to you is a misdemeanor, punishable by up to six months in jail and/or by a fine of $1,000.00.

DO NOT REPLY This email has been sent from an automated system.

Commission on Teacher Credentialing <donotreply@ctc.ca.gov> Thu, Jul 28, 2016 at 1:41 AM
To: klfernan1989@gmail.com
Cc: cmauch@slocoe.org

KELSEY LEIGH COUNCILMAN:

Congratulations, the Commission on Teacher Credentialing issued you the following document on 7/27/2016

Clear Specialist Instruction Credential (Agriculture)
Document Number: [redacted]

The official record of your document is available on the Commission's website at http://goo.gl/1Ne9T0 where you may also print full document details. An employing agency may view the official record at http://goo.gl/PZ1Mvb

INTERNS: If your document is a teaching intern credential, the document contains a statement concerning the parameters of the intern teaching credential

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You must report the incident immediately, or as soon as practicably possible, by telephone and send a written report to the Child Protective Agency within 36 hours after you become aware of the abuse of a child.

Your failure to report instances of child abuse known or reasonably suspected to you is a misdemeanor, punishable by up to six months in jail and/or by a fine of $1,000.00.

DO NOT REPLY This email has been sent from an automated system.

2017-2018 Greenfield Agriculture Department Calendar

June

Top 20 Trip (overnight) Lake Tahoe	June 12-15

July

Officer Retreat (overnight) -Santa Cruz	July 10-12

August

Ice Cream Social	Aug 15
Parent Booster Meeting	Aug 17
MBS CATA Meeting-Watsonville	Aug 24
Advisory Meeting	Aug 27
Back to School Night	Aug 29
Monterey County Fair	Aug 30-Sep 4

September

SOLC (overnight)	Sept 9-10
GLC @ Paso Robles	Sept 13
Department Meeting	Sept 13
Chapter meeting	Sept 19
MBS Industry Tour	Sept 21
Blue and Gold Games @ Toro Park. Tbt	Sept 23
San Benito County Fair	Sept 27-Oct 1

October

MB Section Opening and Closing (Greenfield HS @4 pm)	Oct 4
Parent Booster Meeting	Oct 5
Rabbit Clinic	Oct 7
Department Meeting	Oct 11
Livestock Interest Meeting	Oct 11
Haunted House Meeting	Oct 13
South Coast COLC (Hollister HS) (overnight)	Oct 14-15
Greenfield Harvest Festival	Oct 14
SCR CATA Meeting-Hollister	Oct 15
National Convention and Washington D.C. Trip (Overnight)	Oct 23-31

November

Can Food drive	Nov 1-15
Roy's Sausage Sale @ Santa Lucia square	Nov 4
Department Meeting	Nov 8
FFA BIG and CO-OPS(Hosted by Gonzalez, at 4:30 PM)/CATA	Nov 8
FFA Meeting	Nov 15
Manuscripts due for prepared public speaking	Nov 13
New Professionals Institute	TBD

2017-2018 Greenfield Agriculture Department Calendar

December

Hollister Rabbit show	Dec 3
Holiday Gram Fundraiser	Dec 3-7
Greenhand day	Dec 5
Greenhand & Chapter degree banquet	Dec 5
Holiday Gram Delivery	Dec 8
Holiday Caroling	Dec 8
SCR Road Show	Dec 11

January

Red Wave Sale	Jan 6
Chapter meeting	Jan 16
B and S sale	Jan 20
MFE & ALA (overnight)	Jan 19-23
Job Interview Contest/Parli-Pro (@Soledad)	Jan 31

February

Hartnell Field Day (overnight)	Feb 3
Section and Region Proficiency Scoring	Feb 6
Local Project Comp	Feb 7
Red Wave Jackpot Show (overnight)	Feb 9-11
World Ag Expo (@Tulare)	Feb 14
Western Bonanza Jackpot Show (overnight)	Feb 16-19
FFA Week	Feb 18-23
Dodgeball meeting	Feb 21
Spaghetti Feed Fundraiser	Feb 23
SLE	Feb 20-23
Regional Officer Screenings	Feb 25-26
SCR CATA	Feb 26

March

UC Davis & West Hill Field Day (overnight)	Mar 3
MUSD Spring Fling Jackpot (overnight)	Mar 3
Chico Field day (overnight)	Mar 10
Project Comp Finalist	Mar 16
Merced Field Day (overnight)	Mar 16-17
Modesto Field Day (overnight)	
Chapter meeting	Mar 20
Regionals & Scrapbook Contest	Mar 23
Reedley Field Day (overnight)	Mar 30-31
MJC Jackpot (overnight)	Mar 31

April

State Degree Banquet (@Arroyo Grande)	Apr 6
Project Comp Banquet	Apr 11
Chapter meeting	Apr 17
Fresno Field Day (overnight)	Apr 20-21
State Speaking Finals Fresno (overnight)	Apr 19-20
State Conference @Anaheim, CA (overnight)	Apr 21-25

2017-2018 Greenfield Agriculture Department Calendar

May

Cal Poly State Finals	May 5
MBS CATA Planning Meeting	May 9
Salinas Valley Fair (@King City Fairgrounds)	May 16-20
Chapter Officer Screenings	May 22
End of the Year Banquet	May 25
Last Day of School	May 31

June

Top 20 Trip (overnight)	June 9-12
Officer Retreat (overnight)	June 18-21
CATA Summer Conference	June 24-28

Expected Professional Growth and Development Activities 17/18

August

24 Monterey Bay Section CATA Meeting

September

21 Monterey Bay Section Industry Tour

October

15 South Coast Regional CATA Meeting

23-31 National FFA Convention and DC experience

November

8 Monterey Bay Sectional CATA Meeting

December

11 South Coast Region Industry Tour

January

17 Monterey Bay Section CATA Meeting

February

26 South Coast Regional Meeting

May

9 Monterey Bay Section Meeting

June

24-28 CATA Summer Conference

28-30 CATA Ag Skills

FirstName	ChapterNa	City	Gender	Ethnicity	SAEType	FFAID	GradYear	YearsInAg
Ana	Greenfield	Greenfield	Female	Two or more		6.02E+08	2017	3
Guadalupe	Greenfield	Greenfield	Female	Two or more		6.02E+08	2019	3
Jimena	Greenfield	Greenfield	Female	Hispanic/Latino		6.03E+08	2021	1
Dafne	Greenfield	Greenfield	Female	Two or more		6.02E+08	2018	3
Ivan	Greenfield	Greenfield	Male	Hispanic/Latino		6.02E+08	2020	2
Veronica	Greenfield	Greenfield	Female	Hispanic/Latino		6.02E+08	2020	2
Angelina	Greenfield	Greenfield	Female	Hispanic/Latino		6.03E+08	2019	1
Hector	Greenfield	Greenfield	Male	Hispanic/Latino		6.03E+08	2021	1
Camila	Greenfield	Greenfield	Female	Two or more		6.02E+08	2019	3
Diego	Greenfield	Greenfield	Male	Hispanic/Latino		6.02E+08	2020	2
Iris	Greenfield	greenfield	Female	Hispanic/Latino		6.02E+08	2018	2
Lizeth	Greenfield	Greenfield	Female	White		6.03E+08	2019	1
Safia	Greenfield	Greenfield	Female	Two or more		6.03E+08	2019	1
Alexander	Greenfield	Greenfield	Male	Two or more		6.02E+08	2019	2
Dulce	Greenfield	greenfield	Female	Two or more		6.02E+08	2018	2
Lizbeth	Greenfield	Greenfield	Female	Two or more		6.02E+08	2018	2
Marlene	Greenfield	Greenfield	Female	Hispanic/Latino		6.02E+08	2020	2
Bianca	Greenfield	Greenfield	Female	Hispanic/Latino		6.02E+08	2020	2
Marlin	Greenfield	greenfield	Female	Laotian		6.03E+08	2021	1
Alejandro	Greenfield	Greenfield	Male	White		6.02E+08	2020	2
Aaron	Greenfield	Greenfield	Male	Hispanic/Latino		6.03E+08	2021	1
Cristopher	Greenfield	Greenfield	Male	Hispanic/Latino		6.03E+08	2021	1
Berenice	Greenfield	Greenfield	Female	Hispanic/Latino		6.02E+08	2020	2
Luis	Greenfield	Greenfield	Male	Two or more		6.02E+08	2019	3
Devina	Greenfield	Greenfield	Female	Hispanic/Latino		6.01E+08	2018	4
Jose Manu	Greenfield	Greenfield	Male	Hispanic/Latino		6.03E+08	2020	1
Alexander	Greenfield	Greenfield	Male	Hispanic/Latino		6.03E+08	2021	1
Julian	Greenfield	Greenfield	Male	Two or more		6.02E+08	2018	3
Mauricio	Greenfield	Greenfield	Male	Two or more		6.02E+08	2019	3
Vianca	Greenfield	Greenfield	Female	Hispanic/Latino		6.02E+08	2019	2
jose	Greenfield	greenfield	Male	Hispanic/Latino		6.03E+08	2018	1
Johana	Greenfield	Greenfield	Female	Hispanic/Latino		6.02E+08	2020	2
Francisco	Greenfield	Greenfield	Male	Hispanic/Latino		6.03E+08	2019	1
Perla	Greenfield	Greenfield	Female	Hispanic/Latino		6.02E+08	2020	2
Bertha	Greenfield	Greenfield	Female	Hispanic/Latino		6.01E+08	2018	4
Isaiah	Greenfield	Greenfield	Male	Hispanic/Latino		6.03E+08	2019	1
Roberto	Greenfield	Greenfield	Male	Two or more		6.02E+08	2019	3
Samantha	Greenfield	Greenfield	Female	White		6.02E+08	2020	2
Armando	Greenfield	greenfield	Male	Hispanic/Latino		6.03E+08	2019	1
Jared	Greenfield	Greenfield	Male	Hispanic/Latino		6.02E+08	2020	2
Adriana	Greenfield	Greenfield	Female	Hispanic/Latino		6.02E+08	2020	2
Juan	Greenfield	Greenfield	Male	Hispanic/Latino		6.02E+08	2019	2
Raide	Greenfield	Greeenfiel	Male	Hispanic/Latino		6.02E+08	2020	2
Valerio	Greenfield	Greenfield	Male	Hispanic/Latino		6.02E+08	2020	2
Alejandro	Greenfield	Greenfield	Male	Hispanic/Latino		6.03E+08	2020	1
Isaiah	Greenfield	Greenfield	Male	White		6.03E+08	2019	1

Omar	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	3
James Patr	Greenfield	Greenfield	Male	Filipino	6.03E+08	2021	1
Mayte	Greenfield	Greenfield	Female	White	6.03E+08	2019	1
Steffi Mari	Greenfield	Greenfield	Female	Filipino	6.03E+08	2019	1
Anahi	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Daniela	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Deja	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2019	2
Sandy	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2019	2
Vanessa	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2018	1
Anthony	Greenfield	Greenfield	Male	White	6.01E+08	2017	4
Esperanza I	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2019	2
Octavio	Greenfield	Greenfield	Male	Two or more	6.02E+08	2020	2
Beatriz	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Carlos Gilb	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Yliana Tere	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2018	3
Rigoberto I	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2019	2
Sabryna	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Bianca	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	2
Ariel	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Nadine	Greenfield	greenfield	Female	Hispanic/Latino	6.02E+08	2018	2
Omar	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2019	2
Oscar	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	2
Brayan	Greenfield	Greenfield	Male	Two or more	6.02E+08	2018	2
marlene	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Marlene	Greenfield	Greenfield	Female	White	6.02E+08	2019	2
Gabriela	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Imelda	Greenfield	greenfield	Female	Two or more	6.02E+08	2018	3
Julia	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Dezarey	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Marina	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Ana	Greenfield	greenfield	Female	White	6.03E+08	2019	1
Michel	Greenfield	Greenfield	Female	Hispanic/Latino	6.01E+08	2018	4
Anthony	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	3
Fabian	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Joanna	Greenfield	Greenfield	Withheld	White	6.03E+08	2019	1
Jose	Greenfield	greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Luis	Greenfield	Greenfield	Male	Two or more	6.02E+08	2018	3
Austin	Greenfield	Greenfield	Male	White	6.02E+08	2019	3
Alex	Greenfield	GREENFIEL	Male	White	6.02E+08	2020	2
Indira	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2019	2
Jose Luis	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	3
Vanessa	Greenfield	Greenfield	Female	Hispanic/Latino	6.01E+08	2018	4
Dulce A	Greenfield	Greenfield	Female	Hispanic/Latino	6.01E+08	2018	4
Jorge	Greenfield	greenfiled	Male	White	6.03E+08	2018	1
Lizbeth	Greenfield	Greenfield	Female	Two or more	6.01E+08	2016	6
Johnny	Greenfield	Greenfield	Male	White	6.02E+08	2019	3
Paula	Greenfield	Greenfield	Female	Two or more	6.01E+08	2018	4

Diana	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Samuel	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Fidel	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	3
Araceli	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2018	2
Guadalupe	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Selene	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Jacqueline	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Ariel	Greenfield	Greenfield	Female	White	6.02E+08	2018	2
Carlos Tom	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Elizabeth	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Ricardo	Greenfield	Greenfield	Male	Two or more	6.01E+08	2018	4
Valentina	Greenfield	Greenfield	Female	White	6.03E+08	2021	1
Norberto	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Roberto	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2018	2
Ricardo	Greenfield	greenfield	Male	Hispanic/Latino	6.01E+08	2018	4
Rosalinda	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Andrea	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2018	4
Brisa	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Eduardo	Greenfield	Greefiled	Male	Hispanic/Latino	6.03E+08	2019	1
Giobani	Greenfield	Greenfield	Male	White	6.03E+08	2020	1
Jahaira	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2018	2
Andres	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Diana	Greenfield	greenfield	Female	Two or more	6.02E+08	2019	3
Dominic	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Javier	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Maria	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Daniel	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Angel	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Angel	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Daniel	Greenfield	Greenfield	Male	Hispanic/Latino	6.01E+08	2018	4
Xavier	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Maria	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Eric	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	3
Alexandro	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Galilea	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Jesus	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Sergio	Greenfield	Greenfield	Male	Two or more	6.01E+08	2018	4
Jose	Greenfield	greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Ashley Arle	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Brian	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Violeta	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Kandyce	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Anthony Se	Greenfield	Greenfield	Male	White	6.02E+08	2019	2
Alex	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Anthony	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Cassandra	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
David	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	3

David Alexi	Greenfield	greenfield	Male	Two or more	6.02E+08	2018	3
Fernando	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Isaac	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Isaiah	Greenfield	Greenfield	Male	White	6.02E+08	2019	2
Jennifer	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Jonathan	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Jose Luis	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Lizeth	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Luis Daniel	Greenfield	Greenfield	Male	Hispanic/Latino	6.01E+08	2018	4
Marcus	Greenfield	Greenfield	Male	White	6.03E+08	2019	1
Priscila	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Zuelema	Greenfield	greenfield	Female	Two or more	6.03E+08	2021	1
Alexus	Greenfield	Greenfield	Female	White	6.03E+08	2021	1
Jacquline	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2018	3
Manuel	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Yelena	Greenfield	Greenfield	Female	White	6.03E+08	2021	1
Jesus	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Laisha	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Melany	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	2
Veronica	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2018	3
Crystal	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Angely Gua	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Manuel	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2017	2
Monica	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Christian	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	3
Gerardo	Greenfield	Greenfield	Male	Two or more	6.01E+08	2018	3
Soraya	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2018	2
Francisco	Greenfield	Greenfield	Male	Hispanic/Latino	6.01E+08	2018	3
Juan Eligio	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2018	2
Juanita	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Melissa	Greenfield	Greenfield	Female	Hispanic/Latino	6.01E+08	2018	5
Mitchell	Greenfield	Greenfield	Male	White	6.01E+08	2017	5
Emmanuel	Greenfield	Greenfield	Male	Two or more	6.02E+08	2018	3
Julissa	Greenfield	Greenfeild	Female	Hispanic/Latino	6.02E+08	2020	2
Bryan	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Hector	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Karla	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2018	1
Miguel	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Joel	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2019	2
Melissa	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Artemio	Greenfield	Greenfield	Male	Two or more	6.02E+08	2018	3
Aiden	Greenfield	Greenfield	Male	White	6.03E+08	2021	1
Andrew	Greenfield	greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Angel	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Daisy	Greenfield	Greenfield	Female	Two or more	6.02E+08	2018	3
Francisco	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Jeniffer	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2

Jose Alex	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Jose De Jes	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Josue	Greenfield	greenfield	Male	Two or more	6.02E+08	2019	3
Katya	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Leobardo	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Nicole	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Oscar	Greenfield	greenfield	Male	White	6.03E+08	2021	1
Ruby	Greenfield	Greenfield	Female	Two or more	6.01E+08	2017	3
Samantha	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Yanin	Greenfield	Greenfield	Female	White	6.03E+08	2021	1
Isaiah	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Miguel	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Maria	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Sarahi	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Jairo	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Luis	Greenfield	greenfield	Male	Hispanic/Latino	6.02E+08	2019	3
Jessica	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Vianny	Greenfield	Greenfield	Female	White	6.03E+08	2019	1
David	Greenfield	1129 Oak A	Male	Hispanic/Latino	6.02E+08	2020	2
Eduardo	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2018	1
Damaris G.	Greenfield	Greenfield	Female	Two or more	6.01E+08	2018	4
Edgar	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Felicia Kass	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2019	2
Natalie	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Abraham	Greenfield	Greenfield	Male	White	6.02E+08	2019	2
Rocio	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Alexis	Greenfield	greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Edwin	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Agustin	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Angel-Briar	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Edward Jai	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2018	2
Julie	Greenfield	Greenfield	Female	White	6.03E+08	2020	1
Xavier Joaq	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Angel	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2019	2
Joshua	Greenfield	Greenfeild	Male	Hispanic/Latino	6.02E+08	2020	2
Octavio	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Angel Gabr	Greenfield	Greenfield	Male	White	6.03E+08	2020	1
Calvin	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2018	3
Elizabeth	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Isaiah Juan	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Jenny	Greenfield	Greenfield	Female	White	6.03E+08	2019	1
Juan Manu	Greenfield	Greenfield	Male	White	6.02E+08	2018	2
Nathaniel	Greenfield	Greenfield	Male	Hispanic/Latino	6.01E+08	2018	4
Israel	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Ivan	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	3
Mariah	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Leslie	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1

Giovanny	Greenfield	Greenfield	Male	Hispanic/Latino	6.01E+08	2018	4
Juan	Greenfield	Greenfield	Male	Two or more	6.01E+08	2017	5
Carlos	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Julia	Greenfield	greenfield	Female	White	6.03E+08	2020	1
Esmeralda	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2018	2
Valerie	Greenfield	greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Kristian	Greenfield	Greenfield	Male	Two or more	6.02E+08	2018	3
Jose	Greenfield	GreenField	Male	Hispanic/Latino	6.03E+08	2021	1
Stephanie	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Marisol	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Adriana	Greenfield	Greenfied	Female	Hispanic/Latino	6.03E+08	2019	1
Araceli	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Carolina	Greenfield	Greenfield	Female	Two or more	6.01E+08	2017	5
Claudia	Greenfield	Greenfield	Female	White	6.02E+08	2020	2
Eric	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Erica	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Gabriel	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2019	2
Gabriel Jr.	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Isaac	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	2
Jesse Isaiah	Greenfield	Greenfield	Male	White	6.02E+08	2020	2
Jose Arturo	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2018	1
Jose Conce	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Juan	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2018	1
Kenny	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	2
Kimberly	Greenfield	Greenfield	Female	White	6.03E+08	2021	1
Lucero	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Mia	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Nayeli	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Obadiah	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Oscar	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Raul-Arma	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2019	2
Zulma	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2019	2
Victor	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Maria G.	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2019	3
Jose Luis	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2018	1
Oscar	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Araceli	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Jesus	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Gilberto	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Kevin	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2018	2
Lizbet	Greenfield	Greenfield	Female	White	6.02E+08	2020	2
Marisol	Greenfield	Greenfield	Female	White	6.03E+08	2019	1
Angela	Greenfield	greenfield	Female	Hispanic/Latino	6.02E+08	2019	2
Jasmin	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Randy	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Sophia	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2018	2
Arely	Greenfield	Greenfield	Female	Two or more	6.02E+08	2018	3

Evelyn	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Jose Juan	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Viviana	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Jonni	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Andre	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Gregory	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	2
Jordan	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	3
Norvella	Greenfield	Greenfield	Female	Pacific Islander	6.01E+08	2016	5
Esther	Greenfield	Greenfield	Female	White	6.03E+08	2021	1
Keyri	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Clara	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Lesley	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Guadalupe	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Humberto	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Juan	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Wendy	Greenfield	Greeenfiel	Female	Hispanic/Latino	6.02E+08	2020	2
Izaiah	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2022	1
Irma	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2019	3
Ivan	Greenfield	King City	Male	Hispanic/Latino	6.02E+08	2019	2
Natalie	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Juan	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Jose	Greenfield	Greenfield	Male	Two or more	6.02E+08	2018	3
Brandon	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Destiny	Greenfield	King City	Female	Two or more	6.02E+08	2019	3
Salvador	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Andrea Cel	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2018	1
Hector	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Lorenzo	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Nelson	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Lesly	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Gissel	Greenfield	Greenfield	Female	Two or more	6.01E+08	2017	5
Griselda	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Fatima	Greenfield	greenfield	Female	White	6.03E+08	2020	1
Rogelio	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Desiray	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Paul Rober	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2018	1
Artemio	Greenfield	Greenfield	Male	White	6.02E+08	2019	2
Benjamin	Greenfield	Greenfield	Male	Two or more	6.01E+08	2018	4
Grace	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Nancy	Greenfield	Greenfield	Female	Two or more	6.02E+08	2018	3
Nancy	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	2
Sergio	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Bryan	Greenfield	greenfield	Male	Two or more	6.02E+08	2019	3
Emmanuel	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Nancy	Greenfield	Greenfield	Female	White	6.03E+08	2019	1
Margarita I	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Faviana	Greenfield	Greenfield	Female	White	6.02E+08	2020	2

Riquelino	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	3
Aislinn	Greenfield	Greenfiled	Female	Two or more	6.01E+08	2018	4
Monica	Greenfield	Greenfield	Female	Two or more	6.02E+08	2018	3
Cassandra	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Isaac	Greenfield	Greenfield	Male	Two or more	6.01E+08	2018	4
Alexis	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2019	2
Jimmy	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Luis	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Brian Jimer	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Agustin	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Andrea	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Daniel	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Yulitsa	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Maira	Greenfield	Greenfield	Female	Two or more	6.02E+08	2018	3
Deina M.	Greenfield	Greenfield	Female	White	6.01E+08	2018	4
Abraham	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	3
Adrian	Greenfield	Greenfield	Male	Hispanic/Latino	5.54E+08	2017	6
Catalina	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Cristian	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Elyssa	Greenfield	Greenfield	Female	Hispanic/Latino	6.01E+08	2018	4
Evelyn Mor	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Jazmine	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Joshua	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Omar	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2019	2
Ricardo	Greenfield	greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Tania	Greenfield	Greeenfiel	Female	Hispanic/Latino	6.03E+08	2021	1
Daniel	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Nayely	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Daniel	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Jonathan	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Jorge	Greenfield	Greenfield	Male	Two or more	6.02E+08	2018	3
Carmen	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Juanita	Greenfield	greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Jimena	Greenfield	Greenfild	Female	Two or more	6.02E+08	2019	2
Alexander	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Jason	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Elizabeth	Greenfield	greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Edwin	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Nancy	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Aligha	Greenfield	Greenfield	Female	White	6.02E+08	2019	3
Alijah	Greenfield	Greemfield	Male	Hispanic/Latino	6.02E+08	2018	2
Athena	Greenfield	Greenfield	Male	White	6.01E+08	2017	4
Audryana	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Eduardo	Greenfield	Greenfield	Male	Two or more	6.01E+08	2018	4
Ernesto	Greenfield	greenfielld	Male	Hispanic/Latino	6.03E+08	2020	1
Estefania	Greenfield	Greenfield	Female	White	6.03E+08	2021	1
Joana B	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3

Modesto	Greenfield	Greenfield	Male	White	6.03E+08	2021	1
Samuel	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2018	1
Jose Luis	Greenfield	Greenfield	Male	Two or more	6.03E+08	2021	1
Jessica	Greenfield	Greenfield	Male	American Indian	6.01E+08	2017	5
Michelle	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Natalie	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Ana	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2018	1
Andrea	Greenfield	Greenfield	Female	Two or more	6.01E+08	2018	2
Marcos	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2018	1
Sara	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Abigail Ceja	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Candelaria	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2019	2
Jose	Greenfield	Greenfield	Male	Two or more	6.01E+08	2018	4
KayLee	Greenfield	Greenfield	Female	White	6.03E+08	2021	1
Jesus	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Leslie	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	2
Erik	Greenfield	king city	Male	Hispanic/Latino	6.03E+08	2021	1
Sarah	Greenfield	Greenfield	Female	White	6.02E+08	2019	2
Cristina	Greenfield	greenfield	Female	Hispanic/Latino	6.02E+08	2019	2
David	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Delilah	Greenfield	Greenfield	Female	Two or more	6.01E+08	2018	4
Jocelyn Rei	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
ASHLEY	Greenfield	greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Erika	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
joanna	Greenfield	greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Julian	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Yadira	Greenfield	greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Maria	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Christian	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Edgar	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Emily	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Jesus	Greenfield	Greenfield	Male	White	6.02E+08	2019	2
Jonathan	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Paulina	Greenfield	Greenfiled	Female	Hispanic/Latino	6.03E+08	2020	1
Emiliano	Greenfield	Greenfield	Male	White	6.03E+08	2020	1
aliyah	Greenfield	greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Clarissa	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Maria Guac	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2018	1
Nicolas	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Carla	Greenfield	Greenfield	Female	White	6.03E+08	2020	1
Daniela	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Francisco	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
gisel	Greenfield	greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Isela	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Izabella	Greenfield	GREENFIEL	Withheld	Hispanic/Latino	6.02E+08	2019	2
Izaias	Greenfield	Greenfield	Male	Filipino	6.03E+08	2021	1
Stephanie	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1

Wendy Izal	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Alex	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2018	3
Maribel	Greenfield	greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Viviana	Greenfield	Greenfield	Female	White	6.03E+08	2020	1
Antonio	Greenfield	Greenfield	Male	Two or more	6.02E+08	2018	3
Susana	Greenfield	greenfield	Female	White	6.03E+08	2019	1
Karen	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Christophe	Greenfield	salinas	Male	Hispanic/Latino	6.03E+08	2018	1
Eduardo	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Efrain Ray	Greenfield	Greenfield	Male	Pacific Islander	6.02E+08	2019	3
Johnny	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Victoria	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Erika	Greenfield	Greenfield	Female	Two or more	6.01E+08	2018	4
Efrain	Greenfield	Greenfield	Male	Laotian	6.03E+08	2021	1
Jazmine	Greenfield	King City	Female	White	6.03E+08	2019	1
Stephanie (	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2018	2
Alejandro	Greenfield	Greenfield	Male	Two or more	6.02E+08	2018	3
Ruben	Greenfield	Greenfield	Male	Two or more	6.01E+08	2018	3
Carlos Migı	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Ivan David	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Daisy	Greenfield	Greenfield	Female	Hispanic/Latino	6.01E+08	2018	4
Isaias	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Yadhira	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Jesus	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Julian	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2018	2
Jennifer	Greenfield	Greenfield	Female	White	6.02E+08	2020	2
Monique	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2019	2
Violet	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Jonathan	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2019	3
Juan	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Jonathan	Greenfield	greenfield	Male	Black	6.03E+08	2019	1
Damian	Greenfield	Greenfield	Male	Two or more	6.02E+08	2018	3
Guadalupe	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Ivan	Greenfield	Greenfield	Male	White	6.03E+08	2021	1
Javier	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Lupita	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Silverio	Greenfield	Greenfield	Male	White	6.03E+08	2018	1
Ana	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2019	2
Jaime	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Johanna	Greenfield	Greenfiled	Female	Two or more	6.02E+08	2018	2
Roberto	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	2
Candy	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Blas	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Ivan	Greenfield	Greenfield	Male	White	6.02E+08	2020	2
Jennifer	Greenfield	greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Juan	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2020	2
Salvador	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	2

Samantha	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Katherine	Greenfield	Greenfield	Female	Two or more	6.02E+08	2020	2
Jose	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	3
Alexis Gom	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Cassandra	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Saira	Greenfield	greenfield	Female	Hispanic/Latino	6.02E+08	2019	2
Ana Carolir	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2021	1
Daisy	Greenfield	Greenfield	Female	White	6.03E+08	2020	1
Crystelle	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2019	3
Denise	Greenfield	Greenfield	Female	Two or more	6.02E+08	2018	3
Elizabeth	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Fabian	Greenfield	greenfield	Male	White	6.01E+08	2018	4
Jose	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2018	1
Christian	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Rodrigo	Greenfield	greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Cristobal	Greenfield	Greenfield	Male	White	6.02E+08	2018	2
Osbaldo	Greenfield	Greenfield	Male	Two or more	6.02E+08	2018	2
Judith	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2020	1
Andres	Greenfield	Greenfield	Male	White	6.03E+08	2020	1
Angie	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2019	2
Rosa	Greenfield	Greenfield	Withheld	Hispanic/Latino	6.02E+08	2020	2
Angel	Greenfield	Greenfield	Male	White	6.03E+08	2020	1
Eduardo	Greenfield	Greenfield	Male	Two or more	6.02E+08	2019	3
Verenice	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Briseida	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Alexandro	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2018	2
Jonathan	Greenfield	Greenfield	Male	Two or more	6.01E+08	2018	3
Ramiro	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2018	1
Erica	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Francisco	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Beatriz Tan	Greenfield	Greenfield	Female	Hispanic/Latino	6.03E+08	2019	1
Fabian	Greenfield	greenfield	Male	Two or more	6.02E+08	2019	3
Oscar	Greenfield	Greenfield	Male	Hispanic/Latino	6.01E+08	2019	5
Pedro	Greenfield	greenfield	Male	Hispanic/Latino	6.02E+08	2018	2
Eduardo	Greenfield	Greenfield	Male	Hispanic/Latino	6.02E+08	2019	2
Saul	Greenfield	Greenfield	Male	Two or more	6.02E+08	2018	3
Yesenia	Greenfield	Greenfield	Female	White	6.01E+08	2018	4
Juan	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2021	1
Jesus	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2020	1
Anaiz	Greenfield	Greenfield	Female	Hispanic/Latino	6.02E+08	2020	2
Brandi	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3
Alex	Greenfield	Greenfield	Male	Hispanic/Latino	6.03E+08	2019	1
Miranda	Greenfield	Greenfield	Female	Two or more	6.02E+08	2019	3

South Monterey County Joint Union High School District

REQUEST TO ATTEND CONFERENCE/IN-SERVICE

This form must be received in the Business Office **fifteen (15) working days** prior to the registration deadline with a copy of all hotel and conference information attached to assure timely processing. A copy of the form will be returned to you when approved.

Name: Kelsey Councilman **School/Dept:** Greenfield Hs / Ag

Conference: New Professionals Institute **Date(s):** Nov. 16-17 2016 **Location:** Fresno

Purpose of Conference (attach page from School Plan): gain necessary skills to be a successful Ag teacher as well as FFA advisor

Estimated Expenses:

Registration Fee $ 125

Registration Deadline 11/7/16

☑ Will submit PO for Registration ☐ Will submit reimbursement request for registration n/a

Hotel Name Piccadilly Inn Airport $ Included in Registration

# of nights 1 x Room Rate (include tax) _____

☑ Will submit PO for lodging ☐ Will submit reimbursement request for lodging

Estimated Miles (attach MapQuest) at current IRS rate $0.54/mile 270 miles $ 145.8

Other Transportation (specify) personal Vehicle $ _____

Meals: # of: Breakfast _____ Lunch _____ Dinner 2 $ _____

Other expenses (specify): _____ $ _____

Substitute: # of days 2 x current substitute rate $ 300

TOTAL $ _____

Account Code to be charged (**REQUIRED**): Paid for outside grant South Coast Regional Ag Ed Consortium

A Conference Expense Claim form with receipts for all expenses must be completed within 30 days upon your return.

Employee	Date	Supervisor	Date
Director of Ed. Services	Date	CBO	Date
Superintendent	Date		

03/15

New Professionals Institute - November 16 - 17, 2016

BE CERTAIN TO PRINT YOUR CONFIRMATION SCREEN AS A RECEIPT WILL NOT BE PROVIDED TO YOU UNTIL YOU CHECK IN AT THE CONFERENCE.

The New Professionals Institute in Agricultural Education emphasizes topics critical for the growth and development of competent and confident first, second and third year teachers of agriculture. The purpose of the Institute is to provide early career agricultural teachers with the necessary skills to help them fulfill their roles as classroom teachers, FFA and SAE advisors, program managers, and mentors to students and other teachers.

Early career teachers will be introduced to a support network of exceptional agriculture teachers, teacher educators, state staff and industry leaders for follow-up assistance. The Institute will also provide a forum for interacting with other early career teachers statewide.

Institute Objectives:
The objectives for this institute include: (1) provide agricultural teachers with workshops, skills, and access to resources to assist them in the critical retention years of the agriculture teaching profession and (2) allow them the opportunity to spend time with their peers in a non-threatening, non-competitive atmosphere.

Meeting Location, Lodging, Meals, and Attire:
The Institute will be held at the Piccadilly Inn Airport 5115 E McKinley, Fresno CA 93727. Accommodation arrangements will be made through the Institute Coordinator. Rooms are double occupancy. Be sure state your preference in roommates. If you desire your own room, you will need to pay the difference of $50.00. The following meals are included: 11/16 – Continental breakfast, lunch and dinner and 11/17 - Breakfast. Business attire is preferred (Men: sport coat with tie, button up shirt, dress pants Women: jacket or dressy sweater, dress pants or skirt, blouse).

Registration:
The two-day Institute is November 16 and 17, 2016. The registration fee is $125 and includes lodging on November 16th for out-of-town participants. Those requesting their own rooms will pay a total of $175.

If your registration is being handled through your district office with either a PO or check, please complete this registration form as soon as possible. Deadline for registration is November 7, 2016. Payment must be received by Donetta Dunnigan by 11/14, or be prepared to pay at conference check in on 11/16.

Make payment payable to "Cal Poly" and send to:

Donetta Dunnigan
Cal Poly - Agricultural Education and Communication Department
1 Grand Avenue
San Luis Obispo, CA 93407

fax: 805-756-2799
drosson@calpoly.edu

Continuing Education Credit:
Participants will be eligible to earn one semester unit of Fresno Pacific University Extended Education credit. The cost of 1 unit of credit is $80.00 and must be paid on or before registration with cash or check. The opportunity to register for this credit will only be available during registration on Wednesday, November 16th. You will pay Fresno Pacific University for one unit of Continuing Education credit. A form for units will be completed at the Institute.

This Year's Topics Include:
- Integrated AgriScience Courses
- Improving Supervised Agricultural Experience Access for All Students
- Organization & Time Management
- Inquiry Based Learning
- Mastering Crucial Conversations
- Agricultural Safety
- Incorporating Farm to Fork
- Fundraising and Grant Writing
- Industry Tours for 3rd Year Teachers!

Questions?
Ann De Lay, Institute Coordinator
(805) 756-2803 or adelay@calpoly.edu

* Required

Last Name *

Your answer

First Name *

Your answer

Email Address (Double Check for Accuracy) *

Your answer

YOUR TRIP TO:

5115 E McKinley Ave, Fresno, CA 93727-1965

2 HR 35 MIN | 135 MI

Trip time based on traffic conditions as of 3:32 PM on September 28, 2016. Current Traffic: Light

1. Start out going **southeast** on El Camino Real S.

Then 19.81 miles — 19.81 total miles

EXIT **2.** Take the **CA-198** exit, EXIT 273, toward **San Lucas/Coalinga**.

Then 0.22 miles — 20.02 total miles

3. Turn **left** onto CA-198.

If you reach US-101 S you've gone about 0.2 miles too far.

Then 57.30 miles — 77.32 total miles

4. CA-198 becomes Fresno Coalinga Rd.

Then 17.67 miles — 94.99 total miles

5. Fresno Coalinga Rd becomes W Mount Whitney Ave/CA-145.

Then 0.14 miles — 95.13 total miles

6. Turn **left** onto S Lassen Ave/CA-145. Continue to follow CA-145.

If you reach S Siskiyou Ave you've gone about 0.9 miles too far.

Then 11.88 miles — 107.01 total miles

7. Stay **straight** to go onto S McMullin Grade.

Then 7.12 miles — 114.12 total miles

8. S McMullin Grade becomes S Dickenson Ave.

Then 5.02 miles — 119.14 total miles

9. Turn **right** onto W Whitesbridge Ave/CA-180. Continue to follow CA-180 E.

CA-180 E is 0.5 miles past W Kearney Blvd.

If you are on N Dickenson Ave and reach W Nielsen Ave you've gone about 0.4 miles too far.

Then 13.93 miles — 133.07 total miles

EXIT **10.** Take the **Peach Ave** exit, EXIT 62.

Then 0.38 miles — 133.45 total miles

11. Turn **left** onto N Peach Ave.

Then 0.91 miles — 134.36 total miles

12. Turn **left** onto E McKinley Ave.

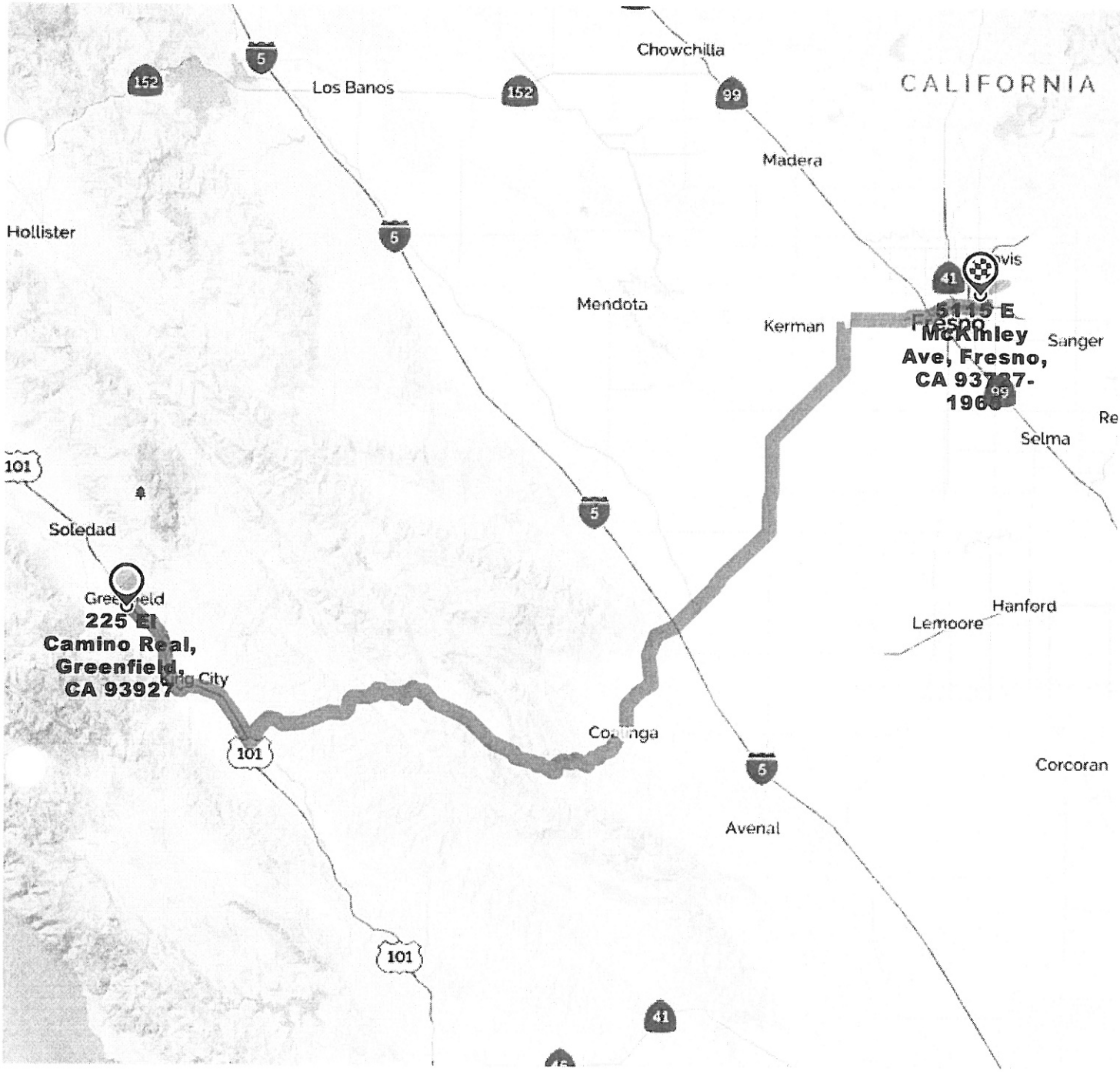
E McKinley Ave is 0.1 miles past E Home Ave.

Then 0.17 miles — 134.53 total miles

13. 5115 E MCKINLEY AVE.

If you reach N Helm Ave you've gone about 0.1 miles too far.

Use of directions and maps is subject to our Terms of Use. We don't guarantee accuracy, route conditions or usability. You assume all risk of use.


Chowchilla
CALIFORNIA
Los Banos
Madera
Hollister
Mendota
Kerman
5115 E McKinley Ave, Fresno, CA 93727-1960
Sanger
Selma
Soledad
225 El Camino Real, Greenfield, CA 93927
Hanford
Lemoore
Corcoran
Avenal

Greenfield High School Agriculture Department

Daniel Villaseñor Desiree Villaseñor Kelsey Councilman

225 S El Camino Real Greenfield, California 93927

[redacted] Ext. [redacted]

CATA Card

I am a current paid member of the CATA. However, the location of my card is unknown.

Last Name	First Name	Email	School	Paid
Region: South Coast Region			**Section:** MTB	
Almond	[redacted]	[redacted]	Salinas HS	☐
Birmingham	[redacted]	[redacted]	Gonzales UHS	☑
Carminati-Graha	[redacted]	[redacted]	Soledad HS	☑
Clifford	[redacted]	[redacted]	Soledad HS	☑
Correia	[redacted]	[redacted]	Watsonville HS	☑
Councilman	Kelsey	[redacted]	Greenfield HS	☑
Davis	[redacted]	[redacted]	Hartnell College	☐
Graham	[redacted]	[redacted]	Hartnell College	☑
Kantner	[redacted]	[redacted]	Watsonville HS	☑
Kaplan	[redacted]	[redacted]	Soquel HS	☐
Kelley	[redacted]	[redacted]	North Salinas HS	☑
Kuntz	[redacted]	[redacted]	North Salinas HS	☐
Larrus	[redacted]	[redacted]	Watsonville HS	☑
Martinez	[redacted]	[redacted]	Salinas HS	☐
Morasca	[redacted]	[redacted]	Gonzales UHS	☑
Noroian	[redacted]	[redacted]	North Salinas HS	☐
Peterson	[redacted]	[redacted]	King City HS	☑
Pheasant	[redacted]	[redacted]	Hartnell College	☐
Porter-Cervantes	[redacted]	[redacted]	King City HS	☐
Rodriguez	[redacted]	[redacted]	Gonzales UHS	☑
Serna	[redacted]	[redacted]	Everett Alvarez HS	☑
Smith	[redacted]	[redacted]	King City HS	☑
Souza	[redacted]	[redacted]	Everett Alvarez HS	☑
Souza	[redacted]	[redacted]	King City HS	☑
Stevens	[redacted]	[redacted]	Soquel HS	☐
Triano	[redacted]	[redacted]	Hartnell College	☐
Villaseñor	[redacted]	[redacted]	Greenfield HS	☑
Villaseñor	[redacted]	[redacted]	Greenfield HS	☑
Word	[redacted]	[redacted]	Soledad HS	☑
[redacted]	[redacted]	[redacted]	King City HS	☑

Count: 30
Paid: 20

Greenfield High School Agriculture Department

Daniel Villaseñor Desiree Villaseñor Kelsey Councilman

225 S El Camino Real Greenfield, California 93927

[redacted] Ext. [redacted]

2017 South Coast Region Industry Tour Report

Dear Mr. Lynch,

The South Coast Region CATA Industry tour that the GHS Ag Teachers attended was an invaluable resource. We had the opportunity not only to tour facilities that are not often open to public, but a chance to collaborate with other teachers and administration about agriculture and their programs.

We has a tour of the Evert Alvarez Eagle Produce Store and Floral shop. We then traveled to Royal Oaks to Monterey Mushroom where they produce portabella mushrooms. Then went to Mission Ranches Research department for lettuce and downy mildew. We thank you for your support and understanding of the importance of these industry tours outside of our classrooms.

Sincerely,

Kelsey Councilman, Daniel Villaseñor, Desi Villaseñor

SOUTH COAST REGION
CATA

INDUSTRY TOUR

September 21, 2017

8:00 a.m. – Meet at Everett Alvarez High School
1900 Independence Blvd.
Student parking lot – load vans for tour
Eagle Produce Store – Coffee and muffins
9:30 a.m. – Monterey Mushrooms (Royal Oaks)
12:00 – No Host Lunch Jardine's (San Juan Bautista)
2:00 p.m. – Mission Ranches (Plant Breeding-Seed Production)
4:00 p.m. Depart Everett Alvarez

RSVP to Janice Souza
[redacted]
By September 16th please

Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman
225 S El Camino Real
Greenfield, California 93927
[redacted]

Five Year Equipment Acquisition Schedule

2017-2018
Livestock Facility
- -Barn
- -Bleachers
- -Stall Mats

Livestock Trailer
Farm Electricity
Plasma Table

2018-2019
Bed Shaper
Irrigation system for plot

2019-2020
Outside Shop Cover

2020-2021
Farm Breeding Herd of sheep and goats

2021-2022
School Farm Classroom

Updated September 2017

Balances through March (09) — **Fiscal Year 2017/18**

Fund-Resc-Y-Goal-Func-Obj t-SO-Loc-1111-Mgmt	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
nd 01 - General Fund, Resource **0350 - ROC/P,** Object **4300 - Materials and S**						
03[redacted]	ROC/P,Materials and S	26,064.00	26,064.00	25,500.00		564.00
Total for Object 4300, Expense accounts and Object 4300		**26,064.00**	**26,064.00**	**25,500.00**	**.00**	**564.00**
Fund **01 - General Fund,** Resource **0350 - ROC/P,** Object **4400 - Noncapitalized**						
Fund-Resc-Y-Goal-Func-Obj t-SO-Loc-1111-Mgmt	**Description**	**Adopted Budget**	**Revised Budget**	**Encumbered**	**Expenditure**	**Account Balance**
01[redacted]	ROC/P,Noncapitalized	750.00	750.00			750.00
Total for Object 4400, Expense accounts and Object 4400		**750.00**	**750.00**	**.00**	**.00**	**750.00**
Fund **01 - General Fund,** Resource **0350 - ROC/P,** Object **5850 - Prof Services &**						
01[redacted]	ROC/P,Prof Services &	688.00	688.00			688.00
Total for Object 5850, Expense accounts and Object 5850		**688.00**	**688.00**	**.00**	**.00**	**688.00**
Total for Resource 0350-ROC/P		**27,502.00**	**27,502.00**	**25,500.00**	**.00**	**2,002.00**

Balances through March (09) — Fiscal Year 2017/18

Fund- Resc- Y- Goal - Func- Obj t - SO- Loc- 1111- Mgmt	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
d 01 - General Fund, Resource **3550 - Vocational Prog**, Object **5200 - Travel and Conf**						
3550 [redacted]	Vocational Prog,Travel an				3,690.00	3,690.00-
Total for Resource 3550, Object 5200, Expense accounts and Object 5200		**.00**	**.00**	**.00**	**3,690.00**	**3,690.00-**

Balances through March (09) Fiscal Year 2017/18

Fund-Resc-Y-Goal-Func-Objt-SO-Loc-1111-Mgmt	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
d **01 - General Fund**, Resource **6387 - CTE Incent Prog**, Object **4300 - Materials and S**						
63[redacted]	CTE Incent Prog,Materials	10,000.00	10,000.00			10,000.00
01-6387-0-3800-1000-4300-00-023-1132-0000	CTE Incent Prog,Materials	5,000.00	5,000.00	13,441.62		8,441.62-
	Total for Object 4300, Expense accounts and Object 4300	**15,000.00**	**15,000.00**	**13,441.62**	**.00**	**1,558.38**
Fund **01 - General Fund**, Resource **6387 - CTE Incent Prog**, Object **4400 - Noncapitalized**						
01-[redacted]	CTE Incent Prog,Noncapita	40,000.00	40,000.00			40,000.00
	Total for Object 4400, Expense accounts and Object 4400	**40,000.00**	**40,000.00**	**.00**	**.00**	**40,000.00**
Fund **01 - General Fund**, Resource **6387 - CTE Incent Prog**, Object **6400 - Equipment - Ove**						
01-[redacted]	CTE Incent Prog,Equipment	71,279.00	71,279.00			71,279.00
	Total for Object 6400, Expense accounts and Object 6400	**71,279.00**	**71,279.00**	**.00**	**.00**	**71,279.00**
	Total for Resource 6387-CTE Incent Prog	**126,279.00**	**126,279.00**	**13,441.62**	**.00**	**112,837.38**

Balances through March (09) — Fiscal Year 2017/18

Fund-Resc-Y-Goal-Func-Objt-SO-Loc-1111-Mgmt	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
01 - General Fund, Resource **7010 - Agricultural Vo**, Object **4300 - Materials and S**						
10[redacted]	Agricultural Vo,Materials	12,592.00	12,197.99			12,197.99
Total for Object 4300, Expense accounts and Object 4300		**12,592.00**	**12,197.99**	**.00**	**.00**	**12,197.99**
Fund **01 - General Fund**, Resource **7010 - Agricultural Vo**, Object **4310 - Materials and S**						
01-[redacted]	Agricultural Vo,Materials		394.01		394.01	
Total for Object 4310, Expense accounts and Object 4310		**.00**	**394.01**	**.00**	**394.01**	**.00**
Fund **01 - General Fund**, Resource **7010 - Agricultural Vo**, Object **5200 - Travel and Conf**						
01[redacted]	Agricultural Vo,Travel an	2,600.00	2,600.00			2,600.00
Total for Object 5200, Expense accounts and Object 5200		**2,600.00**	**2,600.00**	**.00**	**.00**	**2,600.00**
Total for Resource 7010-Agricultural Vo		**15,192.00**	**15,192.00**	**.00**	**394.01**	**14,797.99**
Fund **01 - General Fund**, Resource **7010**, Object **6400**						
Total for Org 028 and Fund General Fund		**168,973.00**	**168,973.00**	**38,941.62**	**4,084.01**	**125,947.37**

District/Department Budget Process

The budget allocation differs by the year and district and school site administration policies. For the past 3 years there have been multiple grants which are either CTE specific or Ag Education specific. The way the money is distributed depends on the funding source.

The CTE is allotted by the CTE coordinator and the superintendent. The department provides them with a detailed wish list and we are either granted the funding for those specific items or not. We have minimal knowledge of the way funding is dispersed for the CTE and ROP funding.

When it comes to making budgets for the department it depends on what we are using that funding source for. If we are restocking on yearly consumables we look back on the previous year and see what was used. If we have more or less periods for that class, then we adjust accordingly. If we are looking to buy other non-consumables and capital outlay, we evaluate the need for it in the department and determine if it should be a priority over other desired items. For example, we were wanting a truck, floral cooler, table saw and plasma table. We decided we can wait on the plasma table and reevaluate the funding the following year in order to not go through the funding too quickly.

When it comes to basic supplies such as class furniture, paper and office supplies; the site administration has been greatly generous and provides that for us from his budgets as to not use up our CTE and other funding resources.

2017-2018 Greenfield Agriculture Department
Staff Assignments

	Daniel	Desi	Kelsey
Department Chair		X	
FFA Advisor	X	X	X
Accounting			
CATA Registration	X	x	x
Departmental / District Accounting / PO's		X	
FFA Accounting / PO's			X
Office Supplies Orders		X	
Perkins Funding Application	X		
ROP Accounting / PO's	X	X	X
Incentive/Site Budget	X		
General Program / Facility			
Advisory Committee Roster & Minutes			X
Ag Advisory Committee Planning and Agenda	X		
Ag Booster Committee		X	
Department Marketing / PR/Website			X
Graduate Follow-Up	X		
Incentive Grant	X		
Maintain Comprehensive Program Plan Binder		X	X
R2 Report & Roster	X		
Recruitment	X	X	X
8th Grade Parent Night	X	X	X
Report of Expenditures (Spent by fair time)	X		
Departmental/Advisory Minutes		X	
Recordbook Workdays	x	x	x
Farm Workdays 1 Day a month	x	x	x
FFA Advisor			
Registration for CDE Contests		x	
Program of Work	x		
Scrapbook		x	
State FFA Degree Applications	x	x	x
American FFA Degree Applications	x	x	x
Program of Activities	x	x	x
Board Meeting/YF Presentation	x	x	x
Parent Orientation	x	x	x
Regional Screening/Officers		x	x
Sectional Officer/Elections/Blue & Gold Games		x	x
Chapter Officer Screening/New Officer Mtg	X	X	X
Officer Retreat			
Agenda/Schedule			x
Location/Facilities			x
Mixers/Leadership Activities		x	
Recreation Activities		x	
Project Competition			
Organize Local Project Competition	x		
Sectional Project Comp Paperwork	x		

2017-2018 Greenfield Agriculture Department
Staff Assignments

	Daniel	Desi	Kelsey
FFA Week			
FFA Week Ag Lunchtime Activites	x		
Teacher Appreciation-E flowers			x
Set Up			
Homecoming /School Events			
Mums			x
FFA Friday Committee			
Conferences & Registration			
Chapter Officer Leadership Conference	x	x	x
Greenhand Conference		x	x
MFE/ALA Conference			x
State Conference			x
National Convention		x	
Sectional Officer Leadership Conference			x
Tulare Farm Show	x	x	x
26hrs		x	
Community Service/Events			
Harvest Fest	X		
1/2 Marathon	X		
Farm Day		X	X
Opening Closing			
Facilities	x		
Food		x	
Judges	x	x	x
Boosters			
	x	x	x

2017-2018 Greenfield Agriculture Department
Staff Assignments

SAE & Handbook creation

	Daniel	Desi	Kelsey
SVF Swine	x		
SVF Sheep			x
SVF Beef		x	
SVF Chickens		x	
SVF Rabbits			x
SVF Goats		x	
SVF OH/ Garden Booth		x	
SVF Ag Mechanics	x		
Agriscience			x
Floral			x
MCF Hogs		x	
MCF Sheep/Goats			x
MCF Beef		x	

Facilities

	Daniel	Desi	Kelsey
OH Unit		x	
Ag Shop	x		
Ag Vehicles Maintenance	x		
School Farm Maintenance	x		
Livestock Trailers	x		

FFA Judging Teams / Contests

	Daniel	Desi	Kelsey
Creed Speaking		x	
BIG	x		
Extemporaneous Speaking		x	
Prepared Public Speaking			x
Impromptu Speaking			x
Job Interview	x		
COOPS		x	
Opening and Closing Registration			x
Opening and Closing Officer		x	
Opening and Closing Novice	x		
Opening and Closing Advanced			x
Farm Power	x		
Vegetable		x	
Floral			x
Vet Science			x

Awards

	Daniel	Desi	Kelsey
National Chapter Awards		x	x
Proficiency Awards		x	x
CATA Outstanding Program	x	x	x
Proficiency Scoring Regional		x	x
Proficiency Scoring State		x	
Star Awards	x	x	x

2017-2018 Greenfield Agriculture Department
Staff Assignments

Fundraisers

Pumpkins		x	
Roys BBQ Pits/Cooks	x	x	x
Roys BBQ Food	x		
Roys BBQ Tickets/Deposits	x	x	x
Roys BBQ Student Labor	x	x	x
Floral			x

Awards Banquet

Invitations			x
Facilities/Food/Drinks	x		
Decorations			x
Script/Practices/Program		x	
Presentation/Pictures	x	x	x
SAE Certificates	x	x	x

Greenhand/Ch Farmer Degree Banquet

Invitations			x
Facilities/Food/Drinks	x		
Decorations			x
Script/Practices/Program		x	
Dye Hands	x	x	x
Presentation/Pictures	x	x	x
Certificates/Line Up	x	x	x

Advisor In Charge

August	x		
September			x
October		x	
November		x	
December	x	x	
January			x
February	x	x	x
March		x	
April	x		
May	x	x	x

Sub Plans for September 13st, 2017

Rm 403

Room Rules:

If there are any discipline problems, please deal with them today! Write them a referral and send them to the office. Please make note of all referrals so I can follow up on them Tuesday.

o not allow students to leave the classroom if there is any trash on the ground or the room is a mess. Make them clean it up before they leave.

No students out of their seat. Seating cart is in black binder. Please take roll from seating chart. Please record on the school attendance.

Please walk around and watch class closely.

-No phones should be out.

-No books leave the classroom, please make sure all books are on bookshelf and stacked neatly by door before class is dismissed.

-No students are allowed in the back room or back cabinets.

-Rabbit is not allowed out of her cage.

-Students are not allowed in the floral cooler

-Students are used to turning in their work on the black cart near the door, so If you tell them to drop it there on their way out the door they will know what you are talking about, please collect after each period and paper clip together.

all periods are too complete "board work" as soon as they get into class. This will be written on the white board.

1st

-Students are to complete crossword and student assessments in their packets. Due on Monday with their packets.

2nd and 7th

-Students are to complete variables worksheets in packets. Due on Monday with packet.

3rd, 4th, 5th

-Students are to complete student assessments and crossword puzzle in packet. Due Monday with packet.

rep 6th per)

Please let me know of any problems, write them a referral and send them to the office, give them no chances. NO STUDENTS OUT OF THEIR SEATS. Thanks so much for taking my classes. Feel free to call with questions [redacted] on my cell.

Mrs. Councilman

Sub Plans for September 1st, 2017

Rm 403

Room Rules:

If there are any discipline problems, please deal with them today! Write them a referral and send them to the office. Please make note of all referrals so I can follow up on them Tuesday.

o not allow students to leave the classroom if there is any trash on the ground or the room is a mess. Make them clean it up before they leave.

No students out of their seat. Seating cart is in black binder. Please take roll from seating chart. Please record on the school attendance.

Please walk around and watch class closely.

-No phones should be out.

-No books leave the classroom, please make sure all books are on bookshelf and stacked neatly by door before class is dismissed.

-No students are allowed in the back room or back cabinets.

-Rabbit is not allowed out of her cage.

-Students are not allowed in the floral cooler

-Students are used to turning in their work on the black cart near the door, so If you tell them to drop it there on their way out the door they will know what you are talking about, please collect after each period and paper clip together.

all periods are too complete "board work" as soon as they get into class. This will be written on the white board.

1st

-Have students pick up a Livestock and poultry production book off the bookshelf by the door, it is the brown book.
-Students are to read pages 2-12 and write a 1-page summary, due at end of class.
-Students are to return books neatly by end of class.

2nd and 7th

-Please play Bill Nye Chemistry video.
-Please instruct students to take 20 notes on video due at end of class.

, 4th, 5th

-Have students pick up an art of floral design book off the bookshelf by door, it's the pink one.
-Students are to define "Terms to increase your understanding" on page 29 due at end of class.
-Students are to return books to shelf neatly by end of period.

(Prep 6th per)

Please let me know of any problems, write them a referral and send them to the office, give them no chances. NO STUDENTS OUT OF THEIR SEATS. Thanks so much for taking my classes. Feel free to call with questions [redacted] on my cell.

Mrs. Councilman

Sub Plans for August 25th, 2017

Rm 403

Room Rules:

If there are any discipline problems, please deal with them today! Write them a referral and send them to the office. Please make note of all referrals so I can follow up on them Wednesday.

o not allow students to leave the classroom if there is any trash on the ground or the room is a mess. Make them clean it up before they leave.

No students out of their seat. Seating cart is in black binder. Please take roll from seating chart. Please record on the school attendance.

Please walk around and watch class closely.

-No phones should be out.

-No books leave the classroom, please make sure all books are on book shelf and stacked neatly by door before class is dismissed.

-No students are allowed in the back room or back cabinets.

-Rabbit is not allowed out of her cage.

-Students are not allowed in the floral cooler

-Students are used to turning in their work on the black cart near the door, so If you tell them to drop it there on their way out the door they will know what you are talking about, please collect after each period and paper clip together.

all periods are too complete "board work" as soon as they get into class. This will be written on the white board.

1st-7th

-Please play Ivy League Farmer

-Instruct students to write down 20 notes on movie due at end of class.

***If you have trouble getting the movie playing ask Mrs. V next door

(Prep 6th per)

lease let me know of any problems, write them a referral and send them to the office, give them no chances. NO . UDENTS OUT OF THEIR SEATS. Thanks so much for taking my classes. Feel free to call with questions [redacted] on my cell.

Mrs. Councilman

Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman
225 S El Camino Real
Greenfield, California 93927
[redacted]

PROGRAM COMPLETEION STANDARDS

Upon successful completion of a four-year program, Greenfield High School agriculture students will:

1. Have proficient knowledge in their chosen Agriculture Pathway
    a. Agriculture Mechanics
    b. Animal Science
    c. Plant Science
2. Confidently speak within a group and to an audience.
3. Write a quality resume, letter of introduction and job application,
4. Appreciate the value of agriculture in our community, state and nation.
5. Know the history of the FFA organization and all of the benefits it has to offer.
6. Work effectively in groups in various roles.
7. Use effective leadership skills to foster, develop and maintain relations within a diverse setting.
8. Set appropriate and realistic education, vocational, and personal goals and standards.
9. Exhibit self-motivation and self-discipline and accept individual and group responsibility.
10. Confidently maintain accurate records, transferring the record keeping skills for SAE's to everyday life skills,
11. Use complex thinking skills to transfer learned skills to new situation.
12. Appreciate the value of giving back to the community.

Greenfield High School Agriculture Department

Daniel Villaseñor Desiree Villaseñor Kelsey Councilman

225 S El Camino Real Greenfield, California 93927

[redacted]

Reimbursement Processes

- ASB Reimbursement
  - Fill out preapproval for reimbursement
  - Hold FFA officer meeting to approve
  - Submit minutes to ASB, with check list
  - ASB has meeting to approve FFA Club Minutes.
  - Wait for approval from Chief Business Office
  - After approval make purchase
  - Submit Receipt to FFA Officer meeting to approve reimbursement
  - Submit approved FFA Club minutes to ASB
  - ASB had meeting to approve reimbursement
  - Wait for approval from Chief Business Office
  - DO sends check

- District reimbursement
  - Fill out preapproval for reimbursement or travel request
  - Wait for approval from Chief Business Office
  - After approval make purchase
  - Submit Receipt to District
  - Wait for approval from Chief Business Office
  - DO sends check

- Booster Reimbursement
  - Request approval at booster meeting
  - Make purchase
  - Give Receipt to Treasurer
  - Treasurer wires check to reimburse

Beef Cattle Management Practices

Description:

This presentation will provide students with a basic understanding of the beef cattle industry. Various beef cattle operations (e.g., cow/calf, stoker and commercial), selection of cattle, reproduction, calf management, beef cattle health and nutrition and environmental concerns with cattle are discussed in the program. Handling and equipment, vaccinations, castration, dehorning and artificial insemination of cattle are also discussed. Collaborator: Dr. Robert Albin, Texas Tech University

Objectives:

1. To become familiar with the various production systems involved in beef cattle.
2. To identify beef cattle handling methods and equipment.
3. To gain a general knowledge of beef cattle nutrition and health.
4. To gain understanding of the beef cattle selection, breeding and reproduction processes.
5. To learn the many tasks involved in calf management.
6. To learn the proper environmental management practices involved in beef cattle management.

Animal Systems Career Pathway

-AG-ANI

Reading

-9-10.1, 9-10.4, 11-12.4, 9-10.7, 9-10.9, 11-12.7-

Speaking and Listening

-9-10.1, 9-10.2, 11-12.1, 9-10.4, 9-10.5

Sheep Management Practices

Description:

This presentation will have your students "herding" into the classroom to learn more about the sheep industry. This presentation explores two types of sheep operations — purebred and commercial — as well as breeds, sheep evaluation, nutrition and health, and different management practices. It also discusses common sheep diseases, castration, docking, dehorning, hoof trimming, shearing and wool evaluation. Collaborators: Frank Craddock, Ph.D., Texas A&M University and Sam Jackson, Ph.D., Texas Tech University.

Objectives:

1. To identify the many breeds of sheep.
2. To learn the types of sheep productions.
3. To gain a general knowledge of sheep nutrition and health.
4. To gain an understanding of sheep selection, breeding and reproduction.
5. To learn important characteristics of wool and market lambs.
6. To learn the many tasks involved in sheep management.

Animal Systems Career Pathway

-AG-ANI

Reading

-9-10.1, 9-10.4, 11-12.4, 9-10.7, 11-12.7

Speaking and Listening

9-10.1, 9-10.2, 9-10.4, 9-10.4, 9-10.5, 11.12.5

Swine Management Practices

Description:

Students and future swine producers will be provided beneficial information on the swine industry. Various swine operations (e.g., farrow-to-finish and farrow-to-nursery), breeds, selection, nutrition, reproduction and swine management is discussed in the program. Facilities, vaccinations, ear notching and castration are also covered. Collaborator: Joel DeRouchey, Ph.D., Kansas State University.

Objectives:

1. To identify the many breeds of swine.
2. To learn the types of swine operations.
3. To gain a general knowledge of swine nutrition and health.
4. To gain an understanding of swine selection, breeding and reproduction.
5. To learn the many tasks involved in swine management.
6. To become familiar with pork consumption and by-products

Animal Systems Career Pathway

-AG-ANI

Food Products and Processing Systems Career Pathway

-AG-FD

Reading

-9-10.1, 9-10.4, 11-12.4, 9-10.7, 9-10.8, 11-12.7-

Speaking and Listening

-9-10.1, 9-10.2, 9-10.3, 9-10.4-

Goat Management Production

Description:

From feed to health management to processing kids, this presentation provides an introduction to several processes and management techniques which are the basis for a successful and profitable operation. Common diseases and prevention, along with breeding and market animal selection are also discussed. Regardless of the goals and objectives of the operation, this program is a perfect start for any goat enthusiast. Collaborator:
Brian Faris, Ph.D., Kansas State University.

Objectives:

1. To identify the different segments of the goat industries and the associated breeds.
2. To understand the management tasks performed to have a successful goat operation.
3. To explore diseases affecting the goat industry and techniques producers use to eliminate them from a herd.

Agribusiness Systems Career Pathway

-AG-BIZ

Animal Systems Career Pathway

-AG-ANI

Reading

-9-10.1, 9-10.4, 9-10.5, 11-12.4, 9-10.7, 9-10.8, 11-12.7-

Writing

9-10.2, 9-10.4, 9-10.1, 9-10.8

Speaking and Listening

-9-10.1, 9-10.2, 9-10.4, 9-10.5, 11-12.4

Animal ID Systems

Description: This presentation will provide students with a basic understanding of the different animal identification systems. In this production, students will learn 16 different methods of identification, as well as five different numbering systems to identify animals in a livestock program. Animal identification by species is also discussed.

Objectives:

1. To learn the reasons for animal identification.
2. To identify different identification methods.
3. To gain knowledge of the numbering systems for identification.
4. To learn which identification method is used for different species.

Agribusiness Systems Career Pathway

-AG-BIZ

Language

9-10.3, 11-12.3, 9-12.4, 9-12.5, 9-12.6

Harvesting of Livestock

Description:

This presentation takes an in-depth look into the slaughtering process of livestock animals, describing the harvesting process from transportation of the animal to the sale of the packaged meat. Federal and state meat inspection standards such as safety, hygiene and quality control are also introduced. Detailed graphics aid in the identification of retail cuts, wholesale cuts and meat by-products of cattle, swine and lamb. Collaborator: Travis O'Quinn, Ph.D. candidate,
Colorado State University.

Objectives:

1. To describe the livestock harvesting process.
2. To explain federal and state meat inspection standards.
3. To identify retail and wholesale cuts of meat correlated to major muscle groups and meat byproducts.

Food Products and Processing Systems Career Pathway

-AG-FD

Family and Community Services Career Pathway

-HU-FAM

Speaking and Listening

Language

Writing

Reading

-9-10.1, 9-10.2, 9-10.3, 11-12.1, 11-12.2, 11-12.3, 9-10.4, 9-10.5, 9-10.6, 11-12.4, 11-12.5, 11-12.6-

Agriculture Chemistry
Greenfield High School
Semester One

Unit	Instructional Time	Packets #	Chemistry Standards	Agriculture Standards	Agriculture Topics	Assessments
Experiment and Investigation	2 weeks	1, 2		C13.0, C13.1, C13.2	Designing agriculture experiments, scientific method Agriculture problems and solutions	Weekly Quiz Agriscience Project
Matter and Change	1 week	3		F2.3, F2.4	Primary, secondary, and trace elements used in plant growth Experiment with factors that influence plant growth	Weekly Quiz
Scientific Measurement	1 week	4, 5		C13.0, C13.1, C13.2	Designing agriculture experiments, scientific method Agriculture problems and solutions	Weekly Quiz
Atomic Theory	3 weeks	6, 7, 8	1.e	F2.4, C11.5	Experiment with factors that influence plant growth Photosynthesis and the roles of the sun, oxygen, CO_2, chlorophyll, sugar	Weekly Quiz
Thermochemistry	1 week	9	7.a, 7.b, 7.c, 7.d		Haystack fires and spontaneous combustion	Weekly Quiz
The Periodic Table	2 weeks	10, 11	1.a, 1.b, 1.c, 1.d, 1.e	F2.3, F2.4, F6.4, C8.2, C11.2, G6.2	Primary, secondary, and trace elements used in plant growth Read and interpret fertilizer labels Identifying plant growth requirements Understanding common feed ingredients for livestock Analyze soil properties necessary for successful plant production, including pH, EC, and essential nutrients	Weekly Quiz
Chemical Bonding and Naming Compounds	6 weeks	12, 13, 14, 15, 16, 17	2.a, 2.b, 2.c, 3.d, 3.e	F2.3, F2.4, F6.4, C8.2, C11.2	Primary, secondary, and trace elements used in plant growth Read and interpret fertilizer labels Identifying plant growth requirements, Understanding common feed ingredients for livestock	Weekly Quiz

Agricultural Chemistry
Greenfield High School
Semester Two

Unit	Instructional time	Packet #	Chemistry Standards	Agriculture Standards	Agriculture Topics	Assessment
Chemical Reactions and Balancing Chemical Equations	2 weeks	18, 19	3.a	C11.5, C11.6	Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process. Summarize the respiration process in the breakdown of food and organic matter.	Weekly Quiz Photosynthesis Video Project
Chemical Quantities and the Mole	2 weeks	20, 21	2.b, 2.c, 2.d, 2.e	C11.5, C11.6	Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process. Summarize the respiration process in the breakdown of food and organic matter.	Weekly Quiz
Kinetics and the Behavior of Gasses	4 weeks	22, 23, 24, 25	4.a, 4.b, 4.c, 4.d, 4.e, 4.f	E2.1, E2.2	Explain the government's role in regulating air, soil, and water use management practices and conservation strategies. Research and discuss air and water conservation issues.	Weekly Quiz Choice Pyramid Project
Stoichiometry	2 weeks	26, 27	2.b, 2.c, 2.d, 2.e	E1.1	Diagram the oxygen, carbon, nitrogen, and water cycles	Weekly Quiz
Solutions	1 week	28	6.a, 6.b, 6.c, 6.d	F4.1	Read and interpret pesticide labels and understand safe pesticide management practices	Weekly Quiz
Reaction Rates and Equilibrium	1 week	30	8.a, 8.b, 8.c, 9.a, 9.b			Weekly Quiz
Acids and Bases	1 week	31	5.a, 5.b, 5.c, 5.d	G6.2	Analyze soil properties necessary for successful plant production, including pH, EC, and essential nutrients	Weekly Quiz
CST Review	2 weeks	32, 33	10.a., 11.c, 11.d, 11.e ALL			Chemistry CST
Agriculture Issues	1 week	37		G8.1, G9.2 G6.2, F5.2	Summarize California water history, current issues, water rights, and water transfer through different distribution projects. Compare and contrast the elements of conventional, sustainable, and organic production systems. Illustrate basic irrigation design and installation methods. Analyze soil properties necessary for successful plant production, including pH, EC, and essential nutrients	Weekly Quiz Group Presentation
Final Review	1 week	38				

Floral Design Course Outline

History of Floral Design

Description:

This presentation describes the evolution of floral design and how each culture influenced today's designs. *History of Floral Design* addresses the various cultural styles and provides examples of each. The presentation is segmented into primary categories, which include: Oriental Influence, Classical Influence, European Influence and American Influence. Students will learn the different elements of floral design and the significance of certain elements to particular cultures. The students will be able to apply the floral design descriptions for each culture to designs seen today, determine the influences used to create the design and determine how florists encompass several different elements to create a floral arrangement.

Objectives:

1. To identify the origins of floral design.

2. To analyze the history of floral design.

3. To discover the developments of floral design.

4. To evaluate the significance of floral design.

Standards

Plant Systems

-AG-PL

Common Core

Reading

-9-10.1, 9-10.4, 9-10.7

Writing

-9-10.2, 9-10.4, 9-10.7, 9-10.8, 9-10.9, 11-12.7, 11-12.8, 11-12.9

Speaking and Listening

-9-10.1, 9-10.2, 11-12.1, 11-12.2, 9-10.4, 9-10.5, 9-10.6, 11-12.4

Flower ID

Description:

Comprehending the correct use of flowers and plants for floral arrangements is vital to the success of a florist and an arrangement. This presentation describes the various plants and flowers used in floral arrangements. Each flower will be classified into one of four categories: line, mass, form and filler. Additional flowers which do not fit into these three categories are classified with plants into the following categories: foliage and greenery, and potted plants. The students will learn both the botanical and common name of the flowers and plants along with their countries of origin. With assistance of pictures, students will be able to classify and identify each flower or plant in the presentation.

Objectives:

1. To identify flowers and other floral materials.
2. To discover the botanical and common names of flowers and other floral materials.
3. To analyze flower characteristics

Agribusiness Systems Career Pathway

-AG-BIZ

Plant Systems Career Pathway

-AG-PL

Reading

-9-10.1, 9-10.4, 9-10.7, 11-12.7-

Writing

-9-10.2, 9-10.4, 9-10.7, 9-10.8, 9-10.9-

Elements and Principles of design

Description:

Comprehending the elements and principles of floral design is vital in creating a quality arrangement. This presentation takes a closer look at the elements and principles of floral design. Jim Johnson, Endowed Chair and Distinguished Lecturer of the Benz School of Floral Design at Texas A&M University, breaks down each element and principle of design as well as the color schemes used in floral design. Detailed graphics aid in comprehension of each element and principle. This presentation analyzes the following elements and principles of design: line, form, space, texture, pattern, color, size, fragrance, balance, proportion, scale, harmony, unity,

dominance, focal point, emphasis, accent, rhythm, depth, repetition, transition, contrast, variation, opposition and tension.

Objectives:

1. To analyze the design elements and principles and their use in floral design.
2. To identify the properties of color.
3. To apply color schemes to floral designs.

Plant Systems Career Pathway

-AG-PL

Design/Pre construction Career Pathway

-AG-DES

Visual Arts Career Pathway

-AR-VIS

Speaking and Listening

-9-12.1, 9-10.4, 11-12.4, 9-12.5

Writing

-9-12.1, 9-12.2, 9-12.4, 9-10.8, 11-12.8, 9-12.9-

Techniques

Description: Demonstrating the proper techniques used in floral design is very important when creating an arrangement. This presentation takes a closer look at the proper floral design techniques. Jim Johnson, Endowed Chair and Distinguished Lecturer of the Benz School of Floral Design at Texas A&M University, examines the different types of flowers, mechanics and wiring methods, as well as how to create an arrangement. On screen, step-by-step instructions provide students a detailed look at various wiring methods and the process of creating an arrangement. The wiring methods included in the presentation are: straight wire method, piercing method, cross-piercing method, bracing method, wrap-around extension method, stitching method, hairpin method and the feathering method.

Objectives:

1.To identify the types of flowers and foliage

2. To demonstrate the various wiring methods in floral design

3. To analyze the use of various flowers and foliage in floral arrangements.

Plant Systems Career Pathway
(AG-PL)

Design/Pre-construction Career Pathway
(AC-DES)
Visual Arts Career Pathway
(AR-VIS)

Speaking and Listening

-9-12.1, 9-10.4, 11-12.4, 9-12.5-

Writing

-9-12.1, 9-12.2, 9-12.4, 9-10.8, 11-12.8, 9-12.9-

Geometry in Floral

Description:

All floral arrangements are based on a particular shape. This production discusses how to make a symmetrical equilateral triangular arrangement, a circular mound arrangement and a crescent arrangement. Along with how to create these arrangements, the main characteristics of many more arrangements are explained.

Objectives:

1. To analyze the geometric shapes in floral design.
2. To prepare geometric designs with fresh and silk floral materials.
3. To evaluate geometric designs with fresh and silk floral materials.

Plant systems Career Pathway

-AG-PL

Design/Pre-construction Career Pathway

AG-DES

Visual Arts Career Pathway

-AR-VIS

Speaking and Learning

-9-12.1, 9-10.2, 9-10.3, 11-12.2, 11-12.3, 9-10.4, 11-12.4, 9-12.5-

Reading

-9-10.1, 11-12.1, 9-12.3-

Tools

Description:

Utilizing and knowing the correct use of floral design tools provides an efficient approach to creating quality floral arrangements. This presentation describes the primary purposes of floral design tools and how they are effectively used in the floral industry. This presentation addresses the various knives, scissors, adhesives and tapes, as well as other floral design accessories commonly used by florists around the country. This presentation provides scenarios in which a specific tool would be used. Students will learn how to identify the various tools, as well as be able to apply and assess situations to determine which tool would be most effective in achieving the intended design goal.

Objectives:

1. To identify floral design tools.

2. To describe the use of adhesives in floral design.

3. To discuss different products necessary to floral design

Plant Systems Career Pathway

-AG-PL

Visual Arts Career Pathway

AR-VIS

Reading

-9-10.7, 11-12.7, 9-10.2, 9-10.4, 9-10.7, 9-10.8, 11-12.8-

Speaking and Listening

-9-10.1, 9-10.2, 9-10.3, 11-12.1, 11-12.2, 11-12.3, 9-10.4, 9-10.5, 9-10.6, 11-12.4, 11-12.5, 11-12.6-

Post-Harvest Care

Description:
How are flowers processed and cared for before they get to the customer? Go behind the

scenes at a wholesale floral company and a retail flower shop for an in-depth look at the care of flowers after they have been harvested. This presentation examines the process from the time the flowers are processed at the wholesale florist until they are placed in the cooler at the retail florist. The use of preservatives and disease prevention are also discussed. Collaborator: Kelly Marble AIFD AAF, Owner, College Flowers.

Objectives:
1. To discuss the importance of post harvest care of cut flowers.
2. To demonstrate the proper steps of stem treatment used in post harvest care of cut flowers.
3. To analyze the various floral preservatives.
4. To identify the various tools and equipment used in the post harvest care of cut flowers.
5. To compare and contrast the hold temperatures for common flowers.

Plants System Career Pathway
-AG-PL
Design/ Pre-construction Career Pathway
-AG-DES
Visual Arts Career Pathway
AR-VIS

Speaking and Listening
-9-12.1, 9-10.2, 11-12.2, 9-10.4, 11-12.4, 9-12.5-
Writing
-9-10.2, 9-12.4, 9-10.6, 11-12.8, 9-12.9

Corsage & Boutonniere

Description:

This presentation is a beginner's guide to creating corsages and boutonnieres. From the materials needed to create these designs to intricate multi-bloom corsages, this presentation covers it all. Simple single bloom corsages and boutonnieres are discussed step-by-step along with in-depth discussions of the materials and mechanics of each design. Collaborator: Kelly Marble, AIFD, AAF

Objectives:

1. To identify tools and supplies needed to plan the creation of a corsage or boutonniere.

2. To plan and construct various types of corsages and boutonnieres.

3. To determine the appropriate flowers and foliage for various occasions.

4. To evaluate artistic decisions in boutonniere and corsage creation.

Agribusiness Systems Career Pathway

-AG-BIZ

Plant Systems Career Pathway

-AG-PL

Reading

-9-10.1, 9-10.4, 9-10.7, 11-12.7-

Writing

-9-10.2, 9-10.4, 9-10.7, 9-10.8, 9-10.9, 11-12.7, 11-12.8,11-12.9-

Speaking and Listening

-9-10.1, 9-10.2,11-12.1, 11-12.2, 9-10.4, 9-10.5, 9-10.6, 11-12.4-

Wedding Arrangements

Description:
A wedding consists of numerous floral arrangements. Join us as we take a look at the preparation of floral arrangements for a wedding ceremony and reception. This presentation covers everything from the floral consultation to the final arrangements at the ceremony and reception. Options for numerous floral arrangements and decorations are discussed, along with creation of the most common wedding arrangements. Collaborator: Kelly Marble, AIFD, AAF

Objectives:
1.To identify floral arrangements for weddings.
2.To design specialty arrangements for weddings.
3.To create specialty floral arrangements for weddings.
4.To demonstrate skills related to pricing specialty arrangements.

Agribusiness Systems Career Pathway

-AG-BIZ

Plant Systems Career Pathway

-AG-PL

Reading

-9-10.1, 9-10.4, 9-10.7, 11-12.7-

Writing

-9-10.2, 9-10.4, 9-10.7, 9-10.8, 9-10.9-

Speaking and Listening

-9-10.1, 9-10.2, 11-12.1, 9-10.4, 9-10.5, 9-10.6, 11-12.4, 11-12.5, 11-12.6

Special Arrangements

Description:

Florists create designs for holidays and special events throughout the year. This presentation explains the types of flowers, major floral holidays and specialty arrangements most commonly created throughout the year. *Special Arrangements* is a great tool to prepare students for the creative possibilities in floral design throughout the year. Collaborator: Kelly Marble, AIFD, AAF

Objectives:

1. To identify floral holidays.
2. To analyze the types of permanent floral materials available.
3. To identify floral arrangements for special occasions.
4. To analyze artistic choices in floral designs for special arrangements.
5. To evaluate the use of permanent floral materials in floral arrangements.

Plant Systems Career Pathway

(AG-PL)

Design/Pre-construction Career Pathway

(AC-DES)

Visual Arts Career Pathway

(AR-VIS)

Speaking and Listening

-9-12.1, 9-10.4, 11-12.4, 9-12.5-

Writing

-9-12.1, 9-12.2, 9-12.4, 9-10.8, 11-12.8, 9-12.9-

Bereavement Arrangements

Description:

Bereavement arrangements can be a large part of the daily orders in a floral shop. This presentation covers the most common funeral arrangements along with a discussion of popular flowers and flower colors for funerals. Follow a design from the beginning to the finished product. A discussion with a funeral director is included to further explain the importance and significance of flowers in bereavement settings. Collaborator: Kelly Marble, AIFD, AAF

Objectives:

1. To identify bereavement arrangements.

2. To create specialty sympathy designs.

3. To analyze the method of pricing specialty arrangements.

Agribusiness Systems Career Pathway

-AG-BIZ

Plant Systems Career Pathway

-AG-PL

Reading

-9-10.1, 9-10.4, 9-10.7, 11-12.7-

Writing

-9-10.2, 9-10.4, 9-10.7, 9-10.8, 9-10.9-

Speaking and Listening

-9-10.1, 9-10.2, 11-12.1, 9-10.4, 9-10.5, 9-10.6, 11-12.4, 11-12.5, 11-12.6-

Critiquing Arrangements

Description: The capability to properly critique floral arrangements plays an important role in a floral designer's ability to create and discuss arrangements. In this presentation, students will join Jim Johnson, Endowed Chair and Distinguished Lecturer of the Benz School of Floral Design at Texas A&M University, as he discusses the factors involved in critiquing floral designs. The importance of balance, proportion, foliage, mechanics and focal point are thoroughly discussed and applied as he critiques symmetrical triangle, asymmetrical triangle, round and vegetative designs. Collaborator: Jim Johnson AAF AIFD TMF

Objectives:

1. To understand the elements used in critiquing and appraising floral designs.

2. To explore the formal qualities found in floral designs.

3. To examine the process of determining intents and meanings of floral designs.

Plant Systems Career Pathway

(AG-PL)

Design/Pre-construction Career Pathway

(AC-DES)

Visual Arts Career Pathway

(AR-VIS)

Speaking and Listening

-9-12.1, 9-10.4, 11-12.4, 11-12.5-

Writing

-9-12.1, 9-12.2, 9-12.4, 9-12.7, 9-12.9-

Flower Business Management

Description:

Opening a floral business requires not only knowledge about flowers, foliage and design, but business understanding as well. This presentation takes a look inside the floral industry starting with the grower and finishing with the retail florist. Topics include selecting a location for a business, store layouts, pricing goods, organization of the cooler, supplies and tools necessary for floral businesses, customer service, sales, and growth. Collaborators: Kelly Marble TMF AIFD AAF, Owner, College Flowers; Susan B. Weatherford, Vice President, Southern Floral.

Objectives:

1. To discuss the fundamental practices of managing a floral business.

2. To identify the tools and supplies necessary to operate a floral business.

3. To analyze the aspects of a business plan.

4. To discuss pricing and marketing methods.

5. To assess the safety practices involved in the floral industry

Agribusiness Systems Career Pathway

(AG-BIZ)

Plant Systems Career Pathway

(AG-PL)

Reading

-9-10.1, 9-10.4, 9-10.7, 11-12.7-

Writing

- 9-10.2, 9-10.4, 9-10.7, 9-10.8, 9-10.9-

Speaking and Listening

-9-10.1, 9-10.2, 9-10.3, 11-12.1, 11-12.2, 11-12.3, 9-10.4, 9-10.5, 11-12.4-

Assignment Analysis for 1 - Ag Animal Sci - Fall (Councilman, Kelsey)

#	Category	Description	Due	Max Correct	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev
1	Class work	Icecream Lab	8/8/2017	20	Yes	20	20	20	20	20	0	0	0
2	Class work	letter to me	8/10/2017	20	Yes	20	20	20	20	20	0	0	0
3	Class work	extra credit	8/10/2017	0	Yes	0	0	0	0		0	0	0
4	Class work	Signed Syllabus	8/10/2017	20	Yes	20	10	19.39	20	20	5.87	2.42	0.6
5	Class work	Signed Phone Contract	8/10/2017	20	Yes	20	10	19.39	20	20	5.87	2.42	0.6
6	Class work	picasso	8/11/2017	20	Yes	20	10	18.89	20	20	7.81	2.79	1.1
7	Class work	week 1 stampsheet	8/16/2017	10	Yes	10	10	10	10	10	0	0	0
8	Class work	week 1 exit ticket	8/16/2017	10	No	10	10	10	10	10	0	0	0
9	Class work	week 1 quiz	8/16/2017	10	Yes	10	8	9.69	10	10	0.46	0.68	0.3
10	Class work	FFA Presentation	8/18/2017	50	Yes	50	45	49.28	50	50	2.4	1.54	0.71
11	Class work	Week 2 stampsheet	8/29/2017	30	Yes	30	10	27.03	30	30	42.8	6.54	2.96
12	Class work	Debate	8/29/2017	50	Yes	50	25	43.33	50	50	126.43	11.24	6.66
13	Class work	Debate Resources	8/29/2017	20	Yes	20	20	20	20	20	0	0	0
14	Class work	week 3 stampsheet	8/29/2017	10	Yes	10	2.5	9	10	10	4.12	2.03	0.98
15	Class work	Animal science carreer project	8/29/2017	50	Yes	50	15	45.89	50	50	64.91	8.05	4.1
	ass work	ivy league farmer notes	8/29/2017	40	Yes	40	10	31.09	30	40	74.09	8.6	7.16
	ass work	week 4 stampsheet	9/6/2017	30	Yes	30	10	20.74	20	20	41.73	6.46	4.44
18	Class work	agriscience topic	9/8/2017	20	Yes	20	10	17.75	20	20	17.03	4.12	2.25
19	Class work	15 notes form ivy league farmer	9/11/2017	30	Yes	30	2	22.38	24	30	72.32	8.5	7.15
20	Class work	video summery	9/11/2017	40	Yes	40	20	26.36	20	20	71.86	8.47	6.36
21	Class work	week 5 stampsheet	9/12/2017	20	Yes	20	10	18.46	20	20	6.8	2.6	1.53
22	FFA	FFA Activities Q1	9/19/2017	10	No	0	0	0	0		0	0	0
23	SAE	SAE Points Q1	9/19/2017	10	No	0	0	0	0		0	0	0

Assignment Analysis for 2 - Ag Chemistry - Fall (Councilman, Kelsey)

#	Category	Description	Due	Max Correct	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev
1	Classwork	Icecream Lab	8/8/2017	20	Yes	20	15	18.93	20	20	4.3	2.07	1.06
2	Classwork	phone contract	8/10/2017	20	Yes	20	10	18.12	20	20	15.72	3.96	1.87
3	Classwork	letter to me	8/10/2017	20	Yes	20	10	19.03	20	20	9.03	3	0.96
4	Classwork	Signed syllibus	8/10/2017	20	Yes	20	10	18.75	20	20	11.29	3.36	1.25
5	Classwork	picasso	8/11/2017	20	Yes	20	18	19.88	20	20	0.22	0.47	0.11
6	FFA	FFA Activity Points	8/14/2017	10	No	5	5	5	5	5	0	0	0
7	Classwork	Classroom Procedures quiz	8/15/2017	10	Yes	10	8	9.85	10	10	0.25	0.5	0.14
8	Classwork	world hunger exit ticket	8/15/2017	10	Yes	10	10	10	10	10	0	0	0
9	Classwork	extra credit	8/16/2017	0	No	0	0	0	0		0	0	0
10	Classwork	week 1 stampsheet	8/16/2017	10	Yes	10	10	10	10	10	0	0	0
11	Classwork	FFA Presentation	8/18/2017	50	Yes	50	48	49.78	50	50	0.39	0.62	0.21
12	Classwork	Ag And Chem Pres	8/29/2017	50	Yes	50	45	49.66	50	50	1.6	1.26	0.33
13	Classwork	week 2 stamp sheet	8/29/2017	30	Yes	30	10	27.12	30	30	45.35	6.73	2.87
14	Classwork	Lab Safety Test	8/29/2017	20	Yes	20	10	17.91	20	20	17.21	4.14	2.08
15	Classwork	Safety Project	8/29/2017	50	Yes	50	25	46.77	50	50	57.58	7.58	3.22
	sswork	week 3 stampsheet	8/29/2017	40	Yes	40	20	38.73	40	40	16.68	4.08	1.26
1.	lasswork	ivy league farmer notes	8/29/2017	40	Yes	40	15	34.06	40	40	84.57	9.19	5.93
18	Classwork	agriscience topic	9/8/2017	20	Yes	20	10	19.64	20	20	3.57	1.88	0.35
19	Classwork	15 moviw facts	9/11/2017	30	Yes	30	20	28.86	30	30	5.7	2.38	1.13
20	Classwork	video summery	9/11/2017	40	Yes	40	14	37.22	40	40	37.24	6.1	2.77
21	Classwork	week 5 stampsheet	9/12/2017	30	Yes	30	25	29.68	30	30	1.51	1.22	0.31
22	Classwork	root beer float lab	9/12/2017	20	Yes	20	16	19.51	20	20	1.75	1.32	0.48
23	SAE	SAE Points	9/19/2017	10	No	0	0	0	0		0	0	0

Assignment Analysis for 3 - Art/Hist of F/D - Fall (Councilman, Kelsey)

#	Category	Description	Due	Max Correct	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev
1	classwork	Flower pen	8/8/2017	20	Yes	20	20	20	20	20	0	0	0
2	classwork	signed syllabus	8/10/2017	20	Yes	20	20	20	20	20	0	0	0
3	classwork	phone contract	8/10/2017	20	Yes	20	20	20	20	20	0	0	0
4	classwork	letter to me	8/10/2017	20	Yes	20	20	20	20	20	0	0	0
5	classwork	extra credit	8/10/2017	0	No	0	0	0	0		0	0	0
6	classwork	Picasso	8/11/2017	20	Yes	20	15	19.74	20	20	1.04	1.02	0.25
7	FFA	FFA Points	8/14/2017	10	No	5	5	5	5	5	0	0	0
8	classwork	Classroom Procedures quiz	8/15/2017	10	Yes	10	7	9.84	10	10	0.32	0.56	0.15
9	classwork	Week 1 exit ticket	8/15/2017	10	Yes	10	10	10	10	10	0	0	0
10	classwork	week 1 stampsheet	8/16/2017	10	Yes	10	10	10	10	10	0	0	0
11	classwork	FFA project	8/21/2017	50	Yes	50	48	49.81	50	50	0.34	0.58	0.18
12	classwork	Week 2 stamphsheet	8/29/2017	50	Yes	50	20	48.33	50	50	32.29	5.68	1.66
13	classwork	week 3 stampsheet	8/29/2017	30	Yes	30	10	27.3	30	30	33.38	5.77	2.7
14	classwork	ivy league farmer notes	8/29/2017	40	Yes	40	15	38.75	40	40	20.96	4.57	1.25
15	classwork	ID quiz	9/6/2017	10	Yes	10	9	9.9	10	10	0.08	0.29	0.09
	sswork	15 movie facts	9/11/2017	30	Yes	30	14	26.4	30	30	34.66	5.88	3.6
	.asswork	Movie summary	9/11/2017	40	Yes	40	5	35.56	40	40	91.34	9.55	4.43
18	classwork	week 5 stampsheet	9/12/2017	70	Yes	70	10	51.77	60	70	340.51	18.45	14.35
19	classwork	taping quiz	9/15/2017	20	Yes	20	16	18.15	18	18	1.32	1.14	0.81
20	SAE	SAE Points	9/19/2017	10	No	0	0	0	0		0	0	0

Assignment Analysis for 4 - Art/Hist of F/D - Fall (Councilman, Kelsey)

#	Category	Description	Due	Max Correct	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev
1	classwork	Flower pen	8/8/2017	20	Yes	20	20	20	20	20	0	0	0
2	classwork	signed syllabus	8/10/2017	20	Yes	20	10	19.25	20	20	7.12	2.66	0.74
3	classwork	phone contract	8/10/2017	20	Yes	20	10	19.31	20	20	6.65	2.57	0.68
4	classwork	letter to me	8/10/2017	20	Yes	20	20	20	20	20	0	0	0
5	classwork	extra credit	8/10/2017	0	Yes	0	0	0	0		0	0	0
6	classwork	Picasso	8/11/2017	20	Yes	20	10	19.16	20	20	7.04	2.65	0.83
7	FFA	FFA Points	8/14/2017	10	No	5	5	5	5	5	0	0	0
8	classwork	Classroom Procedures quiz	8/15/2017	10	Yes	10	7	9.8	10	10	0.42	0.65	0.19
9	classwork	Week 1 exit ticket	8/15/2017	10	Yes	10	10	10	10	10	0	0	0
10	classwork	week 1 stampsheet	8/16/2017	10	Yes	10	10	10	10	10	0	0	0
11	classwork	FFA project	8/21/2017	50	Yes	50	45	47.83	48	50	4.28	2.06	1.63
12	classwork	Week 2 stamphsheet	8/29/2017	50	Yes	50	10	45.71	50	50	106.87	10.33	4.28
13	classwork	week 3 stampsheet	8/29/2017	30	Yes	30	10	26.66	30	30	30.76	5.54	3.33
14	classwork	ivy league farmer notes	8/29/2017	40	Yes	40	15	36.92	40	40	40.15	6.33	3.07
15	classwork	ID quiz	9/6/2017	10	Yes	10	1	8.33	9	10	3.95	1.98	1.33
	ısswork	15 movie facts	9/11/2017	30	Yes	30	4	24.54	30	30	66.69	8.16	5.45
	.asswork	Movie summary	9/11/2017	40	Yes	40	10	31.88	40	40	111.28	10.54	8.11
18	classwork	week 5 stampsheet	9/12/2017	70	Yes	70	5	57.5	62.5	70, 65	237.09	15.39	10
19	classwork	taping quiz	9/15/2017	20	Yes	20	13	18.17	18	20, 19,	2.49	1.58	1.2
20	SAE	SAE Points	9/19/2017	10	No	0	0	0	0		0	0	0

Assignment Analysis for 5 - Art/Hist of F/D - Fall (Councilman, Kelsey)

#	Category	Description	Due	Max Correct	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev
1	classwork	Flower pen	8/8/2017	20	Yes	20	20	20	20	20	0	0	0
2	classwork	signed syllabus	8/10/2017	20	Yes	20	10	18.84	20	20	10.61	3.25	1.15
3	classwork	phone contract	8/10/2017	20	Yes	20	10	18.33	20	20	14.36	3.79	1.66
4	classwork	letter to me	8/10/2017	20	Yes	20	10	19.61	20	20	3.84	1.96	0.38
5	classwork	extra credit	8/10/2017	0	Yes	0	0	0	0		0	0	0
6	classwork	Picasso	8/11/2017	20	Yes	20	10	18.8	20	20	9.76	3.12	1.19
7	FFA	FFA Points	8/14/2017	10	No	5	5	5	5	5	0	0	0
8	classwork	Classroom Procedures quiz	8/15/2017	10	Yes	10	8	9.71	10	10	0.28	0.53	0.28
9	classwork	Week 1 exit ticket	8/15/2017	10	Yes	10	10	10	10	10	0	0	0
10	classwork	week 1 stampsheet	8/16/2017	10	Yes	10	10	10	10	10	0	0	0
11	classwork	FFA project	8/21/2017	50	Yes	50	40	46.1	48	50	13.23	3.63	3.27
12	classwork	Week 2 stamphsheet	8/29/2017	50	Yes	50	10	45	50	50	116.66	10.8	5
13	classwork	week 3 stampsheet	8/29/2017	30	Yes	30	15	26.11	30	30	27.56	5.25	3.88
14	classwork	ivy league farmer notes	8/29/2017	40	Yes	40	2	25.25	30	40	208.73	14.44	12.88
15	classwork	ID quiz	9/6/2017	10	Yes	10	5.5	9	9	10	1.24	1.11	0.85
	sswork	15 movie facts	9/11/2017	30	Yes	30	4	22.47	30	30	94.76	9.73	7.52
	lasswork	Movie summary	9/11/2017	40	Yes	40	10	38.33	40	40	50	7.07	1.66
18	classwork	week 5 stampsheet	9/12/2017	70	Yes	70	25	52.36	55	70	251.02	15.84	13.68
19	classwork	taping quiz	9/15/2017	20	Yes	20	16	18.04	18	18	1.79	1.33	1
20	SAE	SAE Points	9/19/2017	10	No	0	0	0	0		0	0	0

Assignment Analysis for 7 - Ag Chemistry - Fall (Councilman, Kelsey)

#	Category	Description	Due	Max Correct	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev
1	Classwork	Icecream Lab	8/8/2017	20	Yes	20	10	19.31	20	20	6.65	2.57	0.68
2	Classwork	phone contract	8/10/2017	20	Yes	20	10	18.43	20	20	13.6	3.68	1.56
3	Classwork	letter to me	8/10/2017	20	Yes	20	10	18.66	20	20	11.95	3.45	1.33
4	Classwork	Signed syllibus	8/10/2017	20	Yes	20	10	18.7	20	20	11.61	3.4	1.29
5	Classwork	picasso	8/11/2017	20	Yes	20	10	19.68	20	20	3.12	1.76	0.31
6	FFA	FFA Activity Points	8/14/2017	10	No	5	5	5	5	5	0	0	0
7	Classwork	Classroom Procedures quiz	8/15/2017	10	Yes	10	8	9.83	10	10	0.2	0.45	0.16
8	Classwork	world hunger exit ticket	8/15/2017	10	Yes	10	10	10	10	10	0	0	0
9	Classwork	extra credit	8/16/2017	0	No	0	0	0	0		0	0	0
10	Classwork	week 1 stampsheet	8/16/2017	10	Yes	10	10	10	10	10	0	0	0
11	Classwork	FFA Presentation	8/18/2017	50	Yes	50	45	49.07	50	50	2.76	1.66	0.92
12	Classwork	Ag And Chem Pres	8/29/2017	50	Yes	50	48	49.76	50	50	0.44	0.66	0.24
13	Classwork	week 2 stamp sheet	8/29/2017	30	Yes	30	15	29.1	30	30	11.21	3.34	0.89
14	Classwork	Lab Safety Test	8/29/2017	20	Yes	20	10	18.14	20	20	15.66	3.95	1.85
15	Classwork	Safety Project	8/29/2017	50	Yes	50	25	46.53	50	50	67.53	8.21	3.46
[illegible]	asswork	week 3 stampsheet	8/29/2017	40	Yes	40	20	35.33	40	40	42.98	6.55	4.66
[illegible]	Classwork	ivy league farmer notes	8/29/2017	40	Yes	40	15	34.6	40	40	93.58	9.67	5.4
18	Classwork	agriscience topic	9/8/2017	20	Yes	20	10	18.94	20	20	9.94	3.15	1.05
19	Classwork	15 moviw facts	9/11/2017	30	Yes	30	7	26.7	30	30	37.78	6.14	3.29
20	Classwork	video summery	9/11/2017	40	Yes	40	20	38.33	40	40	31.88	5.64	1.66
21	Classwork	week 5 stampsheet	9/12/2017	30	Yes	30	10	27.91	30	30	33.35	5.77	2.08
22	Classwork	root beer float lab	9/12/2017	20	Yes	20	13	17.56	18	20	5.7	2.38	2.1
23	SAE	SAE Points	9/19/2017	10	No	0	0	0	0		0	0	0

Greenfield FFA SAE Visitation Form

DATE OF VISIT: 11/2/17 TIME OF VISIT: 4pm

STUDENT'S NAME: Elyssa Perez

WORKSITE: School farm

SUPERVISOR: _____

SUMMARY OF SITE VISITATION

COMMENTS BY STUDENT: (if applicable)

- Rabbit is doing good
- happy healthy

TEACHER COMMENTS: (Describe how students' activities relate to instruction.)

- Remember to measure feed so she does not get too fat.

RECOMMENDATIONS/NEXT STEPS:

great job

Elyssa Perez
Student's Signature

11/2/17
Date

Teacher's Signature

11/2/17
Date

Greenfield FFA SAE Visitation Form

DATE OF VISIT: 11/8/17 TIME OF VISIT: 2pm

STUDENT'S NAME: Ana Torres

WORKSITE: School farm

SUPERVISOR: _____

SUMMARY OF SITE VISITATION

COMMENTS BY STUDENT: (if applicable)

- Jay is doing good
- Sad over loss of babies

TEACHER COMMENTS: (Describe how students' activities relate to instruction.)

Keep up the good work.

RECOMMENDATIONS/NEXT STEPS:

Ana Torres
Student's Signature

11/8/17
Date

Teacher's Signature

11/8/17
Date

Greenfield FFA SAE Visitation Form

DATE OF VISIT: 11/7/17 TIME OF VISIT: 4pm

STUDENT'S NAME: Sarah Rios

WORKSITE: School farm

SUPERVISOR: _____

SUMMARY OF SITE VISITATION

COMMENTS BY STUDENT: (if applicable)

-Rabbits good
- Cranberry due day befor thanks giving

TEACHER COMMENTS: (Describe how students' activities relate to instruction.)

-Rember to get nest box in ontine

RECOMMENDATIONS/NEXT STEPS:

Sara Rios
Student's Signature

11-17-17
Date

Teacher's Signature

11/7/17
Date

Greenfield FFA SAE Visitation Form

DATE OF VISIT: 11/7/17 TIME OF VISIT: 3:45pm

STUDENT'S NAME: Brandi Zepeda

WORKSITE: School Farm

SUPERVISOR: _____

SUMMARY OF SITE VISITATION

COMMENTS BY STUDENT: (if applicable)

- Rabbits good
- Still fat

TEACHER COMMENTS: (Describe how students' activities relate to instruction.)

- Remember to measure out feed each feeding.

RECOMMENDATIONS/NEXT STEPS:

Keep up the good work

Bzepeda 11-7-17

Student's Signature Date

[signature] 11/7/17

Teacher's Signature Date

Greenfield FFA SAE Visitation Form

DATE OF VISIT: 11/14/17 TIME OF VISIT: 3:15pm

STUDENT'S NAME: Isaac Martinez

WORKSITE: Schad Farm

SUPERVISOR: _____

SUMMARY OF SITE VISITATION

COMMENTS BY STUDENT: (if applicable)

- Project going great
- enjoying new rabbit Projects

TEACHER COMMENTS: (Describe how students' activities relate to instruction.)

Remember to keep cage clean

RECOMMENDATIONS/NEXT STEPS:

good job!

Isaac M Martinez
Student's Signature

11/14/17
Date

Teacher's Signature

11/14/17
Date

Greenfield FFA SAE Visitation Form

DATE OF VISIT: 11/9/17 TIME OF VISIT: 4:30pm

STUDENT'S NAME: Elyssa Perez

WORKSITE: Las Coches Vet

SUPERVISOR: Erin

SUMMARY OF SITE VISITATION

COMMENTS BY STUDENT: (if applicable)

- lots of fun working here
- have been able to observe surgeries
- enjoy working with baby kittens

TEACHER COMMENTS: (Describe how students' activities relate to instruction.)

Awesome that you are getting to observe different Procedures.

RECOMMENDATIONS/NEXT STEPS:

Keep up the great work

Elyssa Perez
Student's Signature

11/9/17
Date

Teacher's Signature

11/9/17
Date

Greenfield FFA SAE Visitation Form

DATE OF VISIT: 11/7/17 TIME OF VISIT: 3:30pm

STUDENT'S NAME: Ivan Trujillo

WORKSITE: School farm

SUPERVISOR: _____

SUMMARY OF SITE VISITATION

COMMENTS BY STUDENT: (if applicable)

Rabbit projects going ok, sad over the loss of one of his dogs.

TEACHER COMMENTS: (Describe how students' activities relate to instruction.)

- Sorry for your loss

RECOMMENDATIONS/NEXT STEPS:

Keep up the good work

Ivan Trujillo
Student's Signature

11/7/17
Date

Teacher's Signature

11/7/17
Date

Greenfield FFA SAE Visitation Form

DATE OF VISIT: 11/14/17 TIME OF VISIT: 7:30 am

STUDENT'S NAME: Alyssa Rawley

WORKSITE: School farm

SUPERVISOR: _____

SUMMARY OF SITE VISITATION

COMMENTS BY STUDENT: (if applicable)

Can I give my lamb more feed?

TEACHER COMMENTS: (Describe how students' activities relate to instruction.)

- keep feed the same so she does not get too fat.

RECOMMENDATIONS/NEXT STEPS:

Student's Signature _____ Date _____

Teacher's Signature _____ Date 11/14/17

Greenfield FFA SAE Visitation Form

DATE OF VISIT: 11/13/17 TIME OF VISIT: 11 am

STUDENT'S NAME: Brandi Zepeda

WORKSITE: School farm

SUPERVISOR: _____

SUMMARY OF SITE VISITATION

COMMENTS BY STUDENT: (if applicable)

Lamb has snotty nose and not eating well

TEACHER COMMENTS: (Describe how students' activities relate to instruction.)

- give 3ml shot of pen.

RECOMMENDATIONS/NEXT STEPS:

Brzepeda
Student's Signature

11-14-17
Date

Teacher's Signature

11/15/17
Date

Greenfield FFA SAE Visitation Form

DATE OF VISIT: 11/14/17 TIME OF VISIT: 3:39pm

STUDENT'S NAME: Nathaniel Lopez

WORKSITE: School farm

SUPERVISOR: _____

SUMMARY OF SITE VISITATION

COMMENTS BY STUDENT: (if applicable)

- Rabbits doing great
- Ready to breed again

TEACHER COMMENTS: (Describe how students' activities relate to instruction.)

- go ahead and breed your does make sure to get nest box in on time

RECOMMENDATIONS/NEXT STEPS:

great job.

_____ _____

Student's Signature Date

_____ 11/14/17

Teacher's Signature Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

AGRICULTURE CHEMISTRY

2017-2018

ROOM 403

1. **NAME AND CONTACT INFORMATION:**

Kelsey Councilman
[redacted]Ext#[redacted]
[redacted]

COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:

Laboratory: One of the primary objectives of an entry level chemistry course is to teach students about the different equipment in a laboratory and how to use it safely and effectively. The environment within a laboratory can be dangerous if students are not properly informed and coached. However, it is also an environment which provides hands on learning and the possibility of new discoveries.

Understanding Forms of Matter: There are three different forms of matter, each pertinent to understanding chemistry and the interactions of different elements. It is important that students understand what comprises a solid, liquid or gas, and which elements fall into each category. It is also important that they learn under what conditions matter can change and the fact that matter can never entirely disappear.

Periodic Table and Elements: One of the main documents to which students will constantly and consistently refer, is the periodic table. Students should learn each of the elements and what makes them unique. They should also learn the different types of bonds: Ionic, covalent, hydrogen and polar covalent. How these bonds join certain elements together to form various types of matter is also vital.

Procedures of Experimentation: Learning the difference between a theory and a hypothesis, and how to test the latter, is important in a chemistry and other fields of science as well. This is where students receive the benefit of hands on experimentation and begin to comprehend why it is important. By understanding the proper procedures and attempting to prove or disprove a hypothesis, the students can effectively learn how to conduct their own experiments both in, and outside of, the chemistry course.

Understanding Scientists and Laws: There are several different scientists and laws which the student must study in order to understand their importance and the history of chemistry. For example, Dalton and Mendeleev are both very important scientists who played significant roles in the field of chemistry. Different laws that the student should comprehend include: The Law of Thermodynamics; Henry's Law; The Law of Conservation of Matter, and the Law of Constant Composition.

Formulas Usage and Data Evaluation: The use of formulas and evaluation of data is another objective important to chemistry. Students need to decide what data is pertinent to their problem and choose the proper formula to solve for the solution they are looking for. These skills are vital developments in order to effectively conduct an experiment and decipher the output.

COURSE DESCRIPTION:

This class is a detailed and in depth examination of chemistry for those students interested in math, science, or agriculture fields of study in college. A prerequisite completion of Biology or Agriculture Biology is required. It is an intensive course that is project-based. This includes weekly labs, student projects and presentations, an Agriscience project, and FFA and Supervised Agriculture Experience requirements. There is likely to be homework most nights. Classes will take place in the classroom, as well as school farm and other school facilities.

ICEV

Through this class students have the opportunity to obtain a certification in Ag Communications through the ICEV program. This program is all online and students will have opportunities weekly to work on the coursework and assessments. ICEV can also be accessed at home for any students who may have been absent on a work day or who wants to get ahead. Students need to have completed all coursework and assessments by then end of the year in order to take the certification test which will be their final for this class.

AGRISCIENCE PROJECT

An Agriscience research project is a practical, hands-on project that uses the scientific method to answer a real scientific problem that relates to agriculture. Researchers at universities and private labs use the same format to solve the everyday scientific problems of the world. Just like the researchers of the world this project may span many years and will be viewed by scientific peers all over the United States of America. The project will consist of three parts a research paper, a log book and a display board. Students will receive more information on this project in week 3.

CLASSROOM CODE OF CONDUCT:

1. Students are expected to use all equipment safely, correctly, and as directed.
2. Students are expected to respect the rights of others to learn.
3. Students are expected to participate in labs and discussions & take notes during lectures.
4. Students are expected to clean their work area and help maintain common work areas.
5. Students are expected to come see me for help and for make-up assignments.
6. Students are expected to place all electronic devices in backpacks (turned off) before entering the classroom.
7. Use common sense.
8. The student will adhere to all school rules and district policies as summarized in the Parent handbook.
9. No food or drinks.
10. **Participate**!!

Restroom passes

At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), and take pass with them. Unused bathroom passes can be turned in at the end of the semester for 10 extra credit points each.

2. **GRADING SCALE:**

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

A (90-100%) Outstanding Achievement 4.0 grade points

B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or no Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Special Education: *Any modification in the above grading will be documented in the student's IEP with parental consent.*

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es). Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

3. **ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.**

Classwork 70%

-Homework
-Packets
-Agriscience Project
-test and quizzes
-labs and projects

ICEV 10% Half of the ICEV coursework and assessments are to be completed each semester.

FFA 10% 2 FFA activities are required per quarter for their participation grade

SAEP 10% (supervised agriculture education project) SAEP is 20 hours of paid or unpaid hours of a project proclaiming to agriculture, to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.

4. **SPECIAL CIRCUMSTANCES:**
   a. Late or missing work- Students who turn in late work will receive credit for up to 50% You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted. No late work will be allowed after the end of each quarter for the previous quarter.
   b. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had "borrowed" or "checking answers" the assignment from. Instances of academic dishonesty will be reported to administration.

5. **CLASS EXPECTATIONS – LEVEL OF RIGOR:** Students are expected to complete all classwork and homework assignments, attend two FFA activities every quarter, and complete 20 hours of an SAEP within a year and complete the ICEV coursework and assessments. If students should fall behind or need additional help, I am usually available in the morning and after school.
6. **MATERIALS RESOURCES PROVIDED:**
   a. Introduction to Chemistry a Foundation, 8th edition
   b. Binder paper
   c. Black or blue pen
   d. Pencil
   e. Students will be able to access computers from the Ag. Department, School library, and public library.
   f. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

I have read the above information, understand the policies and procedures, and will adhere to them.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email: _____

Parent Phone (preferably cell):_____

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GREENFIELD HIGH SCHOOL

ANIMAL ANATOMY & PHYSIOLOGY

2017-2018

ROOM 403

NAME AND CONTACT INFORMATION:

Kelsey Councilman

[redacted]xt#[redacted]

[redacted]

COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:

Students will be able to:

1. Assemble and use laboratory apparatus, tools and materials in a skillful manner, giving attention to accident prevention and safety.
2. Gather the qualitative and quantitative information needed for developing and testing inferences and hypotheses by making purposeful, objective observations of things and events.
3. Understand the make-up of the body and its functions.
4. Understand how to apply the knowledge of heredity and genetics to mammalian production.
5. Understand evolution and natural selection and how it relates to production agriculture.
6. Record observations accurately and organize data and ideas in ways that enhance their usefulness.
7. Communicate with others (oral and written) in a manner that is consistent with the knowledge of scientific conventions, and facilities the learning of the listeners or readers.
8. Use the metric system effectively in measuring and quantifying substances.

COURSE DESCRIPTION:

Animal Science is laboratory course will that will provide you with principles in Animal Anatomy & Physiology focusing on the areas animal production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. In depth study of the anatomy and physiology of a variety of animal species is designed to build knowledgeable problem solvers in the field of Veterinary Science. This course is intended to successfully prepare students who plan on majoring in Agricultural or animal sciences at a college or university. Leadership skills through the FFA activities and participation in a supervised agricultural experience project will be required. Frequent opportunities are also given to develop and apply rational and creative thinking processes of observing, comparing, organizing, relating, inferring, applying and communicating. Also, there is an emphasis on developing values aspirations and attitudes that promote the student's understanding personal involvement with the scientific explorations and discoveries of the future. These hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.

CLASSROOM CODE OF CONDUCT:

- The student will adhere to all school rules and district policies as summarized in the Parent handbook.

GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or no Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

Classwork 70%

-Homework
-Packets
-Agriscience Project
-test and quizzes
-labs and projects

ICEV 10% Half of the ICEV coursework and assessments are to be completed each semester.

FFA 10% 2 FFA activities are required per quarter for their participation grade

SAEP 10% (supervised agriculture education project) SAEP is 20 hours of paid or unpaid hours of a project proclaiming to agriculture, to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.

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Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

It is the student's responsibility to obtain makeup work through the use of the Absence Binder before or after class. Students will receive weekly class schedule on the first day of the week.

ICEV

Through this class students have the opportunity to obtain a certification in Food Safety through the ICEV program. This program is all online and students will have opportunities weekly to work on the coursework and assessments. ICEV can also be accessed at home for any students who may have been absent on a work day or who wants to get ahead. Students need to have completed all coursework and assessments by then end of the year in order to take the certification test which will be their final for this class.

Restroom passes

At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), and take pass with them. Unused bathroom passes can be turned in at the end of the semester for 10 extra credit points each.

AGRISCIENCE PROJECT

An Agriscience research project is a practical, hands-on project that uses the scientific method to answer a real scientific problem that relates to agriculture. Researchers at universities and private labs use the same format to

of three parts a research paper, a log book and a display board.

CLASS EXPECTATIONS

Students are expected to:

- ***Come to class prepared and on time***
- ***Never leave until dismissed by the teacher, must be in seats.***
- ***Never use profanity***
- ***Turn in all work on time***
- ***Respect others***
- ***Join the FFA, Plan and begin an SAE***
- ***Keep record books up to date***
- ***Ask plenty of questions!***
- ***PARTICIPATE***

Instructor will:

- ***Return work in a timely manner***
- ***Test only what is taught***
- ***Be available for help and questions***
- ***Attempt to visit every student at home***
- ***Make learning fun!***

2. **MATERIALS RESOURCES:**
   - three ring binder with three dividers

I have read the above information, understand the policies and procedures, and will adhere to them.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email: _____

Parent Phone (preferably cell):_____

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

FLORAL DESIGN
2017-2018
ROOM 403

1. **NAME AND CONTACT INFORMATION:**
   Kelsey Councilman
   [redacted]Ext#[redacted]
   [redacted]

2. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:** This course deals with the beginning methods of floral arranging, flower identification, aesthetic appreciation of floral arrangements, color and flower contrast, and the history of floriculture.

3. **COURSE DESCRIPTION:** Emphasis of this course will be to develop skills required to design fresh and dried flower arrangements, using live and preserved (dried) plant materials and foliage plants, as well as silk flowers. Floriculture, the growing of flowers and plant materials, will be briefly covered. The classroom will be utilized in the growing, arranging, and identification portions, of the course. The students will learn the arrangement of flowers. Corsages, boutonnieres, and be exposed to different color deigns found in floral arrangements. Since FFA and Supervised Agricultural Experience Programs (SAEPs) are integral components of this course, students are required to maintain SAEPs, and be a member of the FFA while participating in activities of the FFA organization.

4. **ICEV**
   Through this class students have the opportunity to obtain a certification in Food Safety through the ICEV program. This program is all online and students will have opportunities weekly to work on the coursework and assessments. ICEV can also be accessed at home for any students who may have been absent on a work day or who wants to get ahead. Students need to have completed all coursework and assessments by then end of the year in order to take the certification test which will be their final for this class.

5. **Restroom passes**
   At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), and take pass with them. Unused bathroom passes can be turned in at the end of the semester for 10 extra credit points each.

6. **CLASSROOM CODE OF CONDUCT:**
   1. Students are expected to use all equipment safely, correctly, and as directed.
   2. Students are expected to respect the rights of others to learn.
   3. Students are expected to participate in labs and discussions & take notes during lectures.
   4. Students are expected to clean their work area and help maintain common work areas.
   5. Students are expected to come see me for help and for make-up assignments.
   7. Use common sense.
   8. The student will adhere to all school rules and district policies as summarized in the Parent handbook.
   9. No food or drinks.

7. **GRADING SCALE:**
   Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or no Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Special Education: *Any modification in the above grading will be documented in the student's IEP with parental consent.*

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

8. **ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.**

Classwork	70%	-classroom assignments/activities -arrangements -test and quizzes -projects -portfolio

FFA 10% 2 FFA activities are required for their participation grade, however if the student is unable to complete the FFA activities a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities.

SAEP 10% (supervised agriculture education project) SAEP is 20 hours of paid or unpaid hours per semester of a project proclaiming to agriculture to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.

ICEV 10% Half of the ICEV coursework and assessments are to be completed each semester.

SPECIAL CIRCUMSTANCES:

a. Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence.

You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.

b. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had "borrowed" or "checking answers" the assignment from.

10. **CLASS EXPECTATIONS – LEVEL OF RIGOR:** Most assignments are to be completed in class or in the shop. Students are expected to complete all classwork assignments, attend two different FFA activities per quarter, and complete 20 hours of an SAEP per semester. If students should fall behind or need additional help, I am usually available in the morning and after school.
11. **MATERIALS RESOURCES PROVIDED:**
    a. The Art of Floral Design by Norah T. Hunter & Art Talk by Rosalind Ragans
    b. Students will be able to access computers from the Ag. Department, School library, and public library.
    c. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

I have read the above information, understand the policies and procedures, and will adhere to them.

Student Name (please print) _____

Student Signature _____ Date: _____

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date: _____

Parent Email: _____

Parent Phone (preferably cell):_____

Greenfield FFA

Program of Activities

2017-2018

BE FEARLESS

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Advisor's Greetings

Welcome to the Greenfield FFA Chapter. This is going to be another exciting year full of FFA activities. We have expanded our agricultural program to provide you with more opportunities to learn all the valuable lessons agriculture education has to offer. We offer many classes from sciences to exciting hands on electives. We hope you take advantage of the opportunities to help you succeed in life!

Officer's Greetings

Welcome fellow members of the Greenfield High School FFA. We are ecstatic to begin this 2017-2018 school year, by encouraging members to excel above the chapter level, encourage members through extended enthusiasm and ecruit potential quality students and community members. As a chapter we hope to fully accomplish our goals.

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.

The creed was written by E. M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.

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

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

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

ARTICLE IV - Emblems

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

Section B. Emblems used by the members shall be uniform and those obtained from concerns officially designed by the National Organization of FFA.

ARTICLE V - Membership Degrees and Privileges

Section A. There shall be two grades of active membership in this chapter. These grades are: (1) Greenhand FFA Degree, and (2) Chapter FFA Degree. All Greenhands are entitled to wear the regulation bronze emblem pin. All members holding the Chapter FFA Degree are entitled to wear the silver emblem pin.

Section B. Greenhand FFA Degree. Minimum qualifications for election: See page 11 of the current Program of Work.

Section C. Chapter FFA Degree. Minimum qualification for election: See pages 11-12 of the current Program of Work.

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

ARTICLE VI - Officers

Section A. The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Historian, and Advisors. The advisors shall be the teachers of agriculture education in the school where the chapter is located. Officers shall perform the usual duties of their respective offices as outlined in the current Program of Work.

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

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

Section D. Honorary members shall not vote nor shall they hold any office in the

Chapter Goals

- Extend notification through public relations
- Increase member involvement through committees
- Encourage members through extended enthusiasm
- Recruit potential quality students
- Increase chapter recognition at national and state level

FFA MISSION STATEMENT

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

CORE GOALS

· Provide a quality product that is perceived by students, teachers, parents, and business partners as adding value to the lives of students.

· Continually build human resources through a highly motivated, committed, and well trained national board, national staff, and national FFA officers.

· Build and maintain a solid delivery system through:

1. A well trained, motivated state staff to provide state leadership.

2. An adequate supply of well-trained and motivated advisors with access to FFA tools to provide local leadership.

· Expand our customer base by expanding FFA membership that is representative of the student population.

· Establish and maintain a secure financial base.

OFFICIAL DRESS

The official dress for female members is to be a knee-length black skirt or black slacks, white collared blouse with the official FFA blue scarf, black shoes (closed toe and heel), neutral colored nylons, and the official jacket, zipped to the top. Black slacks may be worn for outdoor activities, such as judging, excessive traveling, and camping.

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

All chapter degree, officer, and award medals should be worn beneath the name on the right side of the jacket.

No more than three medals shall be worn on the jacket. These should represent the highest degree earned, the highest office held, and the highest award earned by the member.

Members will refrain from the use of tobacco and alcohol or drugs while wearing the FFA jacket or officially representing the organization.

3. Have participated in the planning and conducting of at least three official functions in the chapter's Program of Activities.
4. A student after entering agricultural education must have:
a. Earned and productively invested at least $150 by the member's own efforts; or worked at least 45 hours in excess of scheduled class time; or a combination thereof; and
b. Develop plans for continued growth and improvement in a supervised agricultural experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.

7. Have a satisfactory scholastic record in an agricultural course.

***State FFA Degree*:** To be eligible to be elected to the State FFA Degree a member must meet all of the following minimum qualifications:

1. Must have held the Chapter Degree for at least one year immediately preceding application for the state FFA Degree.

2. Have been an active member of the FFA for at least two years preceding application for the State FFA Degree.

3. At the time of application for the State FFA Degree:

a) Must have satisfactorily completed at least two years of instruction in agriculture education, at or above the ninth grade level, which included an agricultural supervised occupational experience program; and

b) Must be regularly enrolled in an agriculture class at the secondary education level, an agriculture course at the post-secondary education level, or be a graduate of a secondary agriculture education program who is engaged in an agricultural occupation.

4. Have worked for a minimum of 500 hours, in excess of scheduled class time, on his/her SOEP, and

a) Must have earned by his/her own efforts from an agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested at least $1,000, or

b) Show an investment cost of at least $2,000 in depreciable property inventory; or

Have earned by his/her own efforts from agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested a combination of dollars and unpaid labor hours which, when summed, equal at least $1,000. When qualifying based on a combination of dollars and hours, the hours counted for qualification must be unpaid labor hours of agriculturally-related work which are hours in excess of class time and which are hours over and above the minimum of 500 hours required in (4) above. Under no circumstance shall a member be qualified for the degree when qualifying based on a combination of dollars and hours without posting a minimum of $750 of earned and productively invested income. For the purposes of this subsection, productively invested is defined as any, all, or any combination of the following: amounts held in secured liquid financial investments, expenses paid for educational purposes, financial support of the immediate family, and/or that proportion of the purchase price of a motor vehicle which is equivalent to the proportion of the vehicle's normal usage which is used for transportation to, from, or in the conduct of educational and/or SOE activities.

5. Demonstrate leadership ability by:

13. A member who receives the State FFA Degree while in high school may apply for Star Farmer or Star Agribusiness consideration at all levels provided he/she:

a) Applies during his/her Senior year and/or first year out of high school,

b) Is an active FFA member in good standings at the time of application, and

c) Has an ongoing agricultural occupational experience program which has been continuously under the supervision of the local agricultural instructor.

14. A member who receives his/her State FFA Degree while out of high school, may not be eligible to apply for Star honors.

15. Selection of the sectional and regional Star Farmer in Agribusiness shall be based on the recommendations of the committee appointed by the state advisor to review State FFA Degree Applications.

16. A student who is named California Star Farmer may never be considered for any star in Agribusiness honors and a student who is named California Star in Agribusiness may never be considered for Star Farmer Honors. In any given year a student may only be considered for Star Honors under production agriculture OR under agribusiness but never both.

17. An Honorary State FFA Degree may be awarded to any person performing an outstanding service to the FFA Organization.

***American Farmer Degree*:** On meeting the following minimum qualifications, the American Farmer Degree may be conferred by the National Organization:

1. Have received the State FFA Degree, have been an active member for the past three years and have a record of satisfactory participation in the activities on the chapter and state levels.

2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program or have completed the program of agricultural education offered in the school last attended.

3. Have graduated from High School at least 12 months prior to the National Convention at which the degree is to be granted.

4. Have in operation and have maintained records to substantiate an outstanding SAEP through which a member has exhibited comprehensive planning, managerial, and financial expertise.

5. Have earned and productively invested at least $7,500 or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time. Any combination of hours x $3.33 plus dollars must be equal to the number 9,000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements of the degree.

6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school record of "C" or better as certified by the principal or superintendent.

Greenfield FFA 2017-2018 Officer Team

President

Elyssa Perez

Grade- 12th

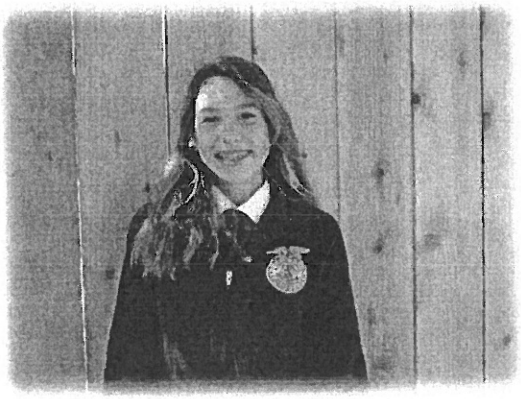
"Be Fearless in the pursuit of what sets your soul on fire" –Unknown

Vice President

Nathaniel Perez

Grade-12th

"Hate, it has caused a lot of problems in the world but has not solved one yet" –Maya Angelou

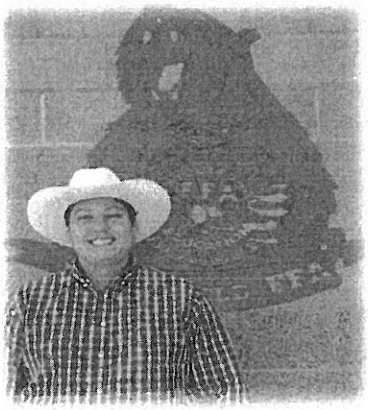


Secretary

Griselda Corcoles-Neri

Grade-11th

"Emancipate yourselves from mental slavery None but ourselves can free our minds Have no fear for atomic energy cause none of them can stop the time" –Bob Marley



Advisor

Daniel Villaseñor

King City H.S. Class of 2003
Reedley College A.S. in Animal Science Class of 2006
Fresno State B.S. degree in Agriculture Education Class of 2008
Credential CSU Fresno
Class of 2009
"Don't Complain just work harder."

Advisor

Desiree Villaseñor

El Capitan High School, Class of 2003
Reedley College A.S. in Animal Science Class of 2006
Fresno State B.S. in Animal Science class of 2008
Credential Cal Poly San Luis Obispo
"Fight for what you want!"

Advisor

Kelsey Councilman

Everett Alvarez High School, Class of 2008
Hartnell College 2008-2012
Cal Poly San Luis Obispo
B.S. in Agricultural Science, Class of 2015
Credential Cal Poly San Luis Obispo

"Be the change, you wish to see in the world."

How to accomplish: Attend activity meetings and/or talk with chairman to check progress.

5. Work with other officers to construct meeting agendas.

How to accomplish: After discussion at officer meeting turn in a typed agenda two days prior to scheduled meeting to advisors for approval.

6. Work with officer team to complete Sectional, Regional and State reports.

How to accomplish: Research and complete all applicable reports.

7. Work with reporter to maintain chapter relations with the student body.

How to accomplish: Make sure all activities and accomplishments are publicized.

8. Make sure all officers are completing their assigned tasks.

How to accomplish: Collect all officer reports at monthly meetings to discuss if all requirements are being met. Follow up and help officer(s) falling behind.

9. Work closely with advisors.

How to accomplish: Liaison between advisors and officer team.

The Vice President:

1. Assume all duties of the president if necessary.

How to accomplish: See President's duty list above.

2. Prepare the agenda copies for each meeting.

How to accomplish: Collect and count RSVP's from all advisors and make enough copies one day prior to each meeting. Put in Sentinel's box.

3. Supervise all chapter committee operations.

How to accomplish: By collecting and filing all committee reports.

4. Work closely with president in coordinating chapter activities.

How accomplished: Attend activity meetings and/or talk with chairperson to check progress.

5. Setup and maintain a Chapter Officer File.

How to accomplish: By developing Table of Contents and filing information as available. Don't just wait for it you must ask for it!

6. Organize and preside over officer meetings.

How to accomplish: After discussion with advisors turn in a typed agenda 2 days prior to schedule meeting to advisors for approval. After approval, make copies prior to meeting.

How to accomplish: Use handwritten accounting forms and computer spreadsheet to record all financial transactions as they occur. Reconcile monthly with ASB Activity Report information.

5. Chair the earnings and savings committee.

How to accomplish: Attend all meetings dealing with NEW fund-raisers.

6. Prepare monthly treasurer's report for chapter meetings.

How to accomplish: Report current balance including deposits and disbursements since last meeting. File copies in binder and with Secretary's Minutes.

7. Complete all purchase orders or appoint someone.

How to accomplish: Turn in well ahead of time.

8. Construct the chapter budget.

How to accomplish: Use last year's actual numbers to estimate coming year's receipts and expenses.

9. Payout chapter funds as authorized.

How to accomplish: Fill out proper forms and make sure bills are paid on time.

10. Maintain Points

How to accomplish: Keep points up to date and accurate.

The Reporter:

1. Prepare a chapter scrapbook using guidelines in current year Curricular Code.

How to accomplish: Enter completed scrapbook at Regional Meeting..

2. Publish a chapter newsletter.

How to accomplish: Distribute one issue near the end of each semester.

3. Release news and information to local news media.

How to accomplish: Write at least one article per quarter for Greenfield News. Prepare announcements for local radio spots on KRKC and FM 102 as needed.

4. Help plan public information program to promote FFA.

How to accomplish: Work with officer team and advisors to develop plan, which would best highlight chapter accomplishments and community service.

5. Send articles and pictures to sectional, regional and state reporters including the FFA New Horizons magazine.

How to accomplish: Prepare articles/pictures to send with advisors who attend monthly CATA meetings.

6. Prepare radio spots for FFA week.

The Historian:

1. Assist the reporter in developing a chapter scrapbook.

How to accomplish: Enter completed scrapbook at Regional Meeting.

2. Assist and maintain FFA bulletin and wall chart.

How to accomplish: Work with individual advisors as to what, where, and how they would like FFA information posted in their classrooms.

3. Maintain and display chapter memorabilia.

How to accomplish: Work with advisors in labeling and displaying chapter awards etc.

4. Take pictures at all FFA events or appoint someone to do so.

How to accomplish: Arrange with advisors well in advance to have cameras and plenty of film on hand. Make sure advisors know who you have appointed if you will not be taking pictures at an event.

5. Prepare power point show for awards banquet.

How to accomplish: Label and organize all prints during the year. End of year show should showcase all aspects of chapter and can be narrated and/or put to music.

6. Manage the chapter website

7. Keep track of memorized parts at meetings

The Advisors:

1. Council members and committees on problems.
2. Check qualifications of those who seek advanced degrees or office.
3. Train, direct, and inform officers and members.
4. See that all ceremonies are creditably carried out.
5. See that standard chapter equipment and supplies are secured and used.

The Members:

1. Be familiar with Program of Activities.
2. Attend meetings.
3. Participate in chapter activities.
4. Be familiar with Constitution and Bylaws.
5. Have a record book completed by the end of year.

1. Each labor hour in agriculture related field.....1-200 maximum

Project Completion

1. Local Participant.....50
2. Sectional Qualifiers.....150
3. Division I or II Winner.....200

LEADERSHIP

1. Chapter Officer.....400

Committee Work (If task is completed and report turned in)

1. Committee Chairman.....100
2. Co-Chairman.....75
3. Committee member (Organization/Participation).....10-50

Future Farmer Offices

1. Sectional Officer (During term of service).....100
   (President 200)
2. Regional Officer (During term of service).....200
   (President 400)
3. State Officer (When elected).....400
   (President 800)

FFA TEAM PARTICIPATION

Judging Teams

1. Membership (per contest) Based on practice attendance.....100
2. Top 5 team Top 10 individual per contest.....75

State Competition Participation.....200

1. High Individual (State).....500

b) Top 5 team/ top 10 individual (state).....250

National Competition Participation.....500

1. High Individual Top 5.....1000
2. Placed Individual or team.....500

FFA Contests (BIG, Creed, Public Speaking, Parliamentary Procedure)

1. Participant 50

ACHIEVEMENT AWARDS

1. Greenhand FFA Degree.....25
2. Chapter FFA Degree..... 50
3. State FFA Degree.....100
4. American FFA Degree..... 200

Proficiency Awards/ Star Awards Participate.....25

1. Sectional Placing..... 25
2. Applied to region..... 50
3. Regional Placing..... 100
4. State placing..... 200
5. National..... 400

Star Awards..... 50

OTHER

1. Banquets.....25
2. Fundraisers (1 point per $5 sold)..... 1
3. Field Trips.....25
4. Misc.....Varies

Agriscience Project

1. Enter in field day competition.....100
2. Place in division..... 50
3. Place overall..... 100
4. Enter in fair.....5
5. 1st place..... 15
6. 2nd place..... 10
7. 3rd place..... 5
8. Best of Show..... 100

2017-2018 Calendar of Events

June

Top 20 Trip (overnight)	June 12-15

July

Officer Retreat (overnight)	July 10-12

August

Ice Cream Social	Aug 15
Monterey County Fair	Aug 30-Sept 4

September

SOLC (overnight)	Sept 9-10
GLC @ Paso Robles	Sept 13
Chapter meeting	Sept 19
Blue and Gold Games @ Toro Park. Tbt	Sept 23
San Benito County Fair	Sept 27-Oct 1

October

MB Section Opening and Closing (Greenfield HS @4 pm)	Oct 4
Rabbit Clinic	Oct 7
Haunted House Meeting	Oct 13
South Coast COLC (Hollister HS) (overnight)	Oct 14-15
Greenfield Harvest Festival	Oct 14
National Convention and Washington D.C. Trip (Overnight)	Oct 23-31

November

Can Food drive	Nov 1-15
Roy's Sausage Sale @ Santa Lucia square	Nov 4

March

UC Davis & West Hill Field Day (overnight)	Mar 3
MUSD Spring Fling Jackpot (overnight)	Mar 3
Chico Field day (overnight)	Mar 10
Project Comp Finalist	Mar 16
Merced Field Day (overnight)	Mar 16-17
Modesto Field Day (overnight)	
Chapter meeting	Mar 20
Regionals & Scrapbook Contest	Mar 23
Reedley Field Day (overnight)	Mar 30-31
MJC Jackpot (overnight)	Mar 31

April

State Degree Banquet (@Arroyo Grande)	Apr 6
Project Comp Banquet	Apr 11
Chapter meeting	Apr 17
Fresno Field Day (overnight)	Apr 20-21
State Speaking Finals Fresno (overnight)	Aril 19-20
State Conference @Anaheim, CA (overnight)	Apr 21-25

May

Cal Poly State Finals	May 5
Salinas Valley Fair (@King City Fairgrounds)	May 16-20
Chapter Officer Screenings	May 22
End of the Year Banquet	May 25
Last Day of School	May 31

June

Top 20 Trip (overnight)	June 9-12
Officer Retreat (overnight)	June 18-21

GREENFIELD FFA

ELIGIBILITY POLICY

All FFA members are encouraged to attend as many leadership activities as possible. This is true as long as academic success is not being jeopardized.

Members must realize that activities above the chapter level may only be attended by those who meet all district eligibility requirements (i.e., 2.0 grade point average, no more than one "F" grade per quarter, etc.)

Agriculture students may still earn their 10% in each agriculture course by attending FFA activities at the chapter level.

PLEASE PLAN AHEAD!

State Proficiency Winners:

2004- Vegetable Production Placement: Brit Wadsworth

2005- Diversified Crop Production Placement: Brit Wadsworth

2005- Vegetable Production: Britton L. Wadsworth, National Finalist

2006- Ag Mechanics Repair and Maintenance Place: Noe Gonzales

2006- Turf Grass Management Entrepreneurship: Edgar Macias

2016- Agriculture Diversified Crop Production Placement: Gissel Neri-Corcoles

2016- Agriculture Mechanics Repair and Maintenance Entrepreneurship: Mitchell Gonzales

2017- Agriculture Communication- Anthony Camacho

2017- Vegetable Crop Production- Gissel Neri Corcoles-

State Gold Award Chapter:

2004, 2005, 2006, 2007

National Chapter Awards:

2004- Two star

2005- Two star

2006- Two stars

2007- Two stars

State Scholarship Winner:

2006- Noe Gonzales

2017- Anthony Camacho and Gissel Neri Corcoles

National Scholarship Winner:

2006- Noe Gonzales

American Degree Recipients:

2006- Brit Wadsworth, Greenfield

2012- Alexis Velasquez, Ramiro Robles, and Adam Perez

2017- Martiza Trujillo

Greenfield Ag Program Recruitment Plan

Recruitment is always a developing process for our program. It can have small variations from year to year but there are events that we do each year to recruit eighth graders in to the program. In the month of November, the officer team goes to the local middle school and gives a presentation to the 8th grades during their gym class period. The give a quick presentation and then they do break out groups of team building and icebreakers. The Greenfield FFA are also a known presence in the community to help others, we do various community events such as the harvest festival and a holiday light parade. These are ways to gain new member interest.

AGRICULTURE INTEREST FORM

Last Name: _____ First Name: _____

Mailing Address: _____ City: _____

Zip Code: _____

Ag. Biology: _____ (Meets physical science graduation requirement and UC/CSU entrance)

Ag. Earth Science: _____ (Meets life science graduation requirement and UC/CSU entrance)

Ag. Mechanics 1_____ (Articulated with Hartnell class AIT-70)

The FFA is the largest youth organization in the United States. It will provide opportunities for leadership development, college, and career preparation. If you want to be in the FFA organization, you MUST be enrolled in an agriculture class! Be sure to enroll!

Festival

AGRICULTURE INTEREST FORM

Last Name: _____ First Name: _____

Mailing Address: _____ City: _____

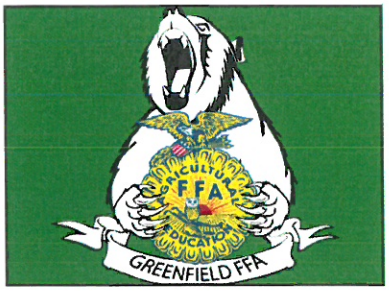
Zip Code: _____

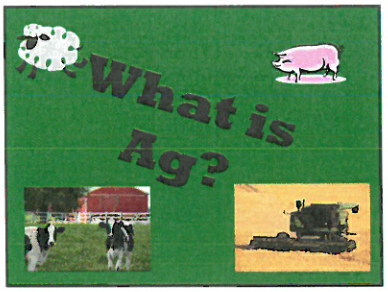
Ag. Biology: _____ (Meets physical science graduation requirement and UC/CSU entrance)

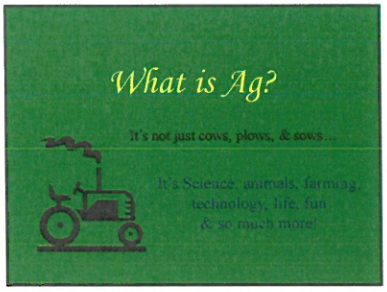
Ag. Earth Science: _____ (Meets life science graduation requirement and UC/CSU entrance)

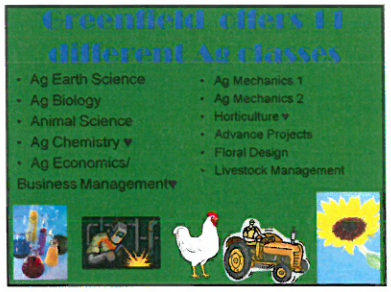
Ag. Mechanics 1_____ (Articulated with Hartnell class AIT-70)

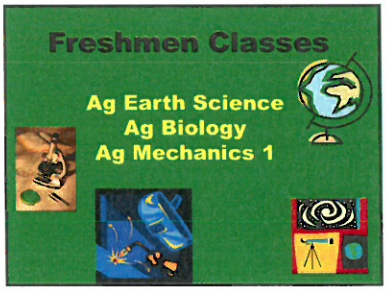
The FFA is the largest youth organization in the United States. It will provide opportunities for leadership development, college, and career preparation. If you want to be in the FFA organization, you MUST be enrolled in an agriculture class! Be sure to enroll!

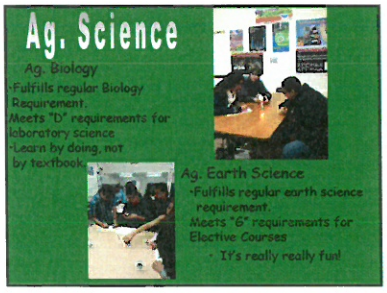

FFA
GREENFIELD FFA

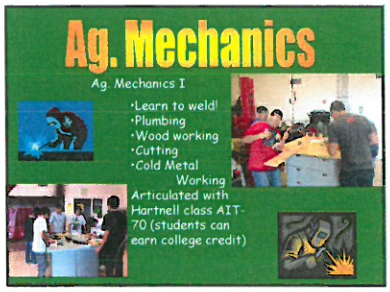

What is Ag?


What is Ag?
It's not just cows, plows, & sows...
It's Science, animals, farming, technology, life, fun & so much more!

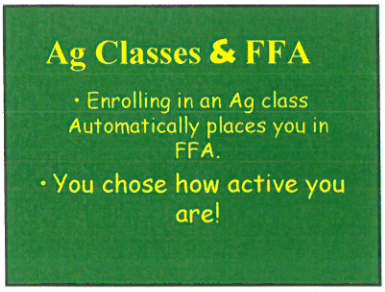

Greenfield offers 11 different Ag classes
Ag Earth Science
Ag Biology
Animal Science
Ag Chemistry ♥
Ag Economics/ Business Management♥
Ag Mechanics 1
Ag Mechanics 2
Horticulture ♥
Advance Projects
Floral Design
Livestock Management


Freshmen Classes
Ag Earth Science
Ag Biology
Ag Mechanics 1

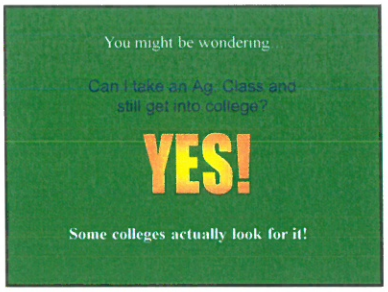

Ag. Science
Ag. Biology
•Fulfills regular Biology Requirement.
Meets "D" requirements for laboratory science
•Learn by doing, not by textbook.
Ag. Earth Science
•Fulfills regular earth science requirement.
Meets "G" requirements for Elective Courses
• It's really really fun!


Ag. Mechanics
Ag. Mechanics I
•Learn to weld!
•Plumbing
•Wood working
•Cutting
•Cold Metal Working
Articulated with Hartnell class AIT-70 (students can earn college credit)

Why should you choose Ag. Science over regular science?
•We offer HANDS ON EXPERIENCE!
•Covers all requirements to graduate.
• Opens many more opportunities
•We offer GRADE BUMPS!
•Meet new people!
•Go new places!

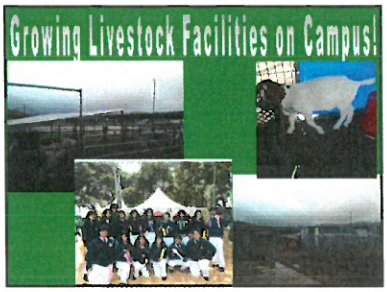

Ag Classes & FFA
• Enrolling in an Ag class Automatically places you in FFA.
• You chose how active you are!

What Is FFA?
•Largest Youth Organization
•Based on Agriculture
2017-2018 Officer Team
• Develop leaders and successful students

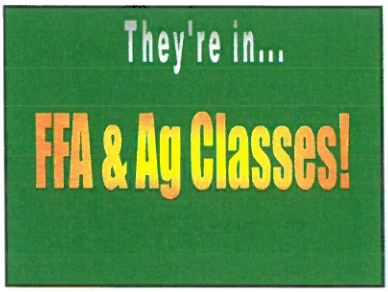

You might be wondering...
Can I take an Ag. Class and still get into college?
YES!
Some colleges actually look for it!

CALIFORNIA STATE UNIVERSITY CHICO
Ag Colleges
Universities
• Cal Poly
• Cal Poly Pomona
• Fresno State
• Davis
• Chico
Jr Colleges
• Hartnell
• Reedley
• Modesto
• Merced
• Santa Rosa
HARTNELL COLLEGE
UCDAVIS AGGIES
FRESNO STATE
CAL POLY MUSTANGS
MODESTO JUNIOR COLLEGE
Reedley College

Activities
So Much Fun!
Conferences
Competitions
FFA is so much fun ☺!


Growing Livestock Facilities on Campus!

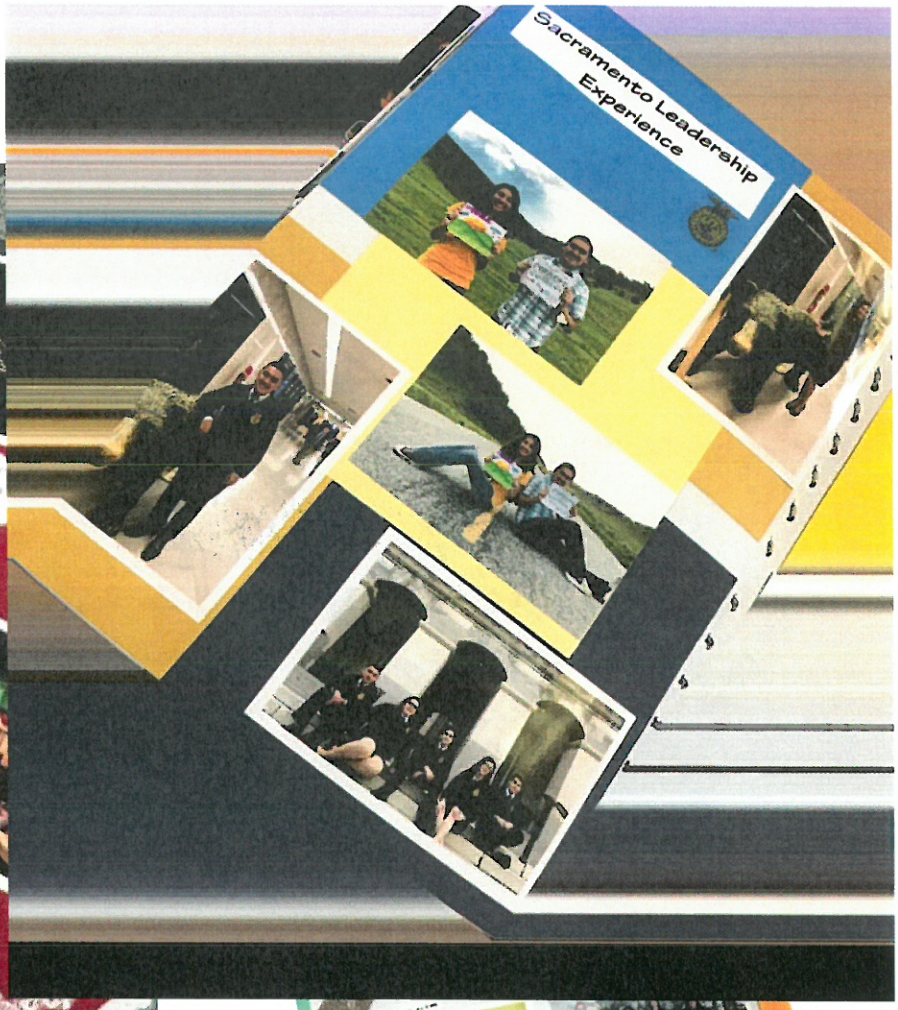
What do all these people Have in common?
Piñata time!


They're in...
FFA & Ag Classes!

We Want
YOU!
To sign up for an Ag Class!

Chapter Scrap Book

Christmas Caroling


Sacramento Leadership Experience

WE LOVE OUR ADVISORS!

2017-2018 Greenfield Agriculture Department Calendar

June	
Top 20 Trip (overnight) Lake Tahoe	June 12-15
July	
Officer Retreat (overnight) -Santa Cruz	July 10-12
August	
Ice Cream Social	Aug 15
Parent Booster Meeting	Aug 17
MBS CATA Meeting-Watsonville	Aug 24
Advisory Meeting	Aug 27
Back to School Night	Aug 29
Monterey County Fair	Aug 30-Sep 4
September	
SOLC (overnight)	Sept 9-10
GLC @ Paso Robles	Sept 13
Department Meeting	Sept 13
Chapter meeting	Sept 19
MBS Industry Tour	Sept 21
Blue and Gold Games @ Toro Park. Tbt	Sept 23
San Benito County Fair	Sept 27-Oct 1
October	
MB Section Opening and Closing (Greenfield HS @4 pm)	Oct 4
Parent Booster Meeting	Oct 5
Rabbit Clinic	Oct 7
Department Meeting	Oct 11
Livestock Interest Meeting	Oct 11
Haunted House Meeting	Oct 13
South Coast COLC (Hollister HS) (overnight)	Oct 14-15
Greenfield Harvest Festival	Oct 14
SCR CATA Meeting-Hollister	Oct 15
National Convention and Washington D.C. Trip (Overnight)	Oct 23-31
November	
Can Food drive	Nov 1-15
Roy's Sausage Sale @ Santa Lucia square	Nov 4
Department Meeting	Nov 8
FFA BIG and CO-OPS(Hosted by Gonzalez, at 4:30 PM)/CATA	Nov 8
FFA Meeting	Nov 15
Manuscripts due for prepared public speaking	Nov 13
New Professionals Institute	TBD

2017-2018 Greenfield Agriculture Department Calendar

December

Hollister Rabbit show	Dec 3
Holiday Gram Fundraiser	Dec 3-7
Greenhand day	Dec 5
Greenhand & Chapter degree banquet	Dec 5
Holiday Gram Delivery	Dec 8
Holiday Caroling	Dec 8
SCR Road Show	Dec 11

January

Red Wave Sale	Jan 6
Chapter meeting	Jan 16
B and S sale	Jan 20
MFE & ALA (overnight)	Jan 19-23
Job Interview Contest/Parli-Pro (@Soledad)	Jan 31

February

Hartnell Field Day (overnight)	Feb 3
Section and Region Proficiency Scoring	Feb 6
Local Project Comp	Feb 7
Red Wave Jackpot Show (overnight)	Feb 9-11
World Ag Expo (@Tulare)	Feb 14
Western Bonanza Jackpot Show (overnight)	Feb 16-19
FFA Week	Feb 18-23
Dodgeball meeting	Feb 21
Spaghetti Feed Fundraiser	Feb 23
SLE	Feb 20-23
Regional Officer Screenings	Feb 25-26
SCR CATA	Feb 26

March

UC Davis & West Hill Field Day (overnight)	Mar 3
MUSD Spring Fling Jackpot (overnight)	Mar 3
Chico Field day (overnight)	Mar 10
Project Comp Finalist	Mar 16
Merced Field Day (overnight)	Mar 16-17
Modesto Field Day (overnight)	
Chapter meeting	Mar 20
Regionals & Scrapbook Contest	Mar 23
Reedley Field Day (overnight)	Mar 30-31
MJC Jackpot (overnight)	Mar 31

April

State Degree Banquet (@Arroyo Grande)	Apr 6
Project Comp Banquet	Apr 11
Chapter meeting	Apr 17
Fresno Field Day (overnight)	Apr 20-21
State Speaking Finals Fresno (overnight)	Apr 19-20
State Conference @Anaheim, CA (overnight)	Apr 21-25

2017-2018 Greenfield Agriculture Department Calendar

May

Cal Poly State Finals	May 5
MBS CATA Planning Meeting	May 9
Salinas Valley Fair (@King City Fairgrounds)	May 16-20
Chapter Officer Screenings	May 22
End of the Year Banquet	May 25
Last Day of School	May 31

June

Top 20 Trip (overnight)	June 9-12
Officer Retreat (overnight)	June 18-21
CATA Summer Conference	June 24-28

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Region Balance:
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FFA Membership

Post Graduate Data

Event Registration

Livestock Insurance

State Course Summary

Application Center

Directory

Post Graduate Follow-Up

Students by Graduation Year (33 Students) 2016

Only students with 3 or more years in Ag Ed will be shown in this list.

Save Changes

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
[redacted]	600641916	2016	5	Two Year College - Ag Major
[redacted]	600642404	2016	5	Two Year College - Non-Ag Major
[redacted]	600991489	2016	3	Two Year College - Non-Ag Major
[redacted]	600641520	2016	5	Two Year College - Ag Major
[redacted]	600641601	2016	3	Employed - Parttime - Non-Ag Job
[redacted]	600641719	2016	4	Military
[redacted]	600991691	2016	3	Employed - Fulltime - Ag Job
[redacted]	600641992	2016	3	Two Year College - Non-Ag Major
[redacted]	600641822	2016	4	Employed - Parttime - Non-Ag Job
[redacted]	600641881	2016	3	Two Year College - Non-Ag Major
[redacted]	600642271	2016	4	

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

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
[redacted]				Two Year College - Non-Ag Major
[redacted]	600641583	2016	3	Employed - Fulltime - Non-Ag Job
[redacted]	600641676	2016	4	Two Year College - Non-Ag Major
[redacted]	600642281	2016	4	Employed - Fulltime - Ag Job
[redacted]	600991712	2016	4	Two Year College - Ag Major
[redacted]	600641543	2016	3	Employed - Parttime - Non-Ag Job
[redacted]	600642395	2016	5	Two Year College - Ag Major
[redacted]	600642086	2016	4	Two Year College - Non-Ag Major
[redacted]	600642208	2016	4	Employed - Parttime - Non-Ag Job
[redacted]	553851520	2016	3	Employed - Parttime - Non-Ag Job
[redacted]	600642191	2016	4	Two Year College - Non-Ag Major
[redacted]	600642232	2016	3	Two Year College - Non-Ag Major
[redacted]	601410488	2016	3	Two Year College - Non-Ag Major
[redacted]	600641518	2016	3	Employed - Parttime - Ag Job
[redacted]	600641315	2016	3	Employed - Parttime - Non-Ag Job
[redacted]	600641833	2016	4	Employed - Fulltime - Ag Job
[redacted]	600641709	2016	3	Two Year College - Non-Ag Major
[redacted]	600990788	2016	3	Employed - Fulltime - Ag Job
[redacted]	600641395	2016	4	Two Year College - Non-Ag Major
[redacted]	600642376	2016	3	Employed - Fulltime - Ag Job
[redacted]	600641593	2016	3	Employed - Parttime - Ag Job
[redacted]	600641603	2016	3	Two Year College - Non-Ag Major
[redacted]	600991594	2016	3	Two Year College - Non-Ag Major

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

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- Livestock Insurance
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- Directory
- Order Paper Record Books

Student Details

ALL STUDENTS INACTIVE STUDENTS

Salvador [redacted] Inactivate Student Transfer Student

Contact Information

First Name: * [redacted]
Last Name: * [redacted]
Address: * [redacted]
City: * Greenfield
State: * CA
Zip Code: * [redacted]
Grad Year: * 2016
Email:
Home Phone:
Cell Phone:
Cell Carrier: --
Gender: * [redacted]
Ethnicity: * Hispanic

FFA/AET Information

Member Status: FFA Member
FFA ID: 600641916
FFA Inv Code: $AN77C
AET ID: [redacted]

Post Graduate Information

Status: Two Year College - Ag Major

FFA Membership History

YEAR	DATE
2012-2013 FFA Membership	
2013-2014 FFA Membership	
2014-2015 FFA Membership	
2015-2016 FFA Membership	
2016-2017 FFA Membership	12/2/2016

Go to My FFA.org Account

Go to My AET Account

Go to NFFA Declaration/Certification

Go to Degree/Application Manager

Race: * Two or more

DOB: *

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 1 (Villasenor) Add Course

COURSE
No courses have been added for this school year.

Save Changes | Cancel Changes

4604

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Greenfield Agriculture Program Plan

2017

225 S El Camino Real

Greenfield CA 93927

Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman
225 S El Camino Real Greenfield, California 93927
(831) 674-2751

JOB MARKET DESCRIPTION

December 2016

After evaluating various data on Monterey County Agriculture, discussing occupations and entry level skills with potential employers and general knowledge of the area, the job market for agriculture students has shifted somewhat since the last job market description was written.

Though farm labor still offers a large number of jobs in our area, these positions are usually filled by migrant farm laborers. The largest number of agriculture related jobs in Monterey County, and Greenfield specifically, are in the viticulture, vegetable production, mechanics, and Agricultural Business Management areas.

The number and size of farms in Monterey County has shown a steady decline in the last five years. This can be attributed to the large influx of housing on farmland throughout the county.

The agriculture staff at Greenfield High School sees a growing trend in Viticulture that can be added to the areas listed above. Other areas of steady employment in Monterey County are those related to Forestry, Fish and Game, and Outdoor Recreation.

Additionally, general education on agriculture is becoming an increasing necessity to keep students informed of the importance of Agriculture in our society.

Monterey County Profile

About this area:

Monterey County is situated along almost 100 miles of Pacific Ocean coastline. It is bordered on the inland sides by Santa Cruz County to the north, San Benito, Fresno, and Kings counties to the east, and San Luis Obispo County to the south. The county is comprised of two distinct sub-regions: the Monterey Peninsula, and the Salinas River Valley, which runs almost the entire length of the county.

EMPLOYMENT AND WAGES

Unemployment Rate and Labor Force (Not Seasonally Adjusted)

[Top]

Area	Year	Time Period	Labor Force	No. of Employed	No. of Unemployed	Unemployment Rate
Monterey County	2016	Nov	221,500	207,000	14,600	6.6

More Areas | Historical Data | Get More Info (Data Library)

Employment by Industry (Not Seasonally Adjusted)

[Top]

Year	Time Period	CES Industry Title	No. of Employed
2016	Nov	Total Wage and Salary	192,200
2016	Nov	Total Nonfarm	137,100
2016	Nov	Service Providing	125,700
2016	Nov	Total Private	105,000
2016	Nov	Private Service Providing	93,600

More | Historical Data | Get More Info (Data Library)

Occupations with Fastest Job Growth (% change)

[Top]

Occupation	Estimated Year - Projected Year	Employment		Employment Change	
		Estimated	Projected	Number	Percent
Interpreters and Translators	2012 - 2022	1,080	1,810	730	67.6
Forest, Conservation, and Logging Workers	2012 - 2022	50	80	30	60.0
Petroleum Pump System Workers	2012 - 2022	50	80	30	60.0
Brickmasons and Blockmasons	2012 - 2022	60	90	30	50.0
Diagnostic Medical Sonographers	2012 - 2022	80	120	40	50.0

More | Get More Info (Data Library)

Projections of Employment by Industry

High Wage Occupations

[Top]

Occupation	Year	Time Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
Surgeons	2016	1st Qtr	$119.86	$79.28	$0.00	$0.00
Physicians and Surgeons, All Other	2016	1st Qtr	$109.76	$0.00	$0.00	$0.00
Computer Network Architects	2016	1st Qtr	$107.33	$52.69	$0.00	$0.00
Dentists, General	2016	1st Qtr	$101.33	$65.92	$0.00	$0.00
Family and General Practitioners	2016	1st Qtr	$98.01	$63.24	$0.00	$0.00

More Get More Info (Data Library)

Data for Monterey County is not available. Data for Salinas MSA has been displayed for High Wage Occupations

ECONOMIC INDICATORS

Building Permits (US Census Bureau)

[Top]

Type of Permit	Year	Time Period	No. of Permits	Total Costs
Multi-Family	2013	Annual	246	$30,480,833
Single Family	2013	Annual	179	$44,290,840
Total all types construction permits	2013	Annual	425	$74,771,673

More Areas

Consumer Price Index (US BLS & Calif. DIR)

[Top]

Area	Consumer Price Index				% Change
	Time Period	2013	Time Period	2012	
United States	Annual	233.0	Annual	229.6	1.5
California	Annual	241.6	Annual	238.2	1.5

Historical Data Get More Info (Data Library)

Data for Monterey County is not available. Data for California has been displayed for Consumer Price Index (US BLS & Calif. DIR)

Median Price of Existing Homes Sold (DQnews)

[Top]

Year	Time Period	Type	Median Price
2014	Nov	Median Price of Homes Sold	$430,000

More Areas Historical Data

State Revenues by Source

[Top]

Tax Type Description	Year	Time Period	Tax Revenue
Alcoholic Beverage Taxes and Fees	2012	Annual	$357,000,000
Bank and Corporation (Income) Taxes	2012	Annual	$7,462,000,000
Cigarette Tax	2012	Annual	$868,703,000
Horse Racing (Parimutuel) License Fees	2012	Annual	$14,088,000
Estate, Inheritance and Gift Taxes	2012	Annual	$0

More Areas

Data for Monterey County is not available. Data for California has been displayed for State Revenues by Source

Taxable Sales (Calif. Board of Equalization)

[Top]

Year	Time Period	Sales Type Description	Sales
2013	Annual	Retail	$1,605,847

More Areas

POPULATION AND CENSUS DATA

Population

[Top]

Area	Year	Time Period	Source	Population
Monterey County	2014	Annual	California Dept of Finance	425,365

More Areas Historical Data Get More Info (Data Library)

Measures of Income

[Top]

Income Type	Year	Time Period	Income	Population
Per Capita Personal Income - BEA	2013	Annual	$44,851	428,826
Total Personal Income - BEA	2013	Annual	$19,233,171	428,826

More Areas

Historical Data Get More Info (Data Library)

County-to-County Commute Patterns (US Census Bureau)

[Top]

Year	Time Period	Area of Residence	Area of WorkPlace	Number of Workers
2000	Census	Monterey County , CA	Monterey County , CA	146,444
2000	Census	Monterey County , CA	Santa Cruz County , CA	7,601
2000	Census	Monterey County , CA	Santa Clara County , CA	5,799
2000	Census	Santa Cruz County , CA	Monterey County , CA	5,164
2000	Census	San Benito County , CA	Monterey County , CA	1,606

More

JOB OPENINGS & TRAINING PROVIDERS

Job Openings from Job Central National Labor Exchange

[Top]

Job Openings

Training Providers in Area

[Top]

Provider Name	Provider Type	Location
King City Adult Education	Schools with Occupational Programs (ROP)	Greenfield,CA
Monterey Peninsula Adult Education	Schools with Occupational Programs (ROP)	Monterey,CA
Waynes College of Beauty	Apprenticeship, Business, Career, & Tech Schools	Salinas,CA
Monterey College of Law	Apprenticeship, Business, Career, & Tech Schools	Seaside,CA
Monterey Peninsula College	Community Colleges (two-year school)	Monterey,CA

Labor Market Information Division
933 S. Glendora Ave.
West Covina, CA 91790

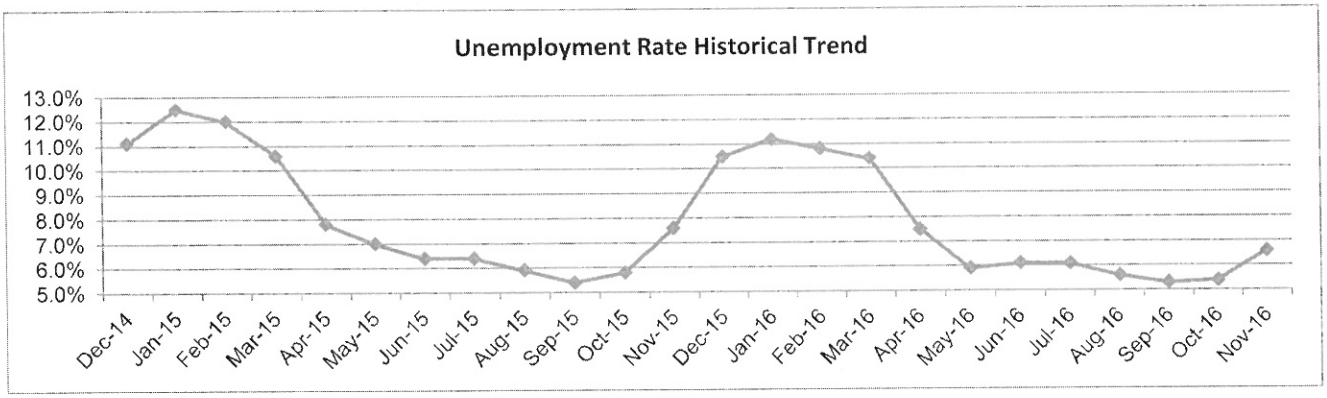
Robert Lee
626/962-0420

IMMEDIATE RELEASE

SALINAS METROPOLITAN STATISTICAL AREA (MSA)

(Monterey County)

The unemployment rate in the Monterey County was 6.6 percent in November 2016, up from a revised 5.4 percent in October 2016, and below the year-ago estimate of 7.6 percent. This compares with an unadjusted unemployment rate of 5.0 percent for California and 4.4 percent for the nation during the same period.



Industry	Oct-2016 Revised	Nov-2016 Prelim	Change		Nov-2015	Nov-2016 Prelim	Change
Total, All Industries	200,600	192,200	(8,400)		192,300	192,200	(100)
Total Farm	64,500	55,100	(9,400)		54,800	55,100	300
Total Nonfarm	136,100	137,100	1,000		137,500	137,100	(400)
Mining, Logging, and Construction	5,800	5,800	0		5,700	5,800	100
Mining and Logging	300	300	0		300	300	0
Construction	5,500	5,500	0		5,400	5,500	100
Manufacturing	5,800	5,600	(200)		5,700	5,600	(100)
Trade, Transportation & Utilities	26,900	27,600	700		27,600	27,600	0
Information	1,200	1,200	0		1,300	1,200	(100)
Financial Activities	4,100	4,100	0		4,100	4,100	0
Professional & Business Services	13,000	13,400	400		13,900	13,400	(500)
Educational & Health Services	19,300	19,300	0		18,800	19,300	500
Leisure & Hospitality	22,800	22,800	0		23,500	22,800	(700)
Other Services	5,200	5,200	0		5,100	5,200	100
Government	32,000	32,100	100		31,800	32,100	300

Notes: Data not adjusted for seasonality. Data may not add due to rounding.

December 16, 2016
Employment Development Department
Labor Market Information Division
(916) 262-2162

Salinas MSA
(Monterey County)
Industry Employment & Labor Force
March 2015 Benchmark

Data Not Seasonally Adjusted

	Nov 15	Sep 16	Oct 16 Revised	Nov 16 Prelim	Percent Change Month	Percent Change Year
Civilian Labor Force (1)	223,000	227,600	226,000	221,500	-2.0%	-0.7%
Civilian Employment	205,900	215,600	213,800	207,000	-3.2%	0.5%
Civilian Unemployment	17,000	12,000	12,300	14,600	18.7%	-14.1%
Civilian Unemployment Rate	7.6%	5.3%	5.4%	6.6%		
(CA Unemployment Rate)	5.8%	5.3%	5.3%	5.0%		
(U.S. Unemployment Rate)	4.8%	4.8%	4.7%	4.4%		
Total, All Industries (2)	192,300	203,100	200,600	192,200	-4.2%	-0.1%
Total Farm	54,800	67,400	64,500	55,100	-14.6%	0.5%
Total Nonfarm	137,500	135,700	136,100	137,100	0.7%	-0.3%
Total Private	105,700	103,900	104,100	105,000	0.9%	-0.7%
Goods Producing	11,400	11,600	11,600	11,400	-1.7%	0.0%
Mining, Logging, and Construction	5,700	5,900	5,800	5,800	0.0%	1.8%
Mining and Logging	300	300	300	300	0.0%	0.0%
Construction	5,400	5,600	5,500	5,500	0.0%	1.9%
Manufacturing	5,700	5,700	5,800	5,600	-3.4%	-1.8%
Nondurable Goods	4,200	4,300	4,300	4,200	-2.3%	0.0%
Service Providing	126,100	124,100	124,500	125,700	1.0%	-0.3%
Private Service Providing	94,300	92,300	92,500	93,600	1.2%	-0.7%
Trade, Transportation & Utilities	27,600	26,800	26,900	27,600	2.6%	0.0%
Wholesale Trade	5,600	5,700	5,700	5,800	1.8%	3.6%
Retail Trade	17,300	16,200	16,400	16,900	3.0%	-2.3%
Food & Beverage Stores	3,900	3,800	3,800	3,800	0.0%	-2.6%
Transportation, Warehousing & Utilities	4,700	4,900	4,800	4,900	2.1%	4.3%
Information	1,300	1,200	1,200	1,200	0.0%	-7.7%
Financial Activities	4,100	4,100	4,100	4,100	0.0%	0.0%
Professional & Business Services	13,900	13,100	13,000	13,400	3.1%	-3.6%
Educational & Health Services	18,800	19,100	19,300	19,300	0.0%	2.7%
Health Care & Social Assistance	16,700	17,100	17,100	17,200	0.6%	3.0%
Leisure & Hospitality	23,500	22,800	22,800	22,800	0.0%	-3.0%
Accommodation & Food Services	20,900	20,400	20,400	20,400	0.0%	-2.4%
Accommodation	7,100	7,000	7,000	6,900	-1.4%	-2.8%
Food Services & Drinking Places	13,800	13,400	13,400	13,500	0.7%	-2.2%
Other Services	5,100	5,200	5,200	5,200	0.0%	2.0%
Government	31,800	31,800	32,000	32,100	0.3%	0.9%
Federal Government	5,100	5,000	5,000	5,000	0.0%	-2.0%
Department of Defense	3,700	3,700	3,700	3,700	0.0%	0.0%
State & Local Government	26,700	26,800	27,000	27,100	0.4%	1.5%
State Government	5,800	5,700	5,900	5,800	-1.7%	0.0%
State Government Education	1,500	1,400	1,600	1,600	0.0%	6.7%
State Government Excluding Education	4,300	4,300	4,300	4,200	-2.3%	-2.3%
Local Government	20,900	21,100	21,100	21,300	0.9%	1.9%
Local Government Education	10,800	10,900	11,200	11,200	0.0%	3.7%
Local Government Excluding Education	10,100	10,200	9,900	10,100	2.0%	0.0%
County	5,000	5,100	4,900	4,900	0.0%	-2.0%
City	2,100	2,100	2,000	2,100	5.0%	0.0%
Special Districts plus Indian Tribes	3,000	3,000	3,000	3,100	3.3%	3.3%

Notes:

(1) Civilian labor force data are by place of residence; include self-employed individuals, unpaid family workers, household domestic workers, & workers on strike. Data may not add due to rounding. The unemployment rate is calculated using unrounded data.

(2) Industry employment is by place of work; excludes self-employed individuals, unpaid family workers, household domestic workers, & workers on strike.

December 16, 2016
Employment Development Department
Labor Market Information Division
(916) 262-2162

Salinas MSA
(Monterey County)
Industry Employment & Labor Force
March 2015 Benchmark

Data Not Seasonally Adjusted

	Nov 15	Sep 16	Oct 16 Revised	Nov 16 Prelim	Percent Change Month	Year

Data may not add due to rounding.

These data are produced by the Labor Market Information Division of the California Employment Development Department (EDD). Questions should be directed to: Robert Lee 626/962-0420 or Maritza Gamboa 714/687-4816

These data, as well as other labor market data, are available via the Internet at http://www.labormarketinfo.edd.ca.gov. If you need assistance, please call (916) 262-2162.

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Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman
225 S El Camino Real
Greenfield, California 93927
(831) 674-2751

TARGET OCCUPATIONS

December 2016

The course offerings at Greenfield High School, has seen an upward and ultimate trend in preparing our students for post-secondary education. Through all classes we continue to offer career tech skills and certifications.

Some entry level occupations that are stressed in the course content of the classes offered at Greenfield High School include:

Farm Mechanics
- Welders
- Plumbers
- Fabricators
- Farm Machinery Repair

Floral Designer
- Flower Processor

Stock Clerks and Sales People for Farm Supply Companies

Crop Production
- Irrigators
- Laborer
- Tractor Driver

Viticulture
- Canopy Maintenance

Animal Science
- Vet Tech
- Lab Tech

Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman
225 S El Camino Real
Greenfield, California 93927
(831) 674-2751

TOTAL PROGRAM GOALS AND OBJECTIVES

December 2016

Increase Student Retention

Develop school farm

Awards- State degrees, American degrees, Proficiencies

It is the objective of this department to offer a comprehensive, agriculture program for the students of Greenfield High School. With the increase of student population in multiple pathways and student's retention, students will be able to succeed and be able to meet the criteria's for different awards.

Improving the school farm area would also increase interest, productivity and general appearance. Creating an atmosphere for students to gain hand on experience would create interest in students and gather knowledge about the importance of agriculture production. Students will be able to use the school farm for any SAE project and be able to share knowledge gathered with their peers. The general appearance of the school farm would generate school interest because of productivity. With an increase of the school farm use, it would allow students to give back to the community and create an interest for the community about the Greenfield High Schools Agriculture program.

Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman
225 S El Camino Real
Greenfield, California 93927
(831) 674-2751

PROGRAM DESCRIPTION

December 2016

The Greenfield High School Agriculture program consists of 2 FTE, offering course instruction in Ag Mechanics, Floral Design, and Ag Sciences. There is currently no sequence past sophomore year. Students may be in Ag Science for two year (Ag Earth Science and Ag Biology) or in Mechanics (Ag Mechanics 1 and Ag Mechanics 2). Students may choose to go into Floral Design or Animal Science their junior or senior year.

Courses on the approved, GHS class list in agriculture include:

*Ag Earth Science (UC)
*Ag Biology (UC)
*Ag Chemistry (UC)
*ROP Ag Business Management/Economics (UC)
*Ag Mechanics I
*Ag Mechanics II
*Ag Mechanics III
*ROP Ag Construction
ROP Environmental Ornamental Horticulture
*ROP Art of Floral Design (UC)
*ROP Animal Science (UC)
Ag Advanced Projects
Ag Leadership
*ROP Livestock Management

*Offered 2015-2016 school year

The Livestock class is offered in the spring and summer, taught outside of the regular school day. The Livestock class is a zero period. This class is designed for students who are taking market or breeding livestock, rabbits and/or poultry to the spring fair. The class is also offered in the summer to those students who plan to exhibit at a summer fair. Though the class is mandatory for exhibitors, it is open to the entire student body.

Ag Advanced Projects was designed for those students who have had instruction in one of the areas of agriculture listed and would like to advance their knowledge and skills. They are expected to submit a written plan to the instructor supervising their project and give written progress statements on a regular basis.

Supervised Agricultural Experience Projects

Students are required to maintain an SAE Project as 10% of their grade each semester. Though the most popular projects continue to be market livestock to exhibit at the Salinas Valley Fair and Monterey fair. Greenfield FFA students also participate in a variety of SAE projects.

Floral Design Projects for specific holidays
Landscape Maintenance and Design
Ag Mechanics Repair
Ag Mechanics Fabrication
Swine Production
Sheep Production
Vegetable Crops
Viticulture
Pest and weed maintenance

Leadership Development

Students are required to participate in at least three FFA activities each quarter as 10% of their grade. Activities include, but are not limited to:

FFA Meetings
FFA Fundraisers
FFA Committees
Best Informed Greenhand Competition
Creed Speaking Competition
Prepared Public Speaking
Extemporaneous Public Speaking
Opening / Closing Ceremonies Contest
Apply for Proficiency Awards
Apply for State Degree
Parliamentary Procedure Team
Cooperative Marketing Competition
Job Interview
CDE Teams: Vegetables judging and floral design

Community Service

The district requires all seniors to complete a minimum of 20 hours of community service, in the junior and senior years, in order to graduate. Through participation in FFA activities, agriculture students have the opportunity to complete this requirement. Our chapter works closely with the Young Farmers organization in their fund raising efforts. We are called on a regular basis to serve and clean up at community fund raising events including Mee Memorial Hospital Foundation Dinners, Salinas Valley Fair Heritage Foundation fund raising events, and school beautification projects to name a few. Our chapter also helps out at the Greenfield Harvest festival with the children's booth, set up and clean up.

DEPARTMENT: AGRICULTURE

COURSE: AG CHEMISTRY

TEACHER: MS. COUNCILMAN

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

AGRICULTURE CHEMISTRY
2016-2017
ROOM 403

1. NAME AND CONTACT INFORMATION:

Kelsey Councilman
(831) 674-2751 Ext# 1403
kcouncilman@smcjuhsd.org

COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:

Laboratory: One of the primary objectives of an entry level chemistry course is to teach students about the different equipment in a laboratory and how to use it safely and effectively. The environment within a laboratory can be dangerous if students are not properly informed and coached. However, it is also an environment which provides hands on learning and the possibility of new discoveries.

Understanding Forms of Matter: There are three different forms of matter, each pertinent to understanding chemistry and the interactions of different elements. It is important that students understand what comprises a solid, liquid or gas, and which elements fall into each category. It is also important that they learn under what conditions matter can change and the fact that matter can never entirely disappear.

Periodic Table and Elements: One of the main documents to which students will constantly and consistently refer, is the periodic table. Students should learn each of the elements and what makes them unique. They should also learn the different types of bonds: Ionic, covalent, hydrogen and polar covalent. How these bonds join certain elements together to form various types of matter is also vital.

Procedures of Experimentation: Learning the difference between a theory and a hypothesis, and how to test the latter, is important in a chemistry and other fields of science as well. This is where students receive the benefit of hands on experimentation and begin to comprehend why it is important. By understanding the proper procedures and attempting to prove or disprove a hypothesis, the students can effectively learn how to conduct their own experiments both in, and outside of, the chemistry course.

Understanding Scientists and Laws: There are several different scientists and laws which the student must study in order to understand their importance and the history of chemistry. For example, Dalton and Mendeleev are both very important scientists who played significant roles in the field of chemistry. Different laws that the student should comprehend include: The Law of Thermodynamics; Henry's Law; The Law of Conservation of Matter, and the Law of Constant Composition.

Formulas Usage and Data Evaluation: The use of formulas and evaluation of data is another objective important to chemistry. Students need to decide what data is pertinent to their problem and choose the proper formula to solve for the solution they are looking for. These skills are vital developments in order to effectively conduct an experiment and decipher the output.

COURSE DESCRIPTION:

This class is a detailed and in depth examination of chemistry for those students interested in math, science, or agriculture fields of study in college. A prerequisite completion of Biology or Agriculture Biology is required. It is an intensive course that is project-based. This includes weekly labs, student projects and presentations, an Agriscience project, and FFA and Supervised Agriculture Experience requirements. There is likely to be homework most nights. Classes will take place in the classroom, as well as school farm and other school facilities.

ICEV

Through this class students have the opportunity to obtain a certification in Food Safety through the ICEV program. This program is all online and students will have opportunities weekly to work on the coursework and assessments. ICEV can also be accessed at home for any students who may have been absent on a work day or who wants to get ahead. Students need to have completed all coursework and assessments by then end of the year in order to take the certification test which will be their final for this class.

AGRISCIENCE PROJECT

An Agriscience research project is a practical, hands-on project that uses the scientific method to answer a real scientific problem that relates to agriculture. Researchers at universities and private labs use the same format to solve the everyday scientific problems of the world. Just like the researchers of the world this project may span many years and will be viewed by scientific peers all over the United States of America. The project will consist of three parts a research paper, a log book and a display board. Students will receive more information on this project in week 3.

CLASSROOM CODE OF CONDUCT:

1. Students are expected to use all equipment safely, correctly, and as directed.
2. Students are expected to respect the rights of others to learn.

3. Students are expected to participate in labs and discussions & take notes during lectures.
4. Students are expected to clean their work area and help maintain common work areas.
5. Students are expected to come see me for help and for make-up assignments.
6. Students are expected to place all electronic devices in backpacks (turned off) before entering the classroom.
7. Use common sense.
8. The student will adhere to all school rules and district policies as summarized in the Parent handbook.
9. No food or drinks.
10. **Participate**!!

Restroom passes

At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), and take pass with them. Unused bathroom passes can be turned in at the end of the semester for 10 extra credit points each.

2. GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or no Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Special Education: *Any modification in the above grading will be documented in the student's IEP with parental consent.*

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and

parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

3. **ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.**

Classwork 70%

-Homework
-Packets
-Agriscience Project
-test and quizzes
-labs and projects

ICEV 10% Half of the ICEV coursework and assessments are to be completed each semester.

FFA 10% 2 FFA activities are required per quarter for their participation grade

SAEP 10% (supervised agriculture education project) SAEP is 20 hours of paid or unpaid hours of a project proclaiming to agriculture, to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.

4. **SPECIAL CIRCUMSTANCES:**
   a. Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.
   b. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had "borrowed" or "checking answers" the assignment from. Instances of academic dishonesty will be reported to administration.
5. **CLASS EXPECTATIONS – LEVEL OF RIGOR:** Students are expected to complete all classwork and homework assignments, attend two FFA activities every quarter, and complete 20 hours of an SAEP within a year and complete the ICEV coursework and assessments. If students should fall behind or need additional help, I am usually available in the morning and after school.
6. **MATERIALS RESOURCES PROVIDED:**
   a. Introduction to Chemistry a Foundation, 8th edition
   b. **3 ring binder (1.5 inch)**
   c. 3 dividers
   d. Binder paper
   e. Black or blue pen
   f. Pencil

g. Students will be able to access computers from the Ag. Department, School library, and public library.

h. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

COURSE: FLORAL DESIGN

TEACHER: MS. COUNCILMAN

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

FLORAL DESIGN

2016-2017

ROOM 403

1. **NAME AND CONTACT INFORMATION:**

Kelsey Councilman
(831) 674-2751 Ext# 1403
kcouncilman@smcjuhsd.org

2. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:** This course deals with the beginning methods of floral arranging, flower identification, aesthetic appreciation of floral arrangements, color and flower contrast, and the history of floriculture.
3. **COURSE DESCRIPTION:** Emphasis of this course will be to develop skills required to design fresh and dried flower arrangements, using live and preserved (dried) plant materials and foliage plants, as well as silk flowers. Floriculture, the growing of flowers and plant materials, will be briefly covered. The classroom will be utilized in the growing, arranging, and identification portions, of the course. The students will learn the arrangement of flowers. Corsages, boutonnieres, and be exposed to different color deigns found in floral arrangements. Since FFA and Supervised Agricultural Experience Programs (SAEPs) are integral components of this course, students are required to maintain SAEPs, and be a member of the FFA while participating in activities of the FFA organization.
4. **ICEV**

Through this class students have the opportunity to obtain a certification in Food Safety through the ICEV program. This program is all online and students will have opportunities weekly to work on the coursework and assessments. ICEV can also be accessed at home for any students who may have been absent on a work day or who wants to get ahead. Students need to have completed all coursework and assessments by then end of the year in order to take the certification test which will be their final for this class.

5. **Restroom passes**

At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), and take pass with them. Unused bathroom passes can be turned in at the end of the semester for 10 extra credit points each.

6. **CLASSROOM CODE OF CONDUCT:**
   1. Students are expected to use all equipment safely, correctly, and as directed.
   2. Students are expected to respect the rights of others to learn.
   3. Students are expected to participate in labs and discussions & take notes during lectures.
   4. Students are expected to clean their work area and help maintain common work areas.
   5. Students are expected to come see me for help and for make-up assignments.
   7. Use common sense.
   8. The student will adhere to all school rules and district policies as summarized in the Parent handbook.
   9. No food or drinks.
7. **GRADING SCALE:**

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or no Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Special Education: *Any modification in the above grading will be documented in the student's IEP with parental consent.*

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

8. **ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.**

   Classwork 70% -classroom assignments/activities
   -arrangements
   -test and quizzes
   -projects

   FFA 10% 2 FFA activities are required for their participation grade, however if the student is unable to complete the FFA activities a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities.

   SAEP 10% (supervised agriculture education project) SAEP is 20 hours of paid or unpaid hours per semester of a project proclaiming to agriculture to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.

   ICEV 10% Half of the ICEV coursework and assessments are to be completed each semester.

9. **SPECIAL CIRCUMSTANCES:**
   a. Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.
   b. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had "borrowed" or "checking answers" the assignment from.

10. **CLASS EXPECTATIONS – LEVEL OF RIGOR:** Most assignments are to be completed in class or in the shop. Students are expected to complete all classwork assignments, attend two different FFA activities per quarter, and complete 20 hours of an SAEP per semester. If students should fall behind or need additional help, I am usually available in the morning and after school.

11. **MATERIALS RESOURCES PROVIDED:**
    a. The Art of Floral Design by Norah T. Hunter & Art Talk by Rosalind Ragans

b. Students will be able to access computers from the Ag. Department, School library, and public library.

c. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

COURSE: AG ANIMAL SCIENCE

TEACHER: MS. COUNCILMAN

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GREENFIELD HIGH SCHOOL

ANIMAL ANATOMY & PHYSIOLOGY

2016-2017

ROOM 403

NAME AND CONTACT INFORMATION:

Kelsey Councilman
(831) 674-2751 Ext# 1403
kcouncilman@smcjuhsd.org

COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:

Students will be able to:

1. Assemble and use laboratory apparatus, tools and materials in a skillful manner, giving attention to accident prevention and safety.
2. Gather the qualitative and quantitative information needed for developing and testing inferences and hypotheses by making purposeful, objective observations of things and events.
3. Understand the make-up of the body and its functions.
4. Understand how to apply the knowledge of heredity and genetics to mammalian production.
5. Understand evolution and natural selection and how it relates to production agriculture.
6. Record observations accurately and organize data and ideas in ways that enhance their usefulness.
7. Communicate with others (oral and written) in a manner that is consistent with the knowledge of scientific conventions, and facilities the learning of the listeners or readers.
8. Use the metric system effectively in measuring and quantifying substances.

COURSE DESCRIPTION:

Animal Science is laboratory course will that will provide you with principles in Animal Anatomy & Physiology focusing on the areas animal production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. In depth study of the anatomy and physiology

of a variety of animal species is designed to build knowledgeable problem solvers in the field of Veterinary Science. This course is intended to successfully prepare students who plan on majoring in Agricultural or animal sciences at a college or university. Leadership skills through the FFA activities and participation in a supervised agricultural experience project will be required. Frequent opportunities are also given to develop and apply rational and creative thinking processes of observing, comparing, organizing, relating, inferring, applying and communicating. Also, there is an emphasis on developing values aspirations and attitudes that promote the student's understanding personal involvement with the scientific explorations and discoveries of the future. These hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.

CLASSROOM CODE OF CONDUCT:

a. The student will adhere to all school rules and district policies as summarized in the Parent handbook.

GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or no Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

Classwork 70%

-Homework
-Packets
-Agriscience Project
-test and quizzes
-labs and projects

ICEV 10% Half of the ICEV coursework and assessments are to be completed each semester.

FFA 10% 2 FFA activities are required per quarter for their participation grade

SAEP 10% (supervised agriculture education project) SAEP is 20 hours of paid or unpaid hours of a project proclaiming to agriculture, to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

It is the student's responsibility to obtain makeup work through the use of the Absence Binder before or after class. Students will receive weekly class schedule on the first day of the week.

ICEV

Through this class students have the opportunity to obtain a certification in Food Safety through the ICEV program. This program is all online and students will have opportunities weekly to work on the coursework and assessments. ICEV can also be accessed at home for any students who may have been absent on a work day or who wants to get ahead. Students need to have completed all coursework and assessments by then end of the year in order to take the certification test which will be their final for this class.

Restroom passes

At the beginning of each semester, students will receive two bathroom passes. In order to use the restroom during class, the student must present the teacher his/her RR pass at an appropriate time (not during lecture, announcements, discussions, etc), and take pass with them. Unused bathroom passes can be turned in at the end of the semester for 10 extra credit points each.

AGRISCIENCE PROJECT

An Agriscience research project is a practical, hands-on project that uses the scientific method to answer a real scientific problem that relates to agriculture. Researchers at universities and private labs use the same format to solve the everyday scientific problems of the world. Just like the researchers of the world this project may span many years and will be viewed by scientific peers all over the United States of America. The project will consist of three parts a research paper, a log book and a display board.

CLASS EXPECTATIONS

Students are expected to:

- ***Come to class prepared and on time***
- ***Never leave until dismissed by the teacher, must be in seats.***
- ***Never use profanity***
- ***Turn in all work on time***
- ***Respect others***
- ***Join the FFA, Plan and begin an SAE***

- *Keep record books up to date*
- *Ask plenty of questions!*
- *PARTICIPATE*

Instructor will:

- *Return work in a timely manner*
- *Test only what is taught*
- *Be available for help and questions*
- *Attempt to visit every student at home*
- *Make learning fun!*

11. MATERIALS RESOURCES:

- three ring binder with three dividers

COURSE: AG MECHANICS 1, 2, 3

TEACHER: MR. VILLASEÑOR

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GRICULTURE MECHANICS 1

2016-2017

'MS 401, 404, & SCHOOL FARM

1. **NAME AND CONTACT INFORMATION:** Daniel Villaseñor (831) 674-2751 Ext# 1401 dvillasenor@smcjuhsd.org
2. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:** Ag Mec. 1 is a yearlong course that covers many basic skills of Agricultural Mechanics.
3. **COURSE DESCRIPTION:** Students will develop an understanding of safety, tool use, tool id, trouble shooting, and building projects in different parts of Agricultural Mechanics. The class will be covering courses in general shop safety, measurement, woodworking, welding, plumbing, electricity, cold steel metalworking, and others aspects of mechanics. Since FFA and Supervised Agricultural Experience Programs (SAEPs) are integral components of this course, students are required to maintain SAEPs, and be a member of the FFA while participating in activities of the FFA organization.
4. **CLASSROOM CODE OF CONDUCT:**
   1. Every student must act in a safe and responsible manner because of the many laboratory and classroom situations. You must demonstrate respect for the work of others. Failure to conduct yourself in a safe manner will result in immediate discipline including, but not limited to: detentions, phone call home, parent/teacher/student conference.

2. The classroom and/or shop will be picked up and clean before any student may leave the room.
3. Appropriate dress is required at all times. In addition, safety glasses and safety equipment as mandated by the shop must be worn at all times. NO EXCEPTIONS.
4. The laboratory activities are a privilege, not a right. If you cannot act in a safe and responsible manner, you will be assigned book work and restricted from the activities.
5. You are expected to have with you at each class: writing utensil, class binder, note taking paper, and completed work for the day.
6. If you fall asleep during class you will be cleaning during lunch or after school.
7. Discipline for breaking the academic integrity code, student conduct responsibilities, and/or classroom expectations will be dealt with using the policy set forth by the Greenfield High School Student Handbook.
8. As an inter-curricular club, FFA is an integral role of agriculture education. You are required to become a member of the Greenfield FFA, and are encouraged to attend activities.
9. All assignments are due at the beginning of the period (when the tardy bell rings). If it is turned in after everyone else's assignments, IT'S LATE.

5. GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or no Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.
Special Education: *Any modification in the above grading will be documented in the student's IEP with parental consent.*

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. **ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students**

Classwork 80% -classroom assignments/activities/shop points 35%
-test and quizzes 10%-must pass safety tests with a 90% to go into shop
-labs and projects 35%

FFA 10% 2 FFA activities per quarter are required and are equal to 4 FFA activities per semester for their participation grade, however if the student is unable to complete the FFA activities a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities. Students must complete 2 per quarter not all 4 in one quarter.

SAEP 10% (supervised agriculture education project) 10 hours of paid or unpaid hours of a project proclaiming to agriculture to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book or AET, along with pictures, and submitting it for a grade.

7. **SPECIAL CIRCUMSTANCES:**
   a. Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.
   b. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had "borrowed" or "checking answers" the assignment from. Instances of academic dishonesty will be reported to administration.
8. **CLASS EXPECTATIONS – LEVEL OF RIGOR:** Most assignments are to be completed in class or in the shop. Students are expected to complete all classwork assignments, attend two different FFA activities per quarter (4 per semester), and complete 10 hours of an SAEP within a year. If students should fall behind or need additional help, I am usually available in the morning and after school.
9. **MATERIALS RESOURCES PROVIDED:**
   a. Agriculture Mechanics Fundamentals and Applications 6th Ed. by Ray V. Herren
   b. Students will be able to access computers from the Ag. Department, School library, and public library.
   c. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

AGRICULTURE MECHANICS 2

2016-2017

)MS 401, 404, & SCHOOL FARM

1. **NAME AND C** **'ORMATION:** Daniel Villaseñor (831) 674-27 1
   dvillasenor@smcjuhsd.org
2. **PREREQUISITES** – A "C" OR BETTER IN AGRICULTURE MECHANICS 1
3. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:** Agriculture Mechanics 2 is a yearlong course that builds on items learned from Agriculture Mechanics 1, to complete projects.
4. **COURSE DESCRIPTION:** Students will be using the knowledge acquired from Agriculture Mechanics 1 to develop a project from start to finish. Projects will include: designing a project, making a bill of materials and tools needed, building and trouble shooting of project, and finishing of project. Since FFA and Supervised Agricultural Experience Programs (SAEPs) are integral components of this course, students are required to maintain SAEPs, and be a member of the FFA while participating in activities of the FFA organization.
5. **CLASSROOM CODE OF CONDUCT:**
   1. Every student must act in a safe and responsible manner because of the many laboratory and classroom situations. You must demonstrate respect for the work of others. Failure to conduct yourself in a safe manner will result in immediate discipline including, but not limited to: detentions, phone call home, and parent/teacher/student conference.
   2. The classroom and/or shop will be picked up and clean before any student may leave the room.
   3. Appropriate dress is required at all times. In addition, safety glasses and safety equipment as mandated by the lab must be worn at all times. NO EXCEPTIONS.
   4. The laboratory activities are a privilege, not a right. If you cannot act in a safe and responsible manner, you will be assigned book work and restricted from the activities or shop time.
   5. You are expected to have with you at each class: writing utensil, class binder, note taking paper, and completed work for the day.
   6. If you fall asleep during class you will be cleaning during lunch or after school.
   7. Discipline for breaking the academic integrity code, student conduct responsibilities, and/or classroom expectations will be dealt with using the policy set forth by the Greenfield High School Student Handbook.
   8. As an inter-curricular club, FFA is an integral role of agriculture education. You are required to become a member of the Greenfield FFA, and are encouraged to attend activities.
   9. All assignments are due at the beginning of the period (when the tardy bell rings). If it is turned in after everyone else's assignments, IT'S LATE.

6. GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or no Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Special Education: *Any modification in the above grading will be documented in the student's IEP with parental consent.*

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS:

Classwork 80% -classroom assignments/activities/shop points 30%
-test and quizzes 10%- must pass safety tests with a 90% to go into shop
-labs and projects 40%

FFA 10% 2 FFA activities per quarter are required and are equal to 4 FFA activities per semester for their participation grade, however if the student is unable to complete the FFA activities a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities. Students must complete 2 per quarter not all 4 in one quarter.

SAEP 10% (supervised agriculture education project) SAEP is 20 hours of paid or unpaid hours per semester of a project proclaiming to agriculture to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book (AET), along with pictures, and submitting it for a grade.

7. **SPECIAL CIRCUMSTANCES:**
    a. Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.
    b. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had "borrowed" or "checking answers" the assignment from. Instances of academic dishonesty will be reported to administration.
8. **CLASS EXPECTATIONS – LEVEL OF RIGOR:** Most assignments are to be completed in class or in the shop. Students are expected to complete all classwork assignments, attend three different FFA activities per semester, and complete 20 hours of an SAEP per semester. If students should fall behind or need additional help, I am usually available in the morning and after school.
9. **MATERIALS RESOURCES PROVIDED:**
    a. Agriculture Mechanics Fundamentals And Applications 6th Ed. By Ray V. Herren
    b. Students will be able to access computers from the Ag. Department, School library, and public library.
    c. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

AGRICULTURE MECHANICS 3
2016-2017
ROOMS 401, 404, & SCHOOL FARM

1. **NAME AND CONTACT INFORMATION:** Daniel Villaseñor (831) 674-2751 Ext# 1401 dvillasenor@smcjuhsd.org
2. **PREREQUISITES** – A "C" OR BETTER IN AGRICULTURE MECHANICS 2
3. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:** Agriculture Mechanics 3 is a yearlong course that builds on items learned from Agriculture Mechanics 1&2, to complete projects.
4. **COURSE DESCRIPTION:** Students will be using the knowledge acquired from Agriculture Mechanics 1&2 to develop a project from start to finish. Projects will include: designing a project, making a bill of materials and tools needed, building and trouble shooting of project, and finishing of project. Since FFA and Supervised Agricultural Experience Programs (SAEPs) are integral components of this course, students are required to maintain SAEPs, and be a member of the FFA while participating in activities of the FFA organization.

5. Classroom Code of Conduct:

10. Every student must act in a safe and responsible manner because of the many laboratory and classroom situations. You must demonstrate respect for the work of others. Failure to conduct yourself in a safe manner will result in immediate discipline including, but not limited to: detentions, phone call home, and parent/teacher/student conference.
11. The classroom and/or shop will be picked up and clean before any student may leave the room.
12. Appropriate dress is required at all times. In addition, safety glasses and safety equipment as mandated by the lab must be worn at all times. NO EXCEPTIONS.
13. The laboratory activities are a privilege, not a right. If you cannot act in a safe and responsible manner, you will be assigned book work and restricted from the activities or shop time.
14. You are expected to have with you at each class: writing utensil, class binder, note taking paper, and completed work for the day.
15. If you fall asleep during class you will be cleaning during lunch or after school.
16. Discipline for breaking the academic integrity code, student conduct responsibilities, and/or classroom expectations will be dealt with using the policy set forth by the Greenfield High School Student Handbook.
17. As an inter-curricular club, FFA is an integral role of agriculture education. You are required to become a member of the Greenfield FFA, and are encouraged to attend activities.
18. All assignments are due at the beginning of the period (when the tardy bell rings). If it is turned in after everyone else's assignments, IT'S LATE.

6. Grading Scale:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or no Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Special Education: *Any modification in the above grading will be documented in the student's IEP with parental consent.*

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment.
The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).
Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. **ASSESSMENTS/ASSIGNMENTS:**

Classwork 80%

-classroom assignments/activities/shop points 30%
-test and quizzes 10%- must pass safety tests with a 90% to go into shop
-labs and projects 40%

FFA 10% 2 FFA activities per quarter are required and are equal to 4 FFA activities per semester for their participation grade, however if the student is unable to complete the FFA activities a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities. Students must complete 2 per quarter not all 4 in one quarter.

SAEP 10% (supervised agriculture education project) SAEP is 20 hours of paid or unpaid hours per semester of a project proclaiming to agriculture to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book (AET), along with pictures, and submitting it for a grade.

7. **SPECIAL CIRCUMSTANCES:**
   a. Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.
   b. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had "borrowed" or "checking answers" the assignment from. Instances of academic dishonesty will be reported to administration.

8. **CLASS EXPECTATIONS – LEVEL OF RIGOR:** Most assignments are to be completed in class or in the shop. Students are expected to complete all classwork assignments, attend three different FFA activities per semester, and complete 10 hours of an SAEP per semester. If students should fall behind or need additional help, I am usually available in the morning and after school.

9. **MATERIALS RESOURCES PROVIDED:**
   a. Agriculture Mechanics Fundamentals And Applications 6th Ed. By Ray V. Herren
   b. Students will be able to access computers from the Ag. Department, School library, and public library.
   c. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

COURSE: AG BIOLOGY

TEACHER: MS. VILLASEÑOR

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

AGRICULTURE BIOLOGY

2016-2017

ROOM 402

1. **NAME AND CONTACT INFORMATION:** Desiree Villaseñor (831) 674-2751 Ext# 402 dvillasenor1@smcjuhsd.org
2. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:** Agricultural Biology is a one-year in lab science devoted to an exploration of the fundamental concepts, principles, and processes of the living world.
3. **COURSE DESCRIPTION:** Agricultural Biology exposes students to the dynamic world of agriscience and what it has to offer, keeping in mind students interests and abilities. FFA and the Supervised Agricultural Experience Program are an integral part of the instruction. Students have the option of participating in agriculture career development events, traveling to various colleges and universities throughout the state, and participating in FFA activities.
4. **CLASSROOM CODE OF CONDUCT:**
   Students are expected to use all equipment safely, correctly, and as directed.
   Students are expected to respect the rights of others to learn.
   Students are expected to participate in labs, discussions and take notes during lectures.
   Students are expected to clean their work area and help maintain common work areas.
   Students are expected to come see me for help and for make-up assignments.
   Students are expected to place all electronic devices in backpacks (turned off) before entering the classroom.
   Use common sense.
   Student Handbook rules will be strictly enforced
5. **GRADING SCALE:**
   Administrative Regulation (AR) 5121 (a)
   Grades for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points

F	(0-59%)	Little or no Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Special Education: *Any modification in the above grading will be documented in the student's IEP with parental consent.*

Board Policy 5121 (b)

Effect of Absences on Grades: If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. **ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.**

Classwork 80% -classroom assignments/activities 20%
-iCEV 10%
-test and quizzes 20%
-labs and projects 30%

FFA 10 % 4 FFA activities per semester are required for their participation grade, however if the student is unable to complete the FFA activities, a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities.

SAEP 10% (supervised agriculture education project) 10 hours of paid or unpaid hours per semester of a project proclaiming to agriculture, to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.

7. **SPECIAL CIRCUMSTANCES:**

qq. Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see

what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.

rr. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had "borrowed" or "checking answers" the assignment from.

8. **CLASS EXPECTATIONS – LEVEL OF RIGOR:** Most assignments are to be completed in class. Students are expected to complete all classwork assignments, attend four different FFA activities per semester, and complete 10 hours of an SAEP per semester. If students should fall behind or need additional help, I am usually available in the morning and after school. Students need to bring a binder to class, if they are unable to purchase one themselves please discuss with their instructor.
9. **MATERIALS RESOURCES PROVIDED:**
   a. California Biology book by Johnson and Raven
   b. Students will be able to access computers from the Ag. Department, School library, and public library.
   c. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.
10. **REQUIRED MATERIALS**
    a. 1.5 inch, 3 ring binder
    b. 5 dividers
    c. College rule paper
    d. Pencil and pen

(Effective 7/1/16)

COURSE: AG EARTH SCIENCE

TEACHER: MS. VILLASEÑOR

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GRICULTURE EARTH SCIENCE

2016-2017

ROOM 402

1. **NAME AND CONTACT INFORMATION:** Desiree Villaseñor (831) 674-2751 Ext# 402 dvillasenor1@smcjuhsd.org
2. **COURSE OBJECTIVES; BASED ON THE COMMON CORE STANDARDS:** Agricultural Earth Science Technology is a yearlong course that will guide students through the many components of our Earth.

3. **COURSE DESCRIPTION:** Students will develop an understanding of the relationship between Earth and the Universe; the dynamic process that continue to change Earth each day; the transformation of energy through the various biogeochemical cycles; the four spheres of the Earth; and California geology. Since FFA and Supervised Agricultural Experience Programs (SAEPs) are integral components of this course, students are required to maintain SAEPs, and be a member of the FFA while participating in activities of the FFA organization.

4. **CLASSROOM CODE OF CONDUCT:**

1. Students are expected to use all equipment safely, correctly, and as directed.
2. Students are expected to respect the rights of others to learn.
3. Students are expected to participate in labs and discussions & take notes during lectures.
4. Students are expected to clean their work area and help maintain common work areas.
5. Students are expected to come see me for help and for make-up assignments.
6. Students are expected to place all electronic devices in backpacks (turned off) before entering the classroom.
7. Use common sense.
8. The student will adhere to all school rules and district policies as summarized in the Parent handbook.
9. No food or drinks.

5. **GRADING SCALE:**

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or no Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Special Education: *Any modification in the above grading will be documented in the student's IEP with parental consent.*

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. **ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.**

   Classwork 80% -classroom/homework assignments and activities 40%
   -test and quizzes 20%
   -labs and projects 20%

   FFA 10% 4 FFA activities are required per semester for their participation grade, however if the student is unable to complete the FFA activities a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities.

   SAEP 10% (supervised agriculture education project) SAEP is 10 hours of paid or unpaid hours of a project proclaiming to agriculture, to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.

7. **SPECIAL CIRCUMSTANCES:**
   a. Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted.
   b. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had "borrowed" or "checking answers" the assignment from. Instances of academic dishonesty will be reported to administration.
8. **CLASS EXPECTATIONS – LEVEL OF RIGOR:** Most assignments are to be completed in class. Students are expected to complete all classwork assignments, attend three different FFA

activities per semester, and complete 10 hours of an SAEP within a year. If students should fall behind or need additional help, I am usually available in the morning and after school.

9. **Materials Resources Provided:**
   a. Earth Science by Tarbuck and Lutgens
   b. Students will be able to access computers from the Ag. Department, School library, and public library.
   c. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

(Effective 7/1/15)

COURSE: ENVIRONMENTAL HORTICULTURE

TEACHER: MS. VILLASEÑOR

TH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
ENVIRONMENTAL HORTICULTURE
2016-2017
ROOM 402

1. **Name and Contact Information:**

Desiree Villaseñor (831) 674-2751 Ext# 1402 dvillasenor1@smcjunsd.org

2. **Course Objectives; Based on the Common Core Standards:**
   1. To develop an appreciation of Ornamental Horticulture and our environment.
   2. To learn the various methods of plant propagation
   3. to create root hormone trials for terminal and sub-terminal cuttings
   4. To learn the classifications, functions and structures of various plants.
   5. To be able to identify at least five different ornamental plants each week.
   6. To use the greenhouse for plant propagation, learning how to set watering timers and when to use bench heaters and atmospheric controls.
   7. To be able to use simple plumbing skills to install and repair irrigation systems in landscapes.
   8. To appreciate the value of membership in the National FFA organization.
   9. To be able to safely use tools and equipment used in Landscape maintenance and design.
   10. To learn the best possible and up to date pest management techniques

3. **Course Description:**

This course emphasizes the scope of the horticultural industry. Students are provided with a basic understanding of plant identification, plant propagation, nursery operations, plant production, use of equipment, irrigation, fertilizers; landscape planning, landscape construction, landscape management, greenhouse management and career opportunities. Hands on experience utilizing greenhouse and nursery facilities as well as landscape areas will be stressed. Leadership skills through FFA activities and participation in a supervised agricultural experience program are required.

4. **Classroom Code of Conduct:**
   1. Students are expected to use all equipment safely, correctly, and as directed.
   2. Students are expected to respect the rights of others to learn.
   3. Students are expected to participate in labs and discussions & take notes during lectures.
   4. Students are expected to clean their work area and help maintain common work areas.
   5. Students are expected to come see me for help and for make-up assignments.

6. Students are expected to place all electronic devices in backpacks (turned off) before entering the classroom.
7. Use common sense.
8. The student will adhere to all school rules and district policies as summarized in the Parent handbook.
9. No food or drinks.
10. Participate

5. GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or no Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Special Education: *Any modification in the above grading will be documented in the student's IEP with parental consent.*

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment. The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

6. ASSESSMENTS/ASSIGNMENTS: Currently planned, but subject to change based on the needs of the students.

Classwork	70%	Tests and Quizzes	20%
		Unit Points	20%
		Participation	30%
FFA	10%	4 FFA activities are required per semester for their participation grade, however if the student is unable to complete the FFA activities a modified assignment can be issued for the 10% participation. My hope is that the students will participate in FFA and all of its extra activities.	

SAEP 10% (supervised agriculture education project) SAEP is 10 hours of paid or unpaid hours of a project proclaiming to agriculture, to make an improvement or supplemental skill development that is approved by the teacher. Student will keep track of this by the use of the record book, along with pictures, and submitting it for a grade.
iCEV 10%

7. SPECIAL CIRCUMSTANCES:

Late or missing work- Students who turn in late work will receive credit for up to 75% for the first day missed and will be subjected to a 25% decrease each additional day the assignment is late. You have 2 school days to obtain and complete your assignments from an excused absence. You are responsible for obtaining missed work. I will not seek you out to give you missed work; you must check with me to see what you missed. Any work collected or assigned on the day of an unexcused absence will not be accepted. Plagiarism and cheating- If students are caught plagiarizing or cheating that student will not receive credit for that assignment. If students are caught copying off another student, the student who was cheating will not receive credit as well as the student who they had "borrowed" or "checking answers" the assignment from.

8. CLASS EXPECTATIONS – LEVEL OF RIGOR: Most assignments are to be completed in class. Students are expected to complete all classwork assignments, attend three different FFA activities per semester, and complete 10 hours of an SAEP within a year. If students should fall behind or need additional help, I am usually available in the morning and after school.

MATERIALS RESOURCES PROVIDED:

a. Text: Introduction to Horticulture, Fourth Edition, 2009
b. Note book required
c. Students will be able to access computers from the Ag. Department, School library, and public library.
d. Any use of South Monterey County Joint Union High School computers will need an internet agreement with the school.

(Effective 7/1/15)

Greenfield High School Agriculture Department

Advisors: Daniel Villaseñor Desiree Villaseñor Kelsey Councilman
225 S El Camino Real
Greenfield, California 93927
(831) 674-2751

ALTERNATIVE CREDIT

December 2016

UC/CSU - Approved Course List

Greenfield High School

outh Monterey County Joint Union High School District

Course list for 2016-17 Updated as of Oct 6th, 2016

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary science course can meet one year of this requirement.

Title	Transcript Abbreviation(s)	Discipline
Ag Animal Science (Anatomy & Physiology)	Ag Animal Sci Ag Animal Science Ag Animal Science, Animal Science Animal Science	Biology / Life Sciences
Agricultural Biology	Ag Bio	Biology / Life Sciences
Agriculture Chemistry	Ag Chem Ag Chemistry	Chemistry

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).

Title	Transcript Abbreviation(s)	Discipline
The Art & History of Floral Design Adopted from: Mission Trails ROP	Floral Design	Visual Arts

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title	Transcript Abbreviation(s)	Discipline
Ag Engineering/Ag Mechanics 1	Ag Eng/ Ag Mech 1 Ag Mech 1	Laboratory Science – Physical Sciences
Agriculture Earth Science	Ag Earth Science	Laboratory Science – Physical Sciences
CDE Agriculture Business & Economics Adopted from: California Department of Education (CDE) Agricultural Education	Ag Bus & Econ Ag Bus&Econ	History / Social Science
CDE Environmental Horticulture Science Adopted from: Mission Trails ROP	Environmental Horticulture Horticulture ROP Env Horticulture	Laboratory Science – Physical Sciences

Agriculture and Natural Resources Industry Sector

Agriculture, one of California's largest, most vital industries, generates about $32 billion in products and more than $125 billion of economic impact each year. Ten percent of California workers are engaged in agriculture and related occupations. Because the demand for agricultural specialists throughout the state in both urban and rural areas is high, there are more job openings than there are qualified applicants. Within the Agriculture and Natural Resources pathways, workers in some of the fastest-growing and/or highest-wage occupations in California include agricultural marketing and sales personnel, agricultural engineers, laboratory and research technicians, animal reproduction specialists, environmental scientists, landscape and turf managers, and pest management specialists.

Students in the Agriculture and Natural Resources industry sector are engaged in an instructional program that integrates academic and technical preparation, with a focus 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 skill development prepare students for continued training, advanced educational opportunities, and entry into a career.

Agriculture and Natural Resources Industry Sector Pathways:

- Agricultural Business
- Agricultural Mechanics
- Agriscience
- Animal Science
- Forestry and Natural Resources
- Ornamental Horticulture
- Plant and Soil Science

Agricultural Business

Sample sequence of courses in the Agricultural Business pathway:

CTE courses	Related courses
Introductory • Introduction to Agriculture	• Work Experience Education • Speech and Communication • Information Technology sector courses • Government • Accounting • Chemistry
Concentration • Agricultural Biology • Integrated Agricultural Science • Ornamental Horticulture • Plant Science • Animal Science • Agricultural Computers	
Capstone • Agricultural Business Management • Agricultural Sales and Service • Agricultural Economics and Policy	

Sample of appropriate foundation and pathway standards for the Agricultural Business Management course in the Agricultural Business pathway:

Foundation standards	**Academics 1.1 Algebra I (grades eight through twelve) 13.0:** Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
	Academics 1.3 Principles of Economics (grade twelve) 12.2.2: Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
	Communications 2.1 Reading Comprehension (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.
	Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.8: Integrate databases, graphics, and spreadsheets into word-processed documents.
	Career Planning and Management 3.4: Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
	Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
	Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
	Technical Knowledge and Skills 10.3: Understand the importance of maintaining and completing the California Agricultural Record Book.
	Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Pathway standards	ANR A1.0: Students understand decision-making processes within the American free enterprise system.
	ANR A2.0: Students understand the fundamental economic principles of agribusiness and agricultural production.
	ANR A3.0: Students understand the role of credit in agribusiness and agricultural production.
	ANR A4.0: Students understand proper accounting principles and procedures used in business management and tax planning.
	ANR A7.0: Students understand agricultural marketing systems.
	ANR A8.0: Students understand the sales of agricultural products and services.
	ANR A9.0: Students understand local, national, and international agricultural markets and how trade affects the economy.

Sample analysis ("unpacking") of a standard for the Agricultural Business Management course in the Agricultural Business pathway:

Standard	Agriculture and Natural Resources A4.0: Students understand proper accounting principles and procedures used in business management and tax planning.	
Standard subcomponent	Agriculture and Natural Resources A4.6: Understand how to determine the tax obligations for an agribusiness.	
Course level	❑ Introductory ❑ Concentration ☒ Capstone	
What do students need to know? At what level?	*Concepts* 1. Which tax forms to use 2. Which records generate the information for those tax forms 3. Current relevant tax codes 4. Tax obligation reduction strategies	*Benchmarks* 1. Name three relevant forms. 2. Cite three records. 3. Cite three relevant codes. 4. Cite two strategies for reducing tax obligation.
What should students be able to do? At what level?	*Skills* 1. Read and follow tax-related directions. 2. Transfer information from records to tax forms. 3. Complete forms properly. 4. Reduce tax obligation from the example.	*Benchmarks* 1. Obtain two sets of instructions and follow the directions. 2. Complete all transfers correctly. 3. Complete all forms correctly. 4. Identify two appropriate strategies for reducing tax obligation.
Topics and contexts **What must be taught?**	1. Knowledge of preceding concepts 1–2 2. Depreciation 3. Transferring figures 4. Current relevant tax codes 5. Tax obligation reduction strategies 6. Using tax forms and records	

Sample Performance Task

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation and Agricultural Business pathway standards:

Standard number	Standards
Foundation: Academics 1.1 Algebra I (grades eight through twelve) 13.0	Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
Foundation: Problem Solving and Critical Thinking 5.1	Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
Foundation: Leadership and Teamwork 9.3	Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: ANR A4.6	Understand how to determine the tax obligations for an agribusiness.

Assignment: **Determining Tax Obligation and Completing Tax Forms**

In this assignment you will:

1. Complete Schedule F, Schedule SE, and Fuel Rebate Schedule 1028 from information generated from the simulated farming operation's journal and checkbook. Working individually and using your simulated family farming operation records (Leadership and Teamwork 9.3), you will:
    a. Complete a depreciation sheet (Academics 1.1 Algebra I 13.0; Leadership and Teamwork 9.3; Demonstration and Application 11.0).
    b. Prepare a balance sheet, financial statement, and cash flow summary (Academics 1.1 Algebra I 13.0; Leadership and Teamwork 9.3; Demonstration and Application 11.0).
    c. Complete a Schedule F (ANR A4.6; Leadership and Teamwork 9.3; Demonstration and Application 11.0).
    d. Complete a Schedule SE (ANR A4.6; Leadership and Teamwork 9.3; Demonstration and Application 11.0).
    e. Complete a Schedule 1028 (ANR A4.6; Leadership and Teamwork 9.3; Demonstration and Application 11.0).
2. Determine and tell the class how that tax obligation can be reduced by adjustments to inventory or purchasing (Problem Solving and Critical Thinking 5.1; Demonstration and Application 11.0).

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standards	Advanced	Proficient	Basic	Unacceptable
ANR A4.6: Understand how to determine the tax obligations for an agribusiness.	Student completes all three forms within 5 percent of the correct total.	Student completes all three forms within 15 percent of the correct total.	Student completes all three forms within 25 percent of the correct total.	Student does not complete all three forms within 25 percent of the correct total.
Academics 1.1 Algebra I (grades eight through twelve) 13.0: Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.	Student makes all calculations on the depreciation, balance, financial statement, and cash flow sheet with 95 percent accuracy.	Student makes all calculations on the depreciation, balance, financial statement, and cash flow sheet with 85 percent accuracy.	Student makes all calculations on the depreciation, balance, financial statement, and cash flow sheet with 75 percent accuracy.	Student does not make all calculations on the depreciation, balance, financial statement, and cash flow sheet with greater than 75 percent accuracy.
Problem Solving and Critical Thinking 5.1: Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.	Student provides three examples of how to reduce the tax obligation through inventory or purchasing adjustments.	Student provides two examples of how to reduce the tax obligation through inventory or purchasing adjustments.	Student provides one example of how to reduce the tax obligation through inventory or purchasing adjustments.	Student does not provide examples of how to reduce the tax obligation through inventory or purchasing adjustments.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.	Student sets and meets timelines exceptionally well, organizes materials, completes assignments before they are due, and does so with accuracy.	Student sets and meets timelines, organizes materials, and completes assignments on time and with accuracy.	Student sets and meets timelines minimally, organizes materials, and completes assignments with some confusion.	Student struggles with setting and meeting timelines and organizing materials or completes assignments inaccurately.

Note: Demonstration and Application 11.0 is included in all of the preceding items.

Sample of pathway occupations: This sample of pathway occupations is organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.

Agricultural Business Pathway Occupations	
High school (diploma)	• Agricultural Retail Salesperson • Equipment Parts Salesperson • Agricultural Lending Office Clerk
Postsecondary training (certification and/or AA degree)	• Farm Realtor/Appraiser • Customer Service Representative • Farm Accountant
College or university (bachelor's degree or higher)	• Agricultural Supplies Purchasing Agent/Buyer • Agricultural Sales and Marketing Manager • Agricultural Commodity Broker*

Agricultural Mechanics

Sample sequence of courses in the Agricultural Mechanics pathway:

CTE courses	Related courses
Introductory • Introduction to Agricultural Mechanics • Introduction to Agriculture	• Geometry • Physics • Electronics, Manufacturing, Technology courses • Power, Energy, andTransportation Technology courses • Drafting courses (CAD, CAM)
Concentration • Advanced Agricultural Mechanics • Agricultural Welding • Agricultural Small Engines	
Capstone • Agricultural Fabrication/Construction • Agricultural/Farm Power and Equipment	

Sample of appropriate foundation and pathway standards for the Advanced Agricultural Mechanics course in the Agricultural Mechanics pathway:

Foundation standards	**Academics 1.1 Algebra I (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.
	Academics 1.1 Geometry (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.
	Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.c: Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

	Skills	*Benchmarks*
What should students be able to do? At what level?	1. Strike an arc. 2. Run beads. 3. Fill a piece of steel with beads that are overlapped and layered. 4. Remove slag. 5. Analyze the quality of the work.	1. Strike and maintain an arc five times out of five attempts. 2. Run uniform, properly penetrating beads. 3. Run beads properly: bead width is even, penetration is half the thickness of the bead, puddles are evenly spaced and equal in size, rows overlap previous rows halfway and are straight, layers are smooth and even. 4. Present welds that are free of slag. 5. Evaluate welds accurately.
Topics and contexts **What must be taught?**	1. Basic arc welding processes, equipment, and safety 2. Arc welding settings and adjustments 3. Proper angle, speed, electrode selection 4. Use of technical manuals	

Sample Performance Task

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation and Agricultural Mechanics pathway standards:

Standard number	Standards
Foundation: Academics 1.2 Science Investigation and Experimentation (grades nine through twelve) 1.c	Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
Foundation: Health and Safety 6.5	Use tools and machines safely and appropriately.
Foundation: Responsibility and Flexibility 7.6	Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: ANR B8.3	Weld a variety of joints in various positions.

Assignment: Padding a Plate

You will individually obtain a 4" × 5" × 1/4" steel plate and 1/8" E-6013 electrodes and proceed to pad the plate with 3.5 perpendicular layers of overlapping beads (ANR B8.3). Identify and demonstrate safe equipment setup, operation, and cleanup (Health and Safety 6.5). Then you will:

1. Establish an arc and run a stringer bead parallel to and along one of the long edges of the plate.
2. Fill the craters at the end of each weld.
3. Run more beads alongside the previous bead. Ensure that the far edge of the bead is in the center of the previous bead.

4. Chip the slag, clean the weld thoroughly after each pass, and cool the weld.
5. Evaluate the quality of each bead and identify and correct any problems.
6. Continue making passes until the plate is covered.
7. Turn the plate 90 degrees and weld a second layer.
8. Weld 3.5 layers.
9. Stamp your number on the plate and submit it for evaluation (Academics 1.2 Investigation and Experimentation 1.c; Health and Safety 6.5; Responsibility and Flexibility 7.6; Demonstration and Application 11.0).

Performance task rubric: Your grade will be based on the following rubric. Individual teachers should determine how to weight the standards and assign points for each level.

Standards	Advanced	Proficient	Basic	Unacceptable
ANR B8.3: Weld a variety of joints in various positions.	Student produces a plate that has smooth, straight, uniform beads that overlap, with no slag or craters present.	Student produces a plate that has minor imperfections in smoothness, straightness, or uniformity of the beads overlapping, with no slag or craters present.	Student produces a plate that has some imperfections in smoothness, straightness, or uniformity of the beads overlapping, with no slag or craters present.	Student produces a plate that has no evidence of smoothness, straightness, or uniformity and has poor overlapping, with slag and/or craters present.
Academics 1.2 Investigation and Experimentation (grades nine through twelve) 1.c: Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.	Student identifies three reasons for inconsistent results and explains both how to prevent and correct the poor results.	Student identifies two reasons for inconsistent results and explains both how to prevent and correct the poor results.	Student identifies one reason for inconsistent results and explains both how to prevent and correct the poor results.	Student cannot identify a reason for inconsistent results.
Health and Safety 6.5: Use tools and machines safely and appropriately.	Student demonstrates safe setup, use, and storage of equipment and keeps the working area clear and safe.		Student does not demonstrate safe setup, use, and storage of equipment or does not keep the working area clear and safe.	
Responsibility and Flexibility 7.6: Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.	Student produces an end product that has smooth, straight, and uniform beads/welds that overlap/penetrate, with no slag or craters present.	Student produces an end product that has minor imperfections in smoothness, straightness, or uniformity of the beads/welds that overlap/penetrate, with no slag or craters present.	Student produces an end product that has some imperfections in smoothness, straightness, or uniformity of the beads/welds that overlap/penetrate, with no slag or craters present.	Student produces an end product that has no evidence of smoothness, straightness, or uniformity and has poor overlapping/penetration, with slag and/or craters present.

Note: Demonstration and Application 11.0 is included in all of the preceding items.

Sample of pathway occupations: This sample of pathway occupations is organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.

Agricultural Mechanics Pathway Occupations	
High school (diploma)	• Farm Equipment Operator • Farm Equipment Parts Person • Welder
Postsecondary training (certification and/or AA degree)	• Equipment Fabricator • Equipment Service Technician • Heavy Equipment Operator
College or university (bachelor's degree or higher)	• Agricultural Engineer • Irrigation Engineer • Agricultural Mechanics Teacher*

Agriscience

Sample sequence of courses in the Agriscience pathway:

CTE courses	Related courses
Introductory • Introduction to Agriculture	• Ornamental Horticulture • Animal Science • Chemistry • Physics • Earth Science • Environmental Science
Concentration • Agriscience • Agricultural Biology	
Capstone • Agricultural Business Management • Agricultural Biotechnology • Advanced Plant and Animal Science	

Sample of appropriate foundation and pathway standards for the Introduction to Agriculture course in the Agriscience pathway:

Foundation standards	**Academics 1.1 Algebra I (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.
	Communications 2.1 Reading Comprehension (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.
	Technology 4.6: Differentiate among, select, and apply appropriate tools and technology.
	Health and Safety 6.4: Maintain safe and healthful working conditions.
	Health and Safety 6.5: Use tools and machines safely and appropriately.

Foundation standards	**Responsibility and Flexibility 7.3:** Understand the need to adapt to varied roles and responsibilities.
	Ethics and Legal Responsibilities 8.2: Understand the concept and application of ethical and legal behavior consistent with workplace standards.
	Leadership and Teamwork 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.
	Technical Knowledge and Skills 10.3: Understand the importance of maintaining and completing the California Agricultural Record Book.
	Demonstration and Application 11.0: Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway standards	**ANR C1.0:** Students understand the role of agriculture in the California economy.
	ANR C2.0: Students understand the interrelationship between agriculture and the environment.
	ANR C3.0: Students understand the effects of technology on agriculture.
	ANR C4.0: Students understand the importance of animals, the domestication of animals, and the role of animals in modern society.
	ANR C6.0: Students understand animal anatomy and systems.
	ANR C8.0: Students understand fundamental animal nutrition and feeding.
	ANR C9.0: Students understand basic animal health.
	ANR C11.0: Students understand plant growth and development.

Sample analysis ("unpacking") of a standard for the Introduction to Agriculture course in the Agriscience pathway:

Standard	**Agriculture and Natural Resources C9.0:** Students understand basic animal health.	
Standard subcomponent	**Agriculture and Natural Resources 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.	
Course level	☒ **Introductory** ❑ **Concentration** ❑ **Capstone**	
What do students need to know? At what level?	*Concepts*	*Benchmarks*
	1. Basic animal health requirements 2. Methods to keep animals healthy 3. How to identify active ingredients 4. How to identify species for which the medication is intended 5. How to identify which illness the medication treats or protects the animal from contracting	1. List four health requirements. 2. List four methods to keep animals healthy. 3. Locate active ingredients on label and name. 4. Locate intended species on label and name. 5. Locate illness on label and name.

	Skills	*Benchmarks*
What should students be able to do? At what level?	1. Locate, understand, and note proper medical information on a medication package. 2. Prepare a proper injection. 3. Inject a model. 4. Demonstrate proper equipment handling, storage, and disposal.	1. Communicate name of medication, active ingredients, species, intended use, administration, dosage, withdrawal, storage, and special instructions. 2. Select correct needle and syringe size. Fill syringe and remove excess air. 3. Inject a model correctly with both subcutaneous and intramuscular injections. 4. List three storage methods for the medication and demonstrate how to dispose of the needle and syringe properly.
Topics and contexts **What must be taught?**	1. Basic animal health knowledge and vocabulary concepts 2. Basic packaging layout and content for medications 3. Withdrawal time requirements and ramifications for medications 4. Injection sites by species 5. Types of injections 6. How to prepare and give injections 7. Proper medicine storage 8. Proper disposal of medical tools and waste	

Sample Performance Task

Standards: This sample performance task targets the following Agriculture and Natural Resources industry sector foundation and Agriscience pathway standards:

Standard number	Standards
Foundation: Academics 1.1 Algebra I (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.
Foundation: Communications 2.1 Reading Comprehension (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.
Foundation: Health and Safety 6.4	Maintain safe and healthful working conditions.
Foundation: Health and Safety 6.5	Use tools and machines safely and appropriately.
Foundation: Ethics and Legal Responsibilities 8.2	Understand the concept and application of ethical and legal behavior consistent with workplace standards.
Foundation: Demonstration and Application 11.0	Students demonstrate and apply the concepts in the foundation and pathway standards.
Pathway: ANR 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.