

AGED 539

Las Plumas High School Quality Criteria



Richard Darrach



Las Plumas

Agriculture Department

Program Plan

(12 Quality Criteria)

Las Plumas High School Agriculture Quality Criteria

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Quality Criteria One: Curriculum and Instruction

The curriculum has been organized and sequenced around career paths with clear performance standards leading to entry level employment, job advancement, entrepreneurship, advanced education and training, and personal use. Instruction is performance-based and integrates academic knowledge and skills which reflect current and emerging technologies and practices in business, industry and the home environment.

The Las Plumas High School Agriculture program is comprised of a 4 Person department offering students a variety of courses focused around the California Agriculture Standards, FFA and SAE. Many courses in the program offer far more than elective credit; College Agricultural Biology and Agriculture Physical Science follow the curricular guidelines of standards in Biology and Physical Science, offering students credit in those courses while incorporating FFA and SAE opportunities. The Farm Management: Ag Mechanics Emphasis course, the Animal Science course, and the Floral course are articulated with Butte Community College, thus students can receive 2 + 2 articulation credit. Industry representatives and guest speakers are incorporated into courses and students are instructed with industry current and relevant equipment and facilities. There are several courses that are also on the a-g approved list, these courses include: Sustainable Ag Biology, Ag Soil Chemistry, Ag Systems Management, Animal Science, Vet Skills and Floriculture. A computer lab and a tablet cart are utilized for career research and résumé building in most of the agricultural courses. Each year, student's needs and abilities are assessed, and every student is encouraged to be engaged and involved. Curriculum and Instruction at Las Plumas High School Agriculture Department evolves each year to meet and exceed curricular standards, the needs of industry and the needs of our students. We have transitioned to the AET so there are no hard copy books in the department.

Evidence Documents Include:

- Ag and Natural Resource Career Pathways and Foundation Standards
- Master Schedule
- Course Handbook
- Course Selection Sheet
- Ag Course Pathways
- Syllabus/Grading Policy for each class offered in the Ag Department



Agriculture and Natural Resources Industry Sector

Career Pathways

- ◆ Agricultural Business
- ◆ Agricultural Mechanics
- ◆ Agriscience
- ◆ Animal Science
- ◆ Forestry and Natural Resources
- ◆ Ornamental Horticulture
- ◆ Plant and Soil Science



The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

- (10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
- (12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

- (13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Geometry standards (grades eight through twelve):

- (8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
- (10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.
- (11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.
- (12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

- (8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.f) Distinguish between hypothesis and theory as scientific terms.
- (1.j) Recognize the issues of statistical variability and the need for controlled tests.
- (1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

Specific applications of Principles of Economics standards (grade twelve):

- (12.2) Students analyze the elements of America's market economy in a global setting.

- (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
- (12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
- (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
- (12.2.6) Describe the effect of price controls on buyers and sellers.
- (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
- (12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- (2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Specific applications of Reading Comprehension standards (grades eleven and twelve):

- (2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- (2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

- (1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (2.3) Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.5) Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.

- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
 - a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
- (2.5) Write job applications and résumés:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

2.3 *Written and Oral English Language Conventions*

Specific applications of English Language Conventions standards (grades eleven and twelve):

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (1.3) Reflect appropriate manuscript requirements in writing.

2.4 *Listening and Speaking*

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- (2.2) Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

- (1.8) Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity
- (1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

- (2.4) Deliver multimedia presentations:
 - 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.

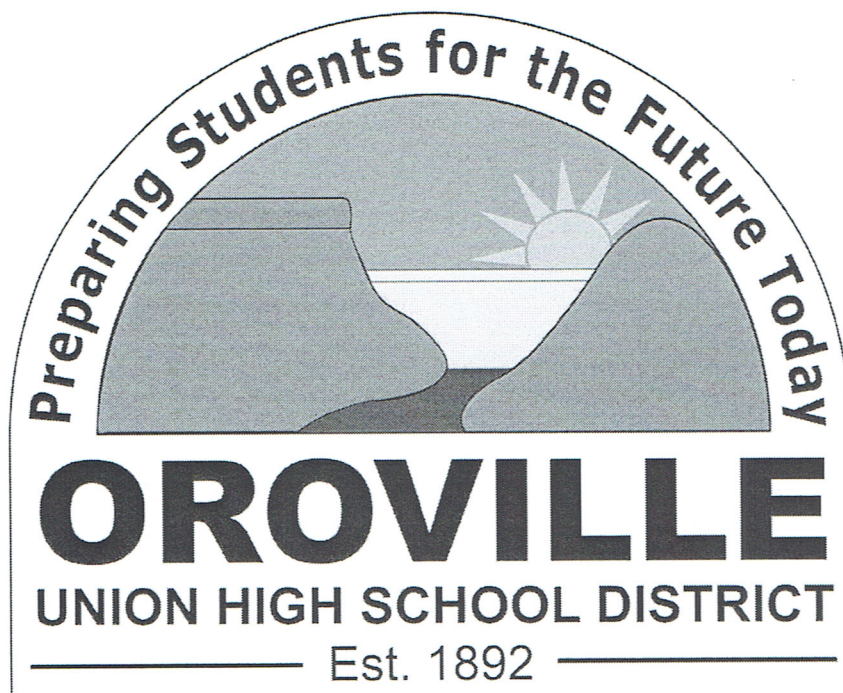
- 10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Las Plumas Ag Department Master Schedule 17-18 School Year

	1st	2nd	3rd	4th	5th	6th
Darrach	Prep	Ag Physical	Ag Mech 1	Ag Mech 1 (non 8th)	Ag Mechanics 2	Farm Management
Earley	Floral 1	Prep	Project	Ag Leadership	Vet Science	Floral 2(Floral 1 overflow)
Knapp	Prep	Soil Chem	Soil Chem	Ag Physical	Ag Physical (non 8th)	Ag Physical
LaFayette	Ag Biology	Ag Biology	Animal Science	Animal Science	Ag Systems	Prep



2017-2018 Course Handbook

Las Plumas High School
Oroville High School

OROVILLE UNION HIGH SCHOOL DISTRICT GRADUATION REQUIREMENTS

TOTAL CREDITS REQUIRED FOR GRADUATION: 230

Specific Course Requirements Include:

English.....	40 Credits (8 Semesters)	Physical Education	20 Credits (4 Semesters)
Life Science.....	10 Credits (2 Semesters)	Geography.....	5 Credits (1 Semester)
Physical Science.....	10 Credits (2 Semesters)	World History.....	10 Credits (2 Semesters)
Mathematics.....	30 Credits (6 Semesters)	U.S. History	10 Credits (2 Semesters)
Health	5 Credits (1 Semester)	Government.....	5 Credits (1 Semester)
Visual & Performing Arts/	10 Credits (2 Semesters)	Economics.....	5 Credits (1 Semester)
Foreign Language		Career Technical Education.....	10 Credits (2 Semesters)

MATHEMATICS: Must pass Math I or have met the state's Algebra requirement.

SCIENCE: Must earn a passing grade in two semesters of a Physical Science and a Life Science.

VISUAL/PERFORMING ARTS: Must earn a passing grade in two semesters of Foreign Language, Art, Drama or Music.

CAREER TECHNICAL EDUCATION: Must earn a passing grade in two semesters of Agriculture, Home Economics, or Industrial Technology classes. These courses may be taken any of the four years of high school. Class fees will not be charged unless the student wishes to purchase the finished project.

PHYSICAL EDUCATION: All students are required to complete four semesters of Physical Education. If a student does not successfully pass the Physical Fitness Test as a freshman, the student will not be eligible to ask for a waiver of the second year of Physical Education.

RECOMMENDED CLASSES BY GRADE LEVEL

9th GRADE

English 9
Geography/Health
Physical Education
Science
Math

10th GRADE

English 10
World History
Physical Education
Science
Math

11th GRADE

English 11
U.S. History
Science
Math

12th GRADE

English 12
Government/Economics
Science
Math

COLLEGE ADMISSION REQUIREMENTS

Students should contact their counselor at the earliest possible time to discuss admissions requirements for post-secondary educational options.

COMMUNITY COLLEGES

Graduation from high school, a minimum age of 18, or passing the CHSPE examination is the only requirement for admission. There are no subject or grade point average requirements. At the Community Colleges, one can earn a degree (A.A.) or (A.S.), undertake a transfer program, get vocational training in a Certificate Program, or improve basic academic skills. Community colleges across the State of California offer 100s of degree, transfer or certificate programs for students. With an Associate's Degree, individuals are able to work in a variety of high paying careers. SAT or ACT scores are not required for entrance, however, students must complete an entrance exam before being allowed to schedule classes.

CSU SYSTEM

In California, the California State University system consists of 23 schools in various locations in the state. These universities all offer four-year degrees in a variety of areas, called a Bachelor's Degree. Many CSU schools offer advanced degrees beyond that of a Bachelor's Degree, as well. Specific careers require a Bachelor's Degree, however, many careers do not. Entrance into the CSU system directly after completing high school includes several requirements. Students must complete the following A-G Courses listed below. All A-G Courses must be passed with a grade of "C" or better in order to count toward completion of that subject area requirement. Students must submit scores from either the SAT or ACT in order to be admitted into the CSU system.

UC SYSTEM

In California, the University of California system consists of 10 schools in various locations in the state. These universities all offer four-year degrees in a variety of areas, called a Bachelor's Degree. Many UC schools offer advanced degrees beyond that of a Bachelor's Degree, as well. Entrance into the UC system directly after completing high school includes several requirements and can be very competitive. Students who complete high school within the top 10% of their class are guaranteed admission into a school within the UC system, but not necessarily the school of their choice. Students must complete the following A-G Courses listed below. All A-G Courses must be passed with a grade of "C" or better in order to count toward completion of that subject area requirement. Students must submit scores from either the SAT or ACT in order to be admitted into the UC system.

A-G SUBJECT REQUIREMENTS for CSU or UC SYSTEMS

All applicants will be required to complete the same pattern of high school courses with C or better to be eligible for both CSU and UC systems. These courses are listed below:

A - History/Social Science – 2 Years

B - English 4 years

C - Mathematics – 3 Years

D - Lab Science – 2 Years (College level biology course and one additional advanced lab science course)

E - Foreign Language – 2 Years (Must be the same language for both years)

F - Visual/Performing Arts – 1 Year

G - College-Prep Elective – 1 Year

PRIVATE/INDEPENDENT/TECHNICAL SCHOOLS

Independent schools and colleges are privately funded and available across the State of California and United States. They determine their own entrance requirements. Students interested in attending a private, independent or technical institution should contact that institution for entrance requirements well in advance of registering for high school classes. For help with this process, please see your assigned high school counselor.

DIVISION I AND DIVISION II NCAA REQUIREMENTS

To view the latest NCAA Eligibility Requirements on required courses, test scores and GPA's, please visit the NCAA website:

http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf

Non-Discrimination in District Programs and Activities

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

La mesa directiva del distrito escolar se ha comprometido a proporcionar igualdad de oportunidades para todos los individuos en la educación. Los programas, actividades y prácticas del distrito estarán libres de discriminación ilícita, incluyendo la discriminación contra un individuo o grupo basado en su raza, color, ascendencia, nacionalidad, origen nacional, identificación con grupos étnicos, edad, religión, estado civil, embarazo o estado parental, la deshabilidad física o mental, sexo, orientación sexual, género, identidad o expresión de género o información genética; la percepción de una o más de tales características; o la asociación con una persona o grupo con una o más de estas características reales o percibidas.

Tus kev tswj ntawm lub rooj tsavxwm tau cog lus yuav muab vaj huam sib luag rau tag nrho cov neeg nyob rau hauv kev kawm ntawv. Koog tsev kawm ntawv cov kev pab cuam, kev ua ub no, thiab cov kev coj yuav tsis pub muaj saib tsis tau lwm tus, xws li kev saib tsis tau ib tug neeg los yog pab pawg neeg raws li haiv neeg, xim nqaij daim tawv, caj ces, haiv neeg, teb chaws twg tuaj, pab pawg neeg, hnuv nyoog, kev ntseeg, kev muaj txij nkawm, cev xeeb tub, los yog niam txiv raws li txoj cai, lub cev los si lub hlwb tsis tsuas zoo, txawm tias yog poj niam thiab txiv neej; kev nkag siab ntawm ib los yog ntau tshaj ntawm xws yam ntxwv; los yog muaj kev koom nrog ib tus neeg los yog pab pawg neeg nrog rau ib los yog ntau tshaj ntawm cov yam ntxwv.

ENGLISH

40 Credits Required

All Classes are Year-Long Unless Otherwise Noted

ELA FOUNDATIONS 9-10

Grades: 9-10 LPHS & OHS

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course closely follows the course outlines for the mainstream English 9 and 10 programs.

ELA FOUNDATIONS 11-12

Grades: 11-12 LPHS & OHS

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This is a survey course that focuses on American and British literature. There will be a concentrated examination of each author's style, form, and philosophy, place in history, and perceptions of human values and struggles. Through these great writers and thinkers, students will gain a greater understanding of the human condition. Students will demonstrate an understanding of each author's themes and writing style.

ELA TRANSITIONS

Grades: 9-12 LPHS & OHS

This course is designed to be taught in conjunction with ELD Beginning Reading to further the growth of students entering school with fluency in English at an "Emerging" level. Students will earn English credits toward graduation for completing this course.

ENGLISH 9

Grade: 9 LPHS & OHS

The English Language Arts Grade 9 curriculum provides students with the requisite skills necessary to meet the California Common Core State Standards Grades 9/10 and the College and Career Readiness Standards. Students will demonstrate independence as deliberate and recreational readers, knowledgeable and proficient writers and effective communicators. Students will read and write using a variety of grade level informational and literary sources and utilize technology to research, publish, upload and share work with their fellow-students and teachers. Building upon previously acquired skills, students will refine their literacy skills, use a variety of vocabulary strategies to enhance reading comprehension and demonstrate understanding of text, and will develop the habits of mind to reflect, respond, and communicate about a variety of issues, topics and reasoning skills.

ENGLISH 9 HONORS

Grade: 9 LPHS & OHS

English 9 Honors is an accelerated course that meets the graduation requirement for freshman English. A primary goal of this class is to prepare students for advanced placement coursework. The study of literature includes world literary works and extended reading. Students deepen their understanding of various literary genres through intensive study of short stories, novels, poetry, essays and drama. Students give oral presentations and practice active listening strategies. Students use a variety of writing types for various purposes and audiences and utilize technology when appropriate. Students respond to literature by writing narrative, descriptive and analytical essays and research papers. Interpretive essays and explications are emphasized.

ENGLISH 10

Grade: 10 LPHS & OHS

The English Language Arts Grade 10 curriculum provides students with the requisite skills necessary to meet the California Common Core State Standards Grades 9/10 and the College and Career Readiness Standards. Students will demonstrate independence as deliberate and recreational readers, knowledgeable and proficient writers and effective communicators. Building upon the standards addressed in Grade 9, students will read and write using a variety of grade level informational and literary sources and will utilize technology to research, publish, upload and share work with their fellow students and teachers. Students will refine their literacy skills, use a variety of vocabulary strategies to enhance reading

comprehension and demonstrate understanding of text, and will develop the habits of mind to reflect, respond, and communicate about a variety of issues, topics and reasoning skills.

ENGLISH 10 HONORS

Grade: 10 LPHS & OHS

English 10 Honors is an accelerated course that meets the graduation requirement for sophomore English. A primary goal of this class is to reach a level of mastery on the Common Core Benchmarks and to prepare students for advanced placement coursework. The study of literature includes world literary works and extended reading. Students deepen their understanding of various literary genres through intensive study of short stories, novels, poetry, essays and drama. Students give oral presentations and practice active listening strategies. Students use a variety of writing types for various purposes and audiences and utilize technology when appropriate. Students respond to literature by writing narrative, descriptive and analytical essays and research papers. Interpretive essays and explications are emphasized.

ENGLISH 11

Grade: 11 LPHS & OHS

The English Language Arts Grade 11 curriculum provides students with the requisite skills necessary to meet the California Common Core State Standards Grades 11/12 and the College and Career Readiness Standards. Students will demonstrate independence as deliberate and recreational readers, knowledgeable and proficient writers and effective communicators. Building upon the standards addressed in Grade 10, students will read and write using a variety of grade level informational and literary sources, including seminal United States historical documents and a concentrated focus on American literature. Students will continue to utilize technology to research, publish, upload and share work with their fellow students and teachers. Students will refine their literacy skills, use a variety of vocabulary strategies to enhance reading comprehension and demonstrate understanding of text, and will develop the habits of mind to reflect, respond, and communicate about a variety of issues, topics and reasoning skills. All Grade 11 students will participate in the Smarter Balanced Assessment.

ENGLISH 12

Grade: 12 LPHS & OHS

The English Language Arts Grade 12 curriculum provides students with the requisite skills necessary to meet the California Common Core State Standards Grades 11/12 and the College and Career Readiness Standards. Students will demonstrate independence as deliberate and recreational readers, knowledgeable and proficient writers and effective communicators. Building upon the standards addressed in Grade 11, students will read and write using a variety of grade level informational and literary sources. Students will continue to utilize technology to research, publish, upload and share work with their fellow students and teachers. Students will refine their literacy skills, use a variety of vocabulary strategies to enhance reading comprehension and demonstrate understanding of text, and will develop the habits of mind to reflect, respond, and communicate about a variety of issues, topics and reasoning skills.

AP ENGLISH LANGUAGE/COMPOSITION

Grade: 11 LP & OHS

Prerequisite: Application and/or teacher approval.

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. A portion of the class is dedicated to terms and strategies to help students pass the Advanced Placement examination.

AP ENGLISH LITERATURE/COMPOSITION

Grade: 12 LPHS & OHS

Prerequisite: Application and/or teacher approval.

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. A portion of the class is devoted to terms and strategies to pass the College Board AP English Literature Exam.

LITERATURE OF CONTROVERSY (PUBLIC SPEAKING)

Grade: 12 LP & OHS

Prerequisite: Application and/or teacher approval.

In this project-based course, students demonstrate knowledge of the CCSS for Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language. Oral communication and presentation skills are emphasized, as is analysis of college-level texts. Students create persuasive and informative writings and speeches, both formal and informal, for presentation. Those who complete the course with a "B" average between semesters and pass credit by examination qualify for Butte College 2+2 credit for CMST 2 (Public Speaking), which is transferable to California junior colleges and California State Universities (CSUs). **Note: This course meets UC/CSU "B" Requirement and Butte College 2+2 Credit at OHS. LPHS will work Butte College to receive 2+2 Credit.**

Reading/ELD Courses (Elective Credit Only)

All Classes are Year-Long Unless Otherwise Noted

POWER READING

Grades: 9 LPHS & OHS

Freshmen may be placed into this class based on their 8th grade mid-year MAP score and teacher recommendation.

This is an intervention course designed to support beginning high school students in their development in reading, grammar, vocabulary development and writing in relation to what they are reading. Students will receive direct instruction in reading to improve comprehension and fluency.

ELD BEGINNING READING

Grades: 9-12 LPHS & OHS

This course is designed to be taught in conjunction with ELA Transitions to further the growth of students entering school with fluency in English at an "Emerging" level. Students will earn elective credits toward graduation and receive additional instruction in their development of English fluency through this course.

ADVANCED GRAMMAR

Grades: 9-12 LPHS & OHS

This course is designed to further the growth of students entering school with fluency in English at an "Expanding" level. Students will earn elective credit and receive additional required instruction in their development of English fluency through Advanced Grammar.

ACCELERATED ELD 1

Grade: 9-12- LPHS & OHS

This course is designed to further the growth of students entering school with fluency in English as a "Bridging" level but not yet ready to be reclassified as Fluent in English. Students will earn elective credit and receive additional required instruction in their development of fluency through Accelerated ELD 1. This course utilizes informational and literary texts that are relevant to students' lives; these texts gradually increase in text complexity, spanning from 830L to 1270L.

ACCELERATED ELD 2

Grade: 9-12- OHS Only

This course is designed to further the growth of students entering school with fluency in English as a "Bridging" level but not yet ready to be reclassified as Fluent in English. Students will earn elective credit and receive additional required instruction in their development of fluency through Accelerated ELD 2. This course utilizes informational and literary texts that are relevant to students' lives; these texts gradually increase in text complexity, spanning from 900L to 1450L.

MATHEMATICS

30 Credits Required

Must Meet the State's Algebra I/Math I requirement.

All Classes are Year-Long Unless Otherwise Noted

All incoming freshman will be placed into math classes based on their 8th grade mid-year MAP score and teacher recommendation.

MATH FOUNDATIONS I

Grades: 9-10 LPHS & OHS

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course helps students to develop the foundational mathematical skills to be Independent individuals. Topics include: basic math, money counting use and management, time reading and management, measurement, and real life applications.

MATH FOUNDATIONS II

Grades: 11-12 OHS Only

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course will build upon and reinforces concepts learned in Math I Foundations and is designed to increase students' knowledge of mathematical skills necessary for independent living. Students will utilize fundamental skills of multiplication, addition, division, and subtraction to solve real-life situations. Students will gain knowledge and understanding of concepts including: measuring, telling time, understanding needs vs wants, budgeting, cost comparison, understanding cash vs credit, balancing monthly expenditures, percent increases and decreases, money management & responsibility, and housing options (renting, leasing, buying).

MATH I FUNDAMENTALS

Grades: 9-11 LPHS & OHS

Prerequisites: Teacher Recommendation and District Placement Test Score below the School Board defined cut point.

This course is intended for students who are struggling significantly with basic concepts in mathematics from prior grades. Students in this course will spend the year reviewing essential math skills to prepare them for Math I Readiness and Math I courses.

MATH IA

Grades: 9-12 LPHS & OHS

Prerequisites: Teacher Recommendation and District Placement Test Score below the School Board defined cut point.

This course will cover the first half of the Math I curriculum as outlined below. Students must pass Math 1A and 1B to meet the State's math graduation requirement.

MATH I

Grades: 9-12 LPHS & OHS

Prerequisites: Passing 8th Grade Math Class, Teacher Recommendation and District Placement Test Score above District defined cut point.

This is the first of three courses in the Integrated Math pathway. This course explores functions, exponents, slope & rate of change, writing and graphing linear equations, dimensional analysis, transformations, multiplying polynomials, solving complex equations that include fractions and exponents, modeling two-variable data, exponential growth and decay, solving systems of equations with substitution and elimination, congruence and coordinate geometry, inequalities, data representations, and constructions. Student-owned scientific

calculators (or graphing calculators) are strongly encouraged for this course. Completion of this course satisfies the Algebra I graduation requirement and UC/CSU requirements.

MATH I HONORS

GRADES: 9-12 LPHS & OHS

Prerequisites: Proficient Score on District Universal Screener or Teacher Recommendation

This is an accelerated course with a heavier workload than a typical Math 1 course. Students will be asked to complete the math 1 course early so that they can move on to the math 2 course before the end of the year. Students will focus on the six areas in math 1 and the following: attributes and properties of polygons, angles, graphs, similarity and right triangle trigonometry, modeling probability situations such as tree diagrams and area models, use of inverse trigonometric functions, special right triangle properties, rewriting a quadratic with methods such as factoring, and completing the square to interpret roots and x-intercepts.

MATH II

Grades: 10-12 LP & OHS

Prerequisite: Must have Passed Math I

This is the second year in the integrated pathway. Students focus on the following areas: attributes and properties of polygons, angles, graphs, similarity and right triangle trigonometry, special right triangle properties, rewriting a quadratic with methods such as factoring, and completing the square to interpret roots and x-intercepts, properties of polygons and circles, solving inequalities, transformations of functions, surface area and volume of solids, probability and counting principles.

MATH II HONORS

Grades: 10-12 LP & OHS

Prerequisites: Teacher Recommendation

This is an accelerated course with a heavier workload than a typical Math 2 course. Students are asked to complete the Math 2 course early so that they can move on to the Math 3 course before the end of the school year. Students focus on the same concepts as Math 2, as well as the following areas: Domain and range, Law of Sines, Law of Cosines, transformations of non-functions, piecewise defined functions, rational expressions, systems of equations, inverses and logarithms.

NATURE OF MATHEMATICS

Grades: 10-12 LPHS & OHS (10th may enroll under special circumstances and teacher approval).

Prerequisites: Must have Passed Math I or II and teacher recommendation.

The Nature of Mathematics course is designed for juniors and seniors who have completed Math 1. Students will be introduced to the historical concepts behind Algebra, Geometry, logic, the nature of numbers and the applications to real-world mathematics.

STATISTICS

Grades: 11-12 LPHS & OHS

Prerequisite: Must have Passed Math II

This course introduces students to the same major concepts and themes as the AP Statistics course, but with less breadth of coverage. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the following broad conceptual themes: exploring patterns and departures from patterns in data, sampling and experimental design, using probability to explore random phenomena, statistical inference. Much of the content studied is in the context of applications in the social and behavioral sciences, business and medicine. Students will develop college and career readiness skills such as collaborating, conducting research and making presentations as they demonstrate their mathematical content knowledge.

MATH III

Grades: 11-12 LPHS & OHS

Prerequisites: Must have Passed Math II

This course is the capstone course of the Integrated Math pathway. This course covers solving equations, investigations of functions, linear and quadratic math models, transformations of graphs, complex numbers, completing the square, solving one-variable and two-variable inequalities, and geometric modeling. Additional topics are inverses, exponential and logarithmic functions, series, operations of rational expressions, three-variable systems, trigonometry with triangles and the unit circle. Probability and statistics includes permutations, combinations, sampling variability, and various data distributions. Student-owned graphing calculators are strongly encouraged for this course. Completion of this course satisfies UC/CSU requirements

MATH III HONORS

Grades: 11-12 LPHS & OHS

Prerequisites: Must have Passed Math II Honors and Teacher Recommendation

This is an accelerated course with a heavier workload than the typical Math 3 course designed to prepare students for AP Calculus. Students are asked to have begun concepts of Math 3 prior to entering and will focus on the concepts described in Math 3. Students will also learn the following concepts: graphing square root, cube root, trigonometric functions with period, midline and amplitude, domain of trigonometric functions using the unit circle, ellipses, hyperbolas, and modeling with geometry.

AP CALCULUS

Grades: 11-12 LPHS & OHS

Prerequisite: Must have Passed Math III or Math III Honors with a Grade of "C-" or better and/or teacher recommendation based on final second semester grade.

The advanced placement (AP) calculus course is taught with the same level of depth and rigor as are entry-level college and university calculus courses. It will prepare students for success on the College Board Advanced Placement Calculus AB Examination. The course presents elements of analytic geometry, methods, and application of differentiation and integration. Calculators are required with log and trig functions; no instruction is given with log and trig functions. In the spring, students are encouraged to take the College Board Advanced Placement Mathematics Examination, Calculus AB, which, if passed with a score of 3 or higher (according to a college or university policy), allows them to receive college credit in mathematics. The test is not a requirement of the course. Completion of this course satisfies UC/CSU requirements

SCIENCE

20 Credits Required

All Classes are Year-Long Unless Otherwise Noted

PHYSICAL SCIENCE FOUNDATIONS

Grades: 9 LPHS & OHS

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course is designed to cover essential physical science standards and basic concepts required to navigate the real world. Students will be provided with direct instruction, hands-on learning activities and maximum academic support for content. Embedded in this class are social skills instruction and opportunities to practice related real life skills.

PHYSICAL SCIENCE

Grades: 9 LPHS & OHS

This is an entry level high school science course that will allow students to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences as well. Ideas from Physical Science include the fundamental concepts from chemistry and physics and are intended to leave room for expanded study in future high school science courses.

PHYSICAL SCIENCE S.T.E.M. (Pending Board Approval)

Grades: 9 OHS Only

This is an applied Physical Science class that integrates C-S.T.E.M. concepts, Makerspace movement and Next Generation Science Standards. These overarching standards are going to be used to gain a deeper understanding of the physical world. Upon completing this class, students will have a strong understanding of the engineering process, be able to strongly communicate ideas and apply critical thinking to real life science problems.

AG PHYSICAL SCIENCE

Grades: 9 LPHS Only

This introductory high school science course will teach students about the amount of energy and matter within the agricultural systems. Students will also learn about structure and properties of matter, chemical reactions, forces and interactions, energy, waves and electromagnetic radiation. Students will also be exposed to activities in the FFA program.

BIOLOGY FOUNDATIONS

Grades: 10-12 LPHS & OHS

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course is designed to cover essential life science standards and basic concepts required to navigate the real world. Students will be provided with direct instruction, hands-on learning activities and maximum academic support for content. Embedded in this class are social skills instruction and opportunities to practice related real life skills.

GENERAL BIOLOGY

Grades: 9-12 LPHS & OHS

Prerequisite: Must have taken Physical Science

A non-college preparatory biology course designed for students without a strong science background. This course introduces major biological concepts including cell biology, genetics, ecology, evolution, and physiology. Emphasis is placed on laboratory investigation including optional dissection to reinforce understanding and provide practical application of biological principles. This class satisfies the life science core curriculum requirement for graduation.

COLLEGE PREPARATORY BIOLOGY

Grades: 9-12 LPHS & OHS

9th Grade Prerequisite: Teacher Recommendation

10th – 12th Grade Prerequisite: Must have Passed Physical Science with a "B" or Better

This course emphasizes cell biology, genetics, ecology, evolution, and human physiology. Emphasis is placed on laboratory investigation including optional dissection to reinforce understanding and provide practical application of biological principles. **Note: This course is designed for the college bound student.**

COLLEGE AG BIOLOGY

Grades: 9-12 LPHS Only

Prerequisite: Must have taken Math I

Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research. **Note: This course meets the UC/CSU lab science requirement.**

AP BIOLOGY

Grades: 10-12 OHS Only

Prerequisite: Grade of "B" or better in College Prep Biology or instructor approval. Students who are taking Chemistry concurrently or have had Chemistry will be given preference in case of "over enrollment".

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. AP Biology is an in-depth survey of molecular, cellular, organismal, and population biology. Students who pass the AP Biology exam receive six units of credit at most colleges, including the University of California.

CHEMISTRY

Grades: 10-12 LPHS & OHS

Prerequisite: One Year Course of laboratory science. Students must be concurrently enrolled in Math III or teacher approval.

Chemistry is an inquiry into the composition of and interactions between substances. It is designed to acquaint the student with the laws of the physical environment through the use of laboratory experiments. Chemistry includes the study of characteristics of chemical reactions, chemical periodicity, and chemical bonding in solids, liquids and gases. The chemistry laboratory is the basis from which the advanced sciences are developed. This course meets the lab science entrance requirement into the California State University and University of California system.

AG AND SOIL CHEMISTRY

Grades: 10-12 LPHS Only

Prerequisite: Sustainable Ag Biology

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. **Note: This course meets the UC/CSU lab science requirement.**

AGRISCIENCE SYSTEMS MANAGEMENT

Grades: 11-12 LPHS Only

Prerequisites: College Ag Biology and Ag and Soil Chemistry

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. **Note: This course meets the UC/CSU lab science requirement.**

ANIMAL SCIENCE

Grades: 9-12 LPHS Only

Prerequisite: College Ag Biology

Animal science is a one year agricultural science course that will provide advanced understanding of livestock agriculture and issues affecting society, animal welfare, and production systems. Animal nutrition, anatomy and physiology, health, reproduction, genetics, and management through evaluation and selection will be stressed. Biotechnology and emerging technologies are creating excitement in agricultural industry. This course allows students to be actively involved in the learning process. This course may also be taken for CTE credit. **Note: This course meets the UC/CSU elective credit.**

HONORS CHEMISTRY

Grades: 10-12 LPHS Only

Prerequisite: "B" or better in College Biology. Students enrolled must be concurrently enrolled or have completed Math II Honors or Math III or instructor approval.

This course is intended for college bound students who are interested in the sciences. It will allow students to study in more depth about matter composition and its interactions between other substances. A research component will be included.

PHYSICS

Grades: 10-12 LPHS & OHS

Prerequisite: One year course of a laboratory science. Students must be concurrently enrolled in Math III or teacher approval.

Physics is quantitative study which includes energy, mechanics, wave motion, light, sound, heat and electricity. It is designed to acquaint the student with the laws of the physical environment through the use of laboratory experiments. Applications to modern Physics are emphasized. Physics is an essential course for those

students considering technical or engineering careers. This course meets the lab science entrance requirement into the California State University and University of California system.

AP PHYSICS I

Grades: 11-12 OHS Only

Prerequisite: One Year Course of laboratory science. Students must be concurrently enrolled in Math III or teacher approval.

AP Physics is a college-level course, offering students an enriching scientific experience in the fundamentals of physics, with the challenge and breadth of a college pace. The course is intended to prepare students for the Advanced Placement exam in physics through an emphasis on the scientific method and laboratory experiences. AP Physics is an essential course for students considering scientific or technical careers.

ANATOMY AND PHYSIOLOGY

Grades: 10-12 LPHS & OHS

Prerequisite: Grade of "C" or better in College Prep Biology or instructor approval. Students who are taking Chemistry concurrently or have had Chemistry will be given preference in case of "over enrollment".

This course will provide students with a foundation of knowledge regarding the structures and functions of the systems of the human body. Emphasis will be placed on laboratory and clinical case studies to illustrate anatomical and physiological concepts.

SOCIAL SCIENCE

35 Credits Required

All Classes are Year-Long Unless Otherwise Noted

GEOGRAPHY FOUNDATIONS

Grade: 9-10 LPHS & OHS (One Semester Course)

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course will allow students to learn about the world they live in through the five themes of geography: location, place, human/environment Interaction, movement, and region. Included in this course are independent living skills labs involving: household management, social skills awareness, and health and safety practices.

GEOGRAPHY

Grade: 9 LPHS & OHS (One Semester Course)

Students in grade nine must realize one of the realities of the contemporary world is the increasing influence of other nations in the daily life of the American citizen. This course in 20th Century Geography and Technology is designed to provide an understanding of the distribution and characteristics of the world's major cultures and of the dynamics of human migration and cultural diffusion. Emphasis will be placed on the cultures of the world and a technology based student presentation. Ninth grade geography is a foundation course to World History, United States History, Government, and Economics. Study skills are incorporated in this class.

WORLD HISTORY FOUNDATIONS

Grade: 9 LPHS & OHS (One Semester Course)

This course provides standards, curriculum and practice appropriate for students with significant cognitive disabilities. This course is designed to build knowledge of our past by studying the history of mankind. We build understanding of current political, historical and news topics of today by watching and discussing daily news. We build civic responsibility by managing the school flag duties. We build social skills and teamwork by exploring values and playing games. We build Independent living skills by doing cooking and campus projects.

WORLD HISTORY - THE MODERN WORLD

Grade: 10 LPHS & OHS

Students in grade ten study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to

international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

HONORS WORLD HISTORY - THE MODERN WORLD

Grade: 10 LPHS & OHS

Students will follow the same course schedule as the regular class, but emphasis will be put on essay writing and research skills important for students headed for advanced placement classes and college. Honors students will be asked to read additional novels. Currently those novels are: Things Fall Apart by Chinua Achebe, Animal Farm by George Orwell and Night by Elie Wiesel. Note: This is the last year this course will be offered as it will be transitioned into an AP course.

UNITED STATES HISTORY FOUNDATIONS

Grade: 11 LPHS & OHS

This class is designed for Certificate of Completion students with significant disabilities who require extensive modifications to curriculum. Students explore historical topics, citizenship, and essential standards through a combination of textbook reading, project based learning, digital media, and guided note taking/discussion.

UNITED STATES HISTORY: CONTINUITY AND CHANGE IN THE 20TH CENTURY

Grade: 11 LPHS & OHS

Students in grade eleven study the major turning points in American history in the 20th century. Following a review of the nation's beginnings and the impact of the Enlightenment on United States' democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the United States Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.

AP UNITED STATES HISTORY

GRADE: 11 – LPHS & OHS

The Advanced Placement Program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This course meets and exceeds the California standards in that there is intensive study on the pre-Civil War era of American history. This course will begin with the discovery of the New World. Students should learn to assess historical materials -- their relevance to a given interpretive problem, their reliability, and presented in historical scholarship. An Advanced Placement United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students taking the Advanced Placement course are expected but not required to take the Advanced Placement test.

GOVERNMENT FOUNDATIONS

Grade: 12 LPHS & OHS

This class is designed for Certificate of Completion students with significant disabilities who require extensive modifications to curriculum. Students explore the role and structure of US government, citizenship, and essential standards through a combination of textbook reading, project based learning, digital media, and guided note taking/discussion.

GOVERNMENT - PRINCIPLES OF AMERICAN DEMOCRACY

Grade: 12 LPHS & OHS

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationships among federal, state, and local governments, with particular attention paid to important historical documents such as The Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

AP GOVERNMENT AND POLITICS

Grade: 12 LPHS Only

Prerequisite: Teacher Approval

AP U.S. Government and Politics studies the structure and operations of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they will learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They will also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP Exam and for further study in political science, law, education, business and history. Students who obtain a score of 3 or better on the AP exam may receive college credit for the class. Note: This year-long course is being piloted during the 17/18 school year to see what effect it has on AP testing.

AP GOVERNMENT AND POLITICS

Grade: 12 OHS Only (One Semester Course)

Prerequisite: Teacher Approval

AP U.S. Government and Politics studies the structure and operations of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they will learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They will also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP Exam and for further study in political science, law, education, business and history. Students are encouraged but not required to take the AP Exam.

ECONOMICS FOUNDATIONS

Grade: 12 LPHS & OHS

This class is designed for Certificate of Completion students with significant disabilities who require extensive modifications to curriculum. Students explore the functions of economics in daily life, the mechanisms of capitalism, and essential standards through a combination of textbook reading, project based learning, digital media, and guided note taking/discussion.

PRINCIPLES OF ECONOMICS

Grade: 12 LPHS & OHS (One Semester Course)

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, and equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of

micro and macroeconomics, international economics, comparative economics system measurement, and methods.

AP MACROECONOMICS

Grade: 12 LPHS Only

This course will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination and also develops students' familiarity with economic performance measures, economic growth, and international economics. Students who obtain a score of 3 or better on the AP exam may receive college credit for the class. Note: This year-long course is being piloted during the 17/18 school year to see what effect it has on AP testing.

PHYSICAL EDUCATION

20 Credits Required

All Classes are Year-Long Unless Otherwise Noted

PE 9 FRESHMEN CORE

Grades: 9 LPHS & OHS

This is a foundational physical education program required of all students. Students are exposed to a variety of physical activities that emphasize muscle activities to develop endurance, strength, agility, flexibility and coordination. Throughout the year students will continuously work on the required California Fitness standards and test.

PE ADVANCED CORE 10-12

Grades: 10-12 LPHS & OHS

In this continuation course, students will build from their previous year of Physical Education, expanding on recreational skills and more complex movements. The course will focus on safety, understanding the significance of physical fitness and conditioning as a healthy life style.

WEIGHTS AND CONDITIONING

Grades: 10-12 LPHS & OHS

Prerequisite: Must pass a prior PE course with a "C" or better

This is an advanced PE course that focuses on both cross training and strength/weight training. Students will develop muscular strength and endurance through strength training and cardiovascular conditioning, muscular endurance, flexibility, core functional movement patterns, and intense interval training. Students will also learn to identify muscle groups and what training techniques best develop them, as well as several types of programs suitable for various sports and a healthy lifestyle.

FIRMING AND TONING

Grades: 10-12 LPHS & OHS

Prerequisite: Must pass a prior PE course with a "C" or better

Firming and Toning is an advanced PE course designed for students to learn about their personal fitness and overall well-being. This course will challenge students to push physical limits, raise cardiovascular capacity, and improve flexibility. Through weekly discussions and writes, students will expand their knowledge regarding current trends in the health world. Students will be exposed to a variety of movement activities in order to accomplish these goals.

CROSSFIT

Grade: 10-12-OHS Only

Prerequisite: Must pass a prior PE course with a "C" or better

CrossFit is a core strength and conditioning program. The program was designed to elicit as broad an adaptational response as possible. CrossFit is not a specialized fitness program but a deliberate attempt to optimize physical competence in each of ten recognized fitness domains. They are Cardiovascular and Respiratory endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance, and Accuracy. Aside from the breadth or totality of fitness the CrossFit Program seeks, our program is distinctive, if not unique, in its focus on maximizing neuroendocrine response, developing power, cross-training with multiple training modalities, constant training and practice with functional movements, and the development of successful diet strategies.

ELECTIVE COURSES

60 Credits Required

All Classes are Year-Long Unless Otherwise Noted

CAREER TECHNOLOGY EDUCATION

10 Credits Required

AGRICULTURE

In the Las Plumas High School Agriculture Department, students will be trained in an area in which they may gain employment immediately after graduation from high school.

In addition to career skills, students in the Las Plumas High School Agriculture Department will gain public speaking skills, develop leadership skills, participate in student directed projects, and experience FFA co-curricular activities.

Course Sequence for Agricultural Mechanics

Career Prep Core Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Ag Mechanics I	Ag Mechanics II	Farm Management

Course Sequence for Animal Science

Career Prep Core Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Animal Science	Veterinary Skills	Farm Management

Course Sequence for Environmental Horticulture

Career Prep Core Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Floriculture I	Floriculture II	Greenhouse Mgmt

Course Sequence for Agriculture & Natural Resources

Introductory Grades 9 & 10	Concentrator Grades 10- & 11	Capstone Grades 11 & 12
College Ag Bio Ag Physical Science	Ag Soil & Chemistry College Ag Biography	Ag Science Systems Mgmt

AG PHYSICAL SCIENCE

Grades: 9 LPHS Only

This introductory high school science course will teach students about the amount of energy and matter within the agricultural systems. Students will also learn about structure and properties of matter, chemical reactions, forces and interactions, energy, waves and electromagnetic radiation. Students will also be exposed to activities in the FFA program.

COLLEGE AG BIOLOGY

Grades: 9-12 LPHS Only

Prerequisite: Must have taken Math I

Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research. **Note: This course meets the UC/CSU Lab (D) science requirement.**

AG AND SOIL CHEMISTRY

Grades: 10-12 LPHS Only

Prerequisite: Ag Science I or Sustainable Ag Biology

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural

Experience (SAE) program. This course may also be taken for science credit. **Note: This course meets the UC/CSU Lab (D) science requirement.**

AGRISCIENCE SYSTEMS MANAGEMENT

Grades: 11-12 LPHS Only

Prerequisites: College Ag Biology and Ag and Soil Chemistry

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. **Note: This course meets the UC/CSU Lab (D) science requirement.**

AGRICULTURAL MECHANICS I

Grades: 10-12 LPHS Only

Prerequisite: Agriculture Science I Recommended

Agricultural Mechanics I is the entry level course for the Agricultural Mechanics career path. The student is prepared for further experience and education by introducing the knowledge, skills, and attitudes associated with modern Agricultural Mechanics. Instructional units will include Oxy-fuel Welding & Cutting; Electric Welding Processes, Chains and Rope; Equipment Operation and Preventative Maintenance; Types of Engines; Agriculture Industry Employee/Employer Relations; Safety; Electrical Systems; Agricultural Structures; Record Keeping; Interpersonal Leadership Development; Supervised Agricultural Experience (SAE) Project; and Measurement, Tool Identification, Cold Metal, and Fabrication.

AGRICULTURAL MECHANICS II

Grades: 10-12 LPHS Only

Prerequisite: Agricultural Mechanics I

Agricultural Mechanics II is the advanced level course for the Agricultural Mechanics career path. The student is prepared for further experience and education by refining the knowledge, skills, and attitudes associated with modern Agricultural Mechanics. Instructional units will include Oxy-fuel Welding & Cutting; Electric Welding Processes; Equipment Operation and Preventative Maintenance; Types of Engines; Agriculture Industry Employee/Employer Relations; Safety; Electrical Systems; Agricultural Structures; Record Keeping; Interpersonal Leadership Development; Supervised Agricultural Experience (SAE) Project; and Measurement, with an emphasis on Project Construction.

Note: This course qualifies for 2+2 credit at Butte College.

FARM MANAGEMENT

Grades: 11-12 LPHS Only (2 Period Class)

Prerequisites: Any Ag Class and/or Instructor Approval

This two period class places an emphasis on hands-on learning and assessment. This course is designed to provide students with employable skills in the area of farm and ranch management with emphasis on ag mechanics and animal science topics. Students will build upon skills learned in prior agriculture classes as well as skills in equipment operation, maintenance and repair, as well as general farm management topics, such as managing agricultural crops, orchard, vineyard, and agricultural facilities. This course will provide the fundamentals and basics that involve veterinary medicine including the terminology and techniques that are needed for safety and efficiency for handling and caring for pets and animals in production. Students will perform various duties on the LPHS Farm, while keeping records on their activities. **Note: Students may be placed in a community classroom.**

ANIMAL SCIENCE

Grades: 9-12 LPHS Only

Prerequisite: College Ag Biology

Animal science is a one year advanced agricultural science course that will provide advanced understanding of livestock agriculture and issues affecting society, animal welfare, and production systems. Animal nutrition, anatomy and physiology, health, reproduction, genetics, and management through evaluation and selection will be

stressed. Biotechnology and emerging technologies are creating excitement in agricultural industry. This course allows students to be actively involved in the learning process. This course may also be taken for CTE credit. **Note: This course meets the UC/CSU elective credit.**

AG VETERINARY SKILLS

Grades: 11-12 LPHS Only

Prerequisites: Animal Science or Biology or instructor permission. This course is designed to provide students with entry-level skills in the Veterinary medicine industry. Animal health fundamentals covered in the class include terminology, safety, production, animal care and handling. Students will gain skills and knowledge to perform a variety of clinical tasks and office procedures through classroom exposure to realistic medical situations and non-paid internships in veterinary related businesses. Class meets at Las Plumas High School. **Note: This course meets UC/CSU elective requirements. NOTE: Yuba College 2+2 credits may be earned upon successful completion of this course.**

FLORICULTURE I

Grades: 9-12 LPHS Only

Prerequisite: Any Agricultural Science and/or Teacher Approval This is a first-year course in the fundamentals of the visual arts. This process-oriented course will provide the student with a perceptual base necessary for understanding artistic perception, creative expression, historical-cultural contexts, aesthetic valuing, and applications of visual arts to the art of floral design. **NOTE: This course meets VAPA for UC/CSU.**

FLORICULTURE II

Grades: 10-12 LPHS Only

Prerequisite: Floriculture I

The major emphasis of Floriculture is to provide students with advanced activities in floral techniques, processes, and operations through floral arranging. Particular attention is given to student recognition and application of the design and arrangement skills. Students participate in design and construction activities involving dish gardens, floral displays, and live flowers. The course covers safe use of tools and materials; and the recognition, propagation, and cultural practices of common floral and foliage plants. Students will exhibit an advanced portfolio that demonstrates their floral design and display skills.

GREENHOUSE MANAGEMENT

Grades 11-12 LPHS Only

Prerequisites: Floral I

Greenhouse Management is the capstone course for the Ornamental Horticulture (Floriculture) career pathway. This class places emphasis on hands-on learning and assessment. This course is designed to build upon the skills developed in Floral and in managing the greenhouses on the farm. This course will provide the fundamentals and basics that involve greenhouse operations including the terminology and techniques that are needed for safety and efficiency for caring for ornamental and bedding plants. The course will also provide more advanced understanding of horticulture industry. Students will perform various duties on the LPHS Farm, while keeping records on their activities. **Note: Students may be placed in a community classroom.**

AGRICULTURAL STUDENT LEADERSHIP

Grades: 10-12 LPHS Only

Prerequisite: Any Ag Course

This course will provide students opportunities to set and develop their personal and career goals, advance communication and teamwork skills, and to build their personal leadership style. Emphasis will be placed upon completing assigned tasks, learning to function both as a team leader and committee member, and developing and using time management and organizational skills. Students will be expected to participate in student organizations such as Associated Student Body, FCCLA, SkillsUSA, FFA or other.

DIVERSIFIED OCCUPATIONS

DIVERSIFIED OCCUPATIONS

Grades: 11-12 LPHS & OHS

This class is designed for students with exceptional needs and recommended to the program by a high school IEP (Individualized Education Program). Core instruction primarily takes place during the first semester and includes skills in job seeking, work ethics, personal communication and safety. Students who demonstrate appropriate skills will have the opportunity for community based instruction during the second semester in one of the following areas: janitorial, retail, landscaping, childcare, animal care or food services. The class meets at Las Plumas High School during 5th and 6th periods.

FAMILY AND CONSUMER SCIENCE (HOME ECONOMICS)

Family and Consumer Science programs prepare students for living and earning a living. Leadership, teamwork, personal responsibility, problem solving, and management are skills highly valued by employers. Today, these skills are developed in Home Economics Careers and Technology programs along with the basic academic skills of reading, writing, math, science and critical thinking that are necessary to achieve personal and career goals. Family and Consumer Science Education teaches students to develop self-esteem, apply decision making skills, practice communication skills essential for effective relationships with peers and family, acquire leadership and citizenship skills, and develop an awareness of career options. Students also learn personal management, leadership and interpersonal skills that are essential for productive employees. Family and Consumer Science Education teaches students vital interpersonal skills and helps them develop job search and acquisition skills, recognize the value of good work habits and positive attitudes, practice effective working relationships, and acquire job retention skills including responsibility, dependability, and time management. All students enrolled in Family and Consumer Science Programs are encouraged to take advantage of their membership in FCCLA. FCCLA is a national career technical student organization for young men and women in grades 6-12. FCCLA assists students in developing occupational, citizenship and leadership skills needed for home, community and work life. FCCLA activities offer a wide range of opportunities for community service, career exploration, leadership development and personal growth.

Career Path Opportunities for Las Plumas

Course Sequence for Food Service & Hospitality

Introductory Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Life Management	Consumer/ Foreign Foods	Culinary I or II

Course Sequence for Child Development & Education

Introductory Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Intro to Home Ec	Child Development	Careers with Kids

Career Path Opportunities for Oroville High

Course Sequence for Food Service & Hospitality

Career Prep Core Grades 9 & 10	Career Transition Grades 10 & 11	Career Cluster Grades 11 & 12
Life Management	Culinary I	Culinary II

Course Sequence for Child Development & Education

Introductory Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Intro to Home Ec	Child Development	Careers with Kids

INTRODUCTION TO HOME ECONOMICS

Grades: 9-12 LPHS & OHS

The Consumer and Family Science (CFS) Comprehensive Core is designed to provide a strong foundation for students in Family and Consumer Science/Home Economics career pathways. The core prepares students with the skills and knowledge needed to achieve competencies in each of the nine content areas:

- Leadership
- Child Development and Education
- Consumer Services
- Family and Human Services
- Fashion Design Manufacturing and Merchandising
- Food Science, Dietetics and Nutrition
- Food Service and Hospitality
- Hospitality, Tourism and Recreation
- Interior Design, Furnishings and Maintenance

Achievement of these content area competencies enhances the management and balance of personal, home and work life. Central to the development of these competencies is the integration and application of academic skills and the application of classroom learning experiences.

LIFE MANAGEMENT

Grade: 9-12 LP & OHS

During the first semester, students will study the nutritional value of foods and develop an understanding of the significance of food, including discussions on digestion, basic nutrients, weight management, sports and fitness, life-span nutrition, and food trends in order to evaluate sources of nutrition and make informed decisions. Students will also learn about food preparation, meal planning, service, sanitation and career opportunities. During the second semester, students will develop an understanding of personal, interpersonal, and family relationships, parenting, and child development and education. Students will also be exposed to interior design and housing, elements and principles of design, and the consumer aspects of selecting housing. Through Consumer Education, students will demonstrate an understanding of personal and family resources, consumer rights and responsibilities, economic systems, and personal finances.

CHILD DEVELOPMENT

Grades: 10-12 LPHS & OHS

Students will gain an understanding of child development in the areas of growth and development, nutrition, safety, discipline, positive learning environments, materials and activities for children, exceptional children, and careers. Students will complete community based activities focusing on the needs of children in Oroville. **Note: 3 Butte College credits may be earned upon successful completion of this course.**

CAREERS WITH KIDS

Grades: 11-12 LPHS & OHS

In this course, students will build upon concepts studied in Child Development going into more depth and complexity. A portion of the class time will be spent in internships in a school setting, allowing students to apply concepts, analyze real life situations, and reflect on their own teaching practice. Non internship time will focus on research, exploration, and critical analysis of selected topics including: leadership and teaching styles, developmental psychology, and implications for education, student guidance, and classroom management, conflict resolutions and peer mediation, principles of teaching and learning, educational strategies, curriculum development, and special populations. **Note: OHS students may earn Butte College credits upon successful completion of this course.**

CONSUMER FOODS/FOREIGN FOODS

Grades: 11-12 (10th Grade w/ Completion of Intro to Home Economics) LPHS Only

This course provides a more comprehensive understanding of various topics in food preparation, safety, and sanitation. Students prepare a wide range of foods using a variety of food preparation techniques, tools, and equipment. This course prepares students

for life after high school. Second semester students will experience traditions and cooking styles of foreign regions including Eastern and Mediterranean Europe, the Middle East, and African and Asian nations. An in-depth study of the regional cooking of the United States is included. Students improve problem-solving, decision-making, and critical thinking skills.

CULINARY I

Grades: 11-12 LPHS & OHS

This class covers all aspects of catering from developing the menu, costing out numbers, formulating proposals, table layout and executing the event. The hands-on curriculum will also include instruction in appetizers, fancy breads and rolls, cake decorating techniques, patisserie and buffet. Sample menus will be developed and served in class. Experience will include both on-site and community events ranging from 4 to 250 people. This class is designed for juniors and seniors interested in careers related to the food service and hospitality industry.

CULINARY II

Grades: 11-12 LPHS & OHS

This class provides students with the entry level skills necessary for employment in the hospitality and tourism industries of travel, lodging, recreation and food service. Areas of study include guest and recreation services, management, organization, travel reservations, customer service and public safety. Students will gain hands on training in non-paid internships with local hospitality and tourism businesses. Class meets at Las Plumas High School 5th and 6th periods. Class meets at Oroville High School 3rd and 4th periods.

INDUSTRIAL TECHNOLOGY

The Industrial Technology Departments provide students with an integrated selection of academic and technological courses that keep pace with our ever-changing world. The Industrial Technology programs are designed to provide students with skills, knowledge, and attitudes necessary to help them gain employment in the career of their choice.

Career Path Opportunities for Las Plumas

Course Sequence for Automation and Mechatronics

Introductory Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Industrial Technology Block	Engineering II	Welding Fabrication

Course Sequence for Manufacturing Technology

Introductory Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Introduction to Manufacturing	Advanced Manufacturing	Welding Fabrication

Course Sequence for Transportation & Energy

Introductory Grades 9 & 10	Concentrator Grades 10 & 11	Capstone Grades 11 & 12
Industrial Technology Block Auto Technology I	Auto Technology I Auto Technology II	Auto Technology II Auto Technology III High Perform Auto

Career Path Opportunities for Oroville High

Course Sequence for Automotive Transportation Industry

Introductory Grades 10	Concentrator Grades 10 & 11	Completer Grades 11 & 12
Auto Technology 1	Auto Technology II	Auto Technology III

Course Sequence for Engineering and Design

Introductory Grades 9 & 10	Concentrator Grades 10 & 11	Completer Grades 11 & 12
Engineering I	Engineering II	Engineering III

Course Sequence for Graphic and Design

Introductory Grades 9 & 10	Concentrator Grades 10 & 11	Completer Grades 11 & 12
Graphic Design I	Graphic Design II	Graphic Design III

AUTO TECHNOLOGY I

Grades: 9-12 LPHS & OHS

This course introduces the fundamentals of automotive and power mechanics. It covers minor repairs and adjustment of the power train, chassis, and accessories. Training in troubleshooting procedures and tune-up are included in the shop work. Classroom materials parallel the practical work. Emphasis is placed on orderly procedure, cleanup, safe work habits, and career opportunities. **Note: This course is articulated for college credits at Butte College.**

AUTO TECHNOLOGY II

Grades: 11-12 at LPHS, Grades 10-12 at OHS

Prerequisite: Must have a "C" or better in Auto Technology I or Teacher Permission.

This course explores the theory and function of the various automotive components and systems. Troubleshooting procedures are also explored. Classroom materials include theory and design, job opportunities in related fields, and technical data interpretation. Emphasis is placed on orderly procedure, cleanup, and safe work habits. This course will also explore the application of aftermarket automotive components. Modifications of interior, exterior, drive train and other components will be addressed through student and shop projects that incorporate fabrication.

AUTO TECHNOLOGY III

Grades: 11-12 LPHS & OHS

Prerequisite: Auto Technology I, II or Permission of Instructor

This course will prepare students seeking an industry certification in Automotive Maintenance and Light Repair. This is a task-based format that prepares students for an entry level career in the automotive industry through an accumulation of hours of industry specific repair and maintenance competencies. Students in this course will work with local automotive businesses for internship during the second semester. Automotive electrical systems, engine repair, brakes, suspension, tire and wheel service, general automotive maintenance as well as shop procedure are the core of instruction. **Note: This course is articulated to Butte College's Automotive Dept. for 3 units upon completion of course. Various industry certifications can be obtained with completion of this course. Note: At OHS, this course is articulated to Butte College's Automotive Dept. for 3 units.**

HIGH PERFORMANCE AUTO TECHNOLOGY

Grades: 11-12 LPHS Only

Prerequisite: Must have Passed Auto II with a "C" or Better or Instructor Permission

This course explores the application of aftermarket automotive components. Modifications of interior, exterior, drive train and other components will be addressed through student projects that incorporate fabrication, utilization of aftermarket products and other specialized automotive marketing concepts. In depth discussions will center on the legal aspects of automotive modification and being street legal.

ENGINEERING I

Grades: 9-12 OHS Only

This is a one year course where students are introduced to engineering graphics and learn about three-dimensional modeling and creation of orthographic, sectional, auxiliary, pictorial, and assembly views for mechanical design drawings. Units of work include: The graphic language, freehand sketching, lettering, use of equipment, single plane drawing, orthographic projections, pictorial presentations, sectional views, auxiliary views, basic mathematics, and Computer Aided Drafting (CAD). CAD instruction includes the Cartesian coordinate system through two dimensional problems and 3D modeling using Auto Cad software. **Note: Completion of this class makes it possible to get Butte college 2+2 credit for Drafting 12 provided that the student receives a "B" or better both semesters and Butte College tests are successfully passed.**

ENGINEERING II

Grades: 10-12 LP & OHS

LP Prerequisite: Industrial Technology Block or Teacher Permission

OHS Prerequisite: Must Pass Engineering I with a "C" or Better or Teacher Permission

This is an Intermediate course in Engineering. Basic skills are covered in this class. Units of work include: This is a computer-based engineering graphics course that introduces students to graphical design and problem solving using freehand sketching and a solid modeling application. Topics include sketching and modeling using extrudes, sweeps, and lofts. Additional topics include assembly's development and detail drawing output. **Note: Completion of this class makes it possible to get Butte College 2+2 credit for Drafting 2 provided that the student receives a "B" or better both semesters and Butte College tests are successfully passed**

ENGINEERING III

Grades: 11-12 OHS Only

Prerequisite: Must have a "C" or better in Engineering II or Teacher Permission

In this computer-based engineering graphics course students who have already completed the learning objectives in Engineering II will be introduced to the use of a solid modeling application for simulation of parts and assemblies using Finite Element Analysis (FEA) methodology. Students will model parts and assemblies and will test them using simulation and engineering analysis. Topics include static, frequency, thermal, vibration and drop test analysis methods. The use of simulation to generate engineering reports will be introduced and reports will be generated

GRAPHIC DESIGN I

Grades: 9-12 OHS Only

This is a beginning course in Graphic design is a course that covers major areas of graphic communications and computer aided design which is intended to provide students an introduction into computer-based graphics. Students also learn and use skills based on principles of design, such as: layout and design, use of color, text composition, page composition, digital image photography, and PowerPoint presentation skills.

GRAPHIC DESIGN II

Grades: 10-12 OHS Only

Prerequisite: Must have a "C" or better in Graphic Design I or Teacher Permission

This is an intermediate course in graphic design. Students will apply design principles and tools of graphic design. Students will use the latest industry standard software to learn the basics of Desktop Publishing, Digital Photography, Computer Aided Design, Multimedia (Video Production), as tools for developing an internet web page. This course will help students develop and examine future personal, education, and career needs. Students will be introduced to the technical world's primary means of communication, visual communication, which, in various forms affects people in nearly every walk of life.

GRAPHIC DESIGN III

Grades: 11-12 OHS Only

Prerequisite: Must have a "C" or Better in Graphic Design II or Teacher Permission.

This advanced course is designed to provide students with artistic, creative and historical background in the fields of video, broadcasting, and film production. In addition, this course provides instruction and training in pre-production, production and post production phases of project development. Students who are interested in a career in entertainment production have opportunities to explore the many jobs involved in the making of such productions. Those who achieve competency in this course will be prepared to enter a film or broadcast journalism course at the college level. This course will also introduce students to basic methods and practices in animation. The course will provide an overview Students will learn basic post-production through the use of Adobe Products.

INDUSTRIAL TECHNOLOGY BLOCK

Grades: 9-10 LPHS Only

Three separate technology courses have been integrated into a rotation for technology students. This rotation offers the students an opportunity to experience a variety of new technologies in an integrated, team teaching atmosphere where two instructors are responsible for their first year at the secondary level. Mechatronic Engineering is the binding in that process where several disciplines of Engineering come together and form a product. In this course students will be exposed to a number of CAD/CAM processes beginning with 2D Drafting and transitioning to 3D Modeling. Equipment that will be used include Laser Cutter/Engraver, 3D Printers, Vinyl Cutter and CNC Plasma Torch. All of these processes build upon our modern manufacturing base. Small Engines will start a 5hp Briggs and Stratton engine at beginning of the course. Students will then tear them down and rebuild them with the goal that they will start at the end. If the engines do not start students will use problem solving and critical thinking skills to figure out why they did not start. Welding and Fabrication are included in this course. Students will gain basic knowledge of the welding and fabrication process through student projects.

INTRODUCTION TO MANUFACTURING

Grades: 9-11 LPHS Only

This course introduces and develops basic skills in sheet metal, bench metal, gas and arc welding, and the safe and proper use of metalworking machines. Projects are selected by the instructor on the basis of those skills necessary to develop a fundamental knowledge of general metals. Related classroom materials cover the use, care, and maintenance of machines, explores the use of various metals, and the physical characteristics and properties of each. Job opportunities and job descriptions in the various fields of manufacturing and design are emphasized.

ADVANCED MANUFACTURING TECHNOLOGY

Grades: 10-12 LPHS Only

Prerequisite: Grade of "C" or better in Introduction to Technology Block or Introduction to Manufacturing

In this course, more emphasis is allowed for individualizing "learning-by-doing" and the solution of the problems encountered. In addition to project work (student selected), special emphasis is made on particular processes not necessarily given full attention by the student previously. Such processes are cutting, brazing, various positions in welding, machine and bench work are among those concentrated on. Every project, when completed, should have a neat plan to accompany it for grading purposes. When necessary, special assignments are given to help cement ideas into the mind of the student.

WELDING FABRICATION

Grades: 11-12 LPHS Only

Prerequisite: Introduction to Technology Block, Introduction to Manufacturing, Advanced Manufacturing or permission of instructor.

Students will learn skills in the areas of welding, sheet metal work, hydraulics, heat treating/hard facing, light construction, use of tools and equipment and safety. Upon completion, students will be qualified for entry-level jobs in welding, cutting and metal fabrication. An OSHA 10-Hour General Safety Certificate will be obtained during the course. Students may be placed in internships for related hands-on learning during the second semester. Class meets at Las Plumas High School, 5th - 6th periods. **NOTE: Butte College credits may be earned upon successful completion of this course for Weld-20 and Weld-21.**

DIGITAL PHOTOGRAPHY

Grades: 9-12 LPHS & OHS

Digital photography is a one-year course that explores the concepts in historical photography developments, proper composition strategies, current careers opportunities, how photographs communicate, influence and change society and cultures, how cameras capture digital images and manipulations of images using computer software. Students will develop the technical aspects of using digital cameras, computer software, studio portrait lighting, outdoor portrait lighting

techniques and as well as the use of color scheme strategies developed by artists throughout history. Note: This course may also be taken for Visual and Performing Arts credit.

VISUAL AND PERFORMING ARTS/ FOREIGN LANGUAGE

10 Credits Required

All Classes are Year-Long Unless Otherwise Noted

All art classes (except Guitar I/II, Flags and Arts Alive) satisfy the CSU and UC entrance requirements. Class fees will not be charged unless the student wishes to purchase finished products.

ART APPRECIATION

Grades: 9-12 LPHS Only

This is an introductory art course designed to increase student hand-eye coordination. Students will be introduced to elements of art and principles of design, including basic drawing skills and color theory. This course will provide students an appreciation of and background in Art History and cultural connections. Students will participate in a wide variety of artistic projects to build artistic and creative expression. This course meets district graduation requirements but not CSU/UC VAPA requirements.

ART I

Grades: 9-12 LPHS & OHS

This first year course covers the fundamentals of art and emphasizes the necessary skills to provide the student with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relationships, and applications of the visual arts. A heavy emphasis will be placed on two-dimensional design. Selected historical or cultural contexts will be applied with attention to analysis, interpretation, and judgment of student work as well as appreciation of artworks from other cultures and times. **Note: This course meets the CSU/UC VAPA requirement.**

ART II

Grades: 10-12 OHS Only

Prerequisite: B- or Better Art I and Teacher Approval

In this intermediate course, students will improve the necessary skills and perceptual knowledge to understand artistic perception, creative expression, historical and cultural context, aesthetic valuing, and the connections, relations, and applications of the visual arts. Students will learn by using the same tools, techniques, materials and technology art makers of the past and present have used to create their own individual art works. Selected historical or cultural contexts will be applied with attention to analysis, interpretation, and judgment of student works and appreciation of art work, and contexts which influenced art making from other cultures and times. Students will be introduced to applications between artistic concepts and careers and other real-world connections. This course will culminate with a portfolio demonstrating student depth and breadth. **Note: This course meets the CSU/UC VAPA requirement.**

ART III

Grades: 10-12 LPHS & OHS

Prerequisite: B- or Better in Art II and Teacher Approval

This advanced course provides the serious visual arts student with an opportunity to expand upon his/her interest in a particular idea expressed in visual form(s). In addition to improving the necessary skills and perceptual knowledge for students to understand artistic perception, creative expression, historical and cultural contexts, aesthetic valuing, and the connections, relationships, and applications of the visual arts, the instruction will direct the student to focus on the process of investigation, growth, and discovery. Students will learn by using the same tools, techniques, materials, and technology art makers of the past and present have used to create their own individual art works. Selected historical or cultural contexts and content will focus on contemporary arts. Attention will also be given to analysis, interpretation, and judgment of student works and appreciation of art work, and contexts which influenced art making from the past to the present. Students will compile enough

work to demonstrate their abilities through the use of a portfolio which can be used for college entrance or employment in a visual art field. **Note: This course meets the CSU/UC VAPA requirement.**

ART IV

Grades: 11-12 OHS Only

Prerequisite: B- or better in Art I, Art II and/or Art III, or consent of instructor based on portfolio review

This course is designed for the college bound student who is interested in developing a comprehensive visual arts portfolio, consisting of the following three sections which demonstrate his ability to work at a college level. Section A will reflect the student's ability to do original art works and the understanding of quality slides. Section B contains up to twenty (20) slides showing depth of commitment to a specific visual idea or mode of working. Section C contains twenty (20) slides showing breadth of visual competencies in drawing, color, theory, design, and sculpture. Students passing the Advanced Placement test will receive college credits. **Note: This course meets the CSU/UC VAPA requirement.**

CERAMICS I

Grades: 9-12 LPHS & OHS

Prerequisite: Art I is Highly Recommended

This course is a technical and aesthetic exploration of 3-dimensional design through the use of various mediums. The course will also include 2-dimensional basic drawing and layout skills. The student will participate in a wide range of experiences using additive or subtractive sculpture techniques, designed to build artistic and creative confidence. The products created in this course may serve as functional items or fine art works. This course meets district graduation requirements and CSU/UC VAPA credit.

CERAMICS II

Grades: 10-12 LPHS & OHS

Prerequisite: B- or better in Ceramics I, Upon Teacher Approval

Ceramics II is a course offering the serious visual art student a way to expand upon his/her creative expression, aesthetic valuing, perceptions, and historical and cultural context. Particular attention is given to student recognition and application of the relationships of the visual arts toward various ways the arts are used to create expressive communications. This course meets district graduation requirements and CSU/UC VAPA credit.

FLORICULTURE I

Grades: 9-12 LPHS Only

Prerequisite: Agricultural Science I recommended

This is a first-year course in the fundamentals of the visual arts. This process-oriented course will provide the student with a perceptual base necessary for understanding artistic perception, creative expression, historical-cultural contexts, aesthetic valuing, and applications of visual arts to the art of floral design. **NOTE: This class is articulated for college credits at Butte College. This course meets VAPA for UC/CSU.**

PHOTOGRAPHY I

Grades: 11-12 OHS Only

This course is an introductory black and white photography course. This course will provide students with opportunities to extend their knowledge and skills in the field of photography. This course will familiarize the student with photographic equipment, materials, methods, and processes. Students will compile enough work to demonstrate their abilities through the use of a portfolio which can be used for college entrance or employment in a visual art field.

Note: Students at LPHS will also be introduced to computer technology and digital photography. Note: This course is articulated for college credits at Butte College. This course also meets district graduation requirements and CSU/UC VAPA credit.

PHOTOGRAPHY II

Grades: 11-12 – OHS Only

Prerequisite: Photography I

Photography II is an advanced photography course. This course will provide students with opportunities to extend and advance their knowledge and skills in the field of photography and videography. This course will familiarize the student with advanced photographic equipment, materials, methods and processes. It will also require the

student to produce digital images and video productions using computers. **Note: This course is articulated for college credits at Butte College. This course also meets district graduation requirements and CSU/UC VAPA credit.**

DIGITAL PHOTOGRAPHY

Grades: 9-12 LPHS & OHS

Digital photography is a one-year course that explores the concepts in historical photography developments, proper composition strategies, current careers opportunities, how photographs communicate, influence and change society and cultures, how cameras capture digital images and manipulations of images using computer software. Students will develop the technical aspects of using digital cameras, computer software, studio portrait lighting, outdoor portrait lighting techniques and as well as the use of color scheme strategies developed by artists throughout history. **Note: This course may also be taken for Career Technology Education credit.**

BAND

Grades: 9-12 LPHS & OHS

Students in this course perform music appropriate for young high school musicians. In addition to the technical and musical skills needed for performing, students learn theory and history appropriate to this level. Students will understand the foundation and skills necessary to progress to Honors Band. Students will perform as part of the larger LP/O Marching Band. Performances and extra-curricular practices are scheduled throughout the year as required by the Band Director. The course may be repeated for additional credit. Band Camp is a 40 hour sequence of instruction before the start of school, in which student can earn 2.5 elective credits. Conditions for earning the credits are established by the Band Director. **Note: There will be no percussionists in this group without current enrollment in Percussion Ensemble.**

HONORS BAND

Grades: 11-12 (9TH and 10th by audition) LPHS & OHS

Prerequisite: Previous band experience and instructor permission

This course is designed for the most advanced instrumentalists and is recommended for upperclassmen and other accomplished musicians. It performs music of collegiate level at collegiate levels of competence. Along with the most advanced technical and musical skills, students are expected to learn music theory and history appropriate to this level. Auditioning for both Solo and Ensemble Festival, as well as state honor bands, are requirements of this course. This group also performs as part of the larger LP/O Marching Band. Performances and extra-curricular practices are scheduled throughout the year as required by the Band Director. This course may be repeated for additional credit. Band Camp is a 40 hour sequence of instruction before the start of school, in which student can earn 2.5 elective credits. Conditions for earning the credits are established by the Band Director. **Note: There will be no percussionists in this group without current enrollment in Percussion Ensemble**

BAND - PERCUSSION ENSEMBLE

Grades: 9-12 LPHS & OHS

This course is designed for the most advanced instrumentalists and is recommended for upperclassmen and other accomplished musicians. It performs music of collegiate level at collegiate levels of competence. Along with the most advanced technical and musical skills, students are expected to learn music theory and history appropriate to this level. Auditioning for both Solo and Ensemble Festival, as well as state honor bands, are requirements of this course. This group also performs as part of the larger LP/O Marching Band. Performances and extra-curricular practices are scheduled throughout the year as required by the Band Director. This course may be repeated for additional credit. Band Camp is a 40 hour sequence of instruction before the start of school, in which student can earn 2.5 elective credits. Conditions for earning the credits are established by the Band Director.

GUITAR I

Grades: 9-12 LPHS & OHS

In this entry level course in acoustic guitar, students will learn proper technique for playing the guitar, reading tablature and music, chord progressions (rock/blues/country/classical), rhythms, arpeggios, various techniques of strumming and picking basic music theory, how to tune the guitar, care and maintenance, etc. This course does not use amplification or provide instruction for bass guitar. The school provides some instruments; however, the students are encouraged to have their own guitars.

GUITAR II

Grades: 10-12 LPHS & OHS

Prerequisite: Successful completion of Guitar I with a "C" or Better or Teacher Permission

This course provides further development of the skills necessary to become an independent guitarist. Emphasis will be place on the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills and techniques to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences. A progression of technical proficiency is expected.

DRAMA I

Grades: 9-12 LPHS & OHS

This class provides students with experience in basic drama techniques through games, improvisation, pantomime, lip sync, vocal exercises, storytelling, self-directed scenes, and formal acting in scenes from classical and contemporary literature and plays. From these dramatic exercises and written examinations, students will gain an appreciation for the theatre, its history and influence in their lives. They will gain knowledge about the power and influence of the media so they can think for themselves and make constructive criticisms and judgments about the films, programs and plays to which they listen and view. This class may not be repeated.

DRAMA II

Grades: 10-12-OHS Only

This is an advanced level performing arts course on the fundamentals of acting. This course is the second year in a two course sequence of performing arts classes. Students will improve the necessary skills and perceptual knowledge to understand artistic perception, creative expression, historical and cultural context, as well as the connections, relations and applications of the performing arts. Students will learn by using the same resources as actors of the past and present to craft their individual performances. Projects will include written scripts that include character and plot development, creative story line techniques, story boarding, schedule management, make-up, costuming, set design, directing, production and self-evaluation.

FOREIGN LANGUAGE

All Classes are Year-Long Unless Otherwise Noted

SPANISH FOR SPANISH SPEAKERS

Grades: 9-12 LPHS Only

The course allows students to reactivate the Spanish they have learned previously and develop further, to learn more about their language and cultural heritage, to acquire Spanish literacy skills, to develop Spanish academic language skills, to increase career opportunities, or to complete a foreign language college requirement. Students develop academic vocabulary and acquire new information in different communication modes.

SPANISH I

Grades: 9-12 LPHS & OHS

This course is designed primarily for the non-native speaker of Spanish. It is designed to facilitate the acquisition of the target language by using the most current teaching techniques. The pace of the class and manner of instruction of the material is designed exclusively for the needs of the non-native speaker. The course will

emphasize receptive and productive language skills using reading, writing, listening and speaking activities. The course will include, but not be limited to the following topics of study: Salutations; Friends; Family; School; Home; Community; Travel; Leisure Activities; Clothing; Stores; Animals; Time; Weather; Celebrations; Restaurant; Food; Geography; Health; and Environment.

SPANISH II

Grades: 10-12 LPHS & OHS

Prerequisite: Grade of "C" or better in Spanish I

This course is designed primarily for the non-native speaker of Spanish. It is designed to facilitate the acquisition of the target language by using the most current teaching techniques. The pace of the class and manner of instruction of the material is designed exclusively for the needs of the non-native speaker. The course will emphasize receptive and productive language skills using reading, writing, listening and speaking activities. The course will include, but is not be limited to: reinforcement and expansion upon the content and skills acquired in level one; advanced study of linguistic structures to enhance communication; exploration of the literature of the target language; and further study of the target cultures.

SPANISH III

Grades: 11-12 LPHS & OHS

Prerequisite: Grade of "C" or better in Spanish II

This course is designed primarily for the non-native or native speaker of Spanish. Teachers will use a variety of techniques to further develop the students' abilities in and knowledge of the target language. The course will emphasize receptive and productive language skills using reading, writing, listening and speaking activities. The course will include, but is not be limited to: reinforcement and expansion upon the content and skills acquired in levels one and two; advanced study of linguistic structures to enhance communication; further exploration of the literature of the target language; and increased study of the target cultures.

AP SPANISH LANGUAGE

Grades: 11-12 LPHS & OHS

Prerequisite: Grade of "C" of better in Spanish III

This course is designed to further develop student's communicative abilities in Spanish. The course will emphasize the use of Spanish for active communication including listening, reading, speaking, and writing activities in preparation for the AP Spanish Language exam. Teachers will use a variety of techniques to further develop the students' abilities in the knowledge of the target language. The primary course emphases will include, but not be limited to: 1) Reinforcement of students' comprehension of formal and informal spoken Spanish; 2) Acquisition of vocabulary and linguistic structures to facilitate the easy, accurate reading of newspaper and magazine articles as well as modern literature; 3) Composition of expository passages; 4) Oral expression of ideas; and, 5) increased study of the target culture.

AP SPANISH LITERATURE

Grade: 12 OHS Only

Prerequisite: Grade of "C" or better in AP Spanish Language, Score of 3 or more on the AP Spanish Language Exam, or teacher recommendation

The AP Spanish Literature course is intended to be the equivalent of a third-year college Introduction to Latin American or Peninsular Literature course, covering selected works from the literatures of Spain and Spanish America. Students will read and analyze literature orally and in writing.

NON-DEPARTMENTAL

**All Classes Earn Elective Credit Except Health
All Classes are Year-Long Unless Otherwise Noted**

HEALTH FOUNDATIONS

Grade: 9 LPHS & OHS (One Semester Course)

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course helps students to learn about promoting emotional, physical, and social health. Included in this

course are Independent Living Skills labs involving: household management, social skills awareness, health and safety practices.

HEALTH/DRIVER EDUCATION

Grade: 9 LPHS & OHS (One Semester Course)

Health is a semester course taken in Grade 9, in which a student must earn a passing grade in order to meet graduation requirements. Information will be presented pertinent to the concerns of teens in the areas of physical development, nutrition, fitness, drugs and substance abuse, and driver's education. The course concludes with information on human reproduction, family living, dating, values and the sexually transmitted diseases. The second quarter of this course deals with the classroom instruction related to obtaining a DMV driving permit. Each student that satisfactorily completes the course will receive a pink slip that authorizes them to obtain the driving permit.

ASSOCIATED STUDENT BODY (ASB) LEADERSHIP

Grades: 10-12 LPHS & OHS

Prerequisite: 2.5 GPA

This course will provide students opportunities to develop their personal and career goals, advance communication and teamwork skills, and to build their personal leadership style. Emphasis will be placed upon completing assigned tasks, learning to function both as a team leader and committee member, and developing and using time management and organizational skills. Students will be expected to participate in student organizations such as ASB, FCCLA, FFA, SkillsUSA, etc.

CAFETERIA AIDE

Grades: 9-12 LPHS & OHS (One Semester Course)

(Students earn 2.5 credits for work during break or lunch or 5 credits if they work during a regular scheduled class period). Student must have prior approval by Cafeteria Manager.

Provides experience in the care, preparation and handling of food as well as orderliness and cleanup procedures. Good attendance and the ability to make change are necessary for this class.

ENGLISH INTERVENTION

Grades: 10-12 LPHS & OHS

This course is an upper level intervention course designed for students who struggle in their general education English/Language Arts course. Students in this course will receive intervention support to help them progress in their other English class. A variety of skills will be developed.

INDEPENDENT LIVING SKILLS I

Grade: 9-12 LPHS & OHS

This course is designed to prepare students on an Individualized Education Plan (IEP) for life after high school with an emphasis placed on long-term health, social and emotional well-being, as well as financial education in order to achieve their long-term life goals. Students will clarify their own values about their school, community, and the world as a whole, while also learning to value the qualities of teamwork in order to achieve a common goal. This course will provide students the opportunity to apply their knowledge from the classroom to real life scenarios in the community, such as grocery shopping, using a washing machine and dryer, cooking, and shopping in retail centers. Students will develop a post-secondary plan, which will include a potential career, how they intend to be successful in acquiring employment, weekly, monthly and yearly budgeting, as well as affording leisure activities.

INDEPENDENT LIVING SKILLS II

Grade: 12 LPHS & OHS

Prerequisite: Independent Living Skills I

This course builds on the key concepts learned in Independent Living Skills I and uses that knowledge in the school and community settings. Students will engage in community based instruction and will use their work and social skills to engage in a student-run coffee business. Throughout the year, students will complete projects that outline their educational, career and independent living skills, and complete a transitional binder that includes a resume, cover letter, letters of recommendation, completed work samples, and school achievements. This course ensures that students have the knowledge of adult services organizations that are available upon

their graduation and helps students contact those service providers before they graduate.

LIBRARY AIDE

Grades: 11-12 LPHS & OHS

Prerequisite: Recommendation of Librarian

This course is a 2.5 credit class open to all grade levels. Students receive "P" or "F" grades. Students are required to help other students to use the library research resources and to help maintain the library collection. Students will be taught to use a variety of resources including computerized data bases, video recording, the copy machines, and a variety of computer programs. Students are expected to demonstrate their ability to use library resources by completing a variety of projects.

OFFICE AIDE

Grades: 11-12 LPHS & OHS

Prerequisite: Students must have good attendance, a courteous attitude and prior approval to work in the in the various offices.

Students working under the direct supervision of an office secretary, applying advanced clerical skills, receptionist, and use of office equipment. Provides experience in filing, typing, use of phones and copy machine. Work varies according to which office the student is assigned, (Counseling, Attendance, Student Store, Principal's Office, ASB/Athletics). All offices use students as "runners" to deliver call slips, messages, homework requests, etc. to classrooms.

PEER TUTORING

Grades: 10-12 OHS Only

This course is designed to allow students to assist their fellow students before school, after school, during consultation and lunch with their coursework in academic subjects. Students will be expected to complete 2.5 hours per week of tutoring in order to receive the course credit.

TEACHER AIDE

Grades: 11-12 LPHS & OHS (One Semester Course)

Prerequisite: See individual teachers for approval.

Provides students with varied work related activities.

TUTORIAL SUPPORT

Grades: 9-12 LPHS & OHS

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course is recommended through the IEP team and addresses academic support to the general education program. Students work on task completion, organization and transitional living skills necessary for meeting individual student needs as identified in their Individual Education Plan.

YEARBOOK

Grades: 10-12 LPHS & OHS

Prerequisite: 2.5 GPA, Teacher recommendation and/or Application/Interview

The creation of the school annual, a documentary of each year of the high school experience, involves the recording of events, individuals, and ideas in a variety of formats. Inherent to this process is an understanding of the elements and principles of art, photography, graphic design, text, business, and organization. Yearbook is a one year course. This course may be repeated for elective credit.

NOTES:

Name _____

Date _____

COURSE PLANNING GUIDE

9 th Grade	10 th Grade
1.) English 9	1.) English 10
2.) Geography-Health-Driver Education	2.) World History
3.) Math _____	3.) Math _____
4.) Physical Education	4.) Physical Education
5.) Science _____	5.) Science _____
6.)	6.)
Credits Earned _____ Credits Possible 60	Credits Earned _____ Credits Possible 120
11 th Grade	12 th Grade
1.) English 11	1.) English 12
2.) US History	2.) Economics/Government
3.) Math	3.)
4.)	4.)
5.)	5.)
6.)	6.)
Credits Earned _____ Credits Possible 180	Credits Earned _____ Credits Possible 240

LAS PLUMAS AGRICULTURE PATHWAY COMPLETION SYSTEM

Medallion & Rope Requirements:

You must be a *Pathway Completer* & be enrolled in Agriculture your Senior year.
and

1. 2 years on a competitive CDE Team or be an officer for 1 year
2. Receive your State FFA Degree
3. Must be actively involved in the FFA (2 activities per quarter)

Rope Requirements:

You must be a *Pathway Completer* & be enrolled in Agriculture your Senior year.
and

Complete at least 2 of the 3 requirements listed above

Certificate Requirements:

You must be a *Pathway Completer* & be enrolled in Agriculture your Senior year.
and

Complete at least 1 of the 3 requirements listed above

Pathway Completer

** you must complete all courses listed in one of the following pathways to qualify as a pathway completer.*

<u>Ag Science Pathway</u> (College Preparatory) Sustainable Ag Biology Ag Soil & Chemistry Ag Systems Management	<u>Ag Science Pathway</u> (Graduation Requirement) Ag Physical Science Sustainable Ag Biology Ag Soil Chemistry	<u>Ag Mechanics Pathway</u> Ag Mechanics 1 Ag Mechanics 2 Farm Management w/Ag Mech emphasis	<u>Animal Science</u> Animal Science Veterinary Skills Farm Management w/Ansc emphasis	<u>Floral Pathway</u> Floral 1 Floral 2 Farm Management w/Floral emphasis
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Las Plumas Agricultural Education Orientation Guide

Welcome to the Las Plumas High School Agriculture Department! We strive to deliver a quality education in the agriculture industry while providing hands-on and meaningful opportunities to students in all four years of high school to better prepare them for their future careers. Through rigorous classroom instruction, labs and projects in the classroom and on the school farm, work experience projects meant to prepare students for college and careers, and numerous leadership opportunities through the FFA, our students leave the program well prepared to take on the world. Whether it's introductory classes teaching the basics of agriculture, safety, and FFA, or capstone classes where students hone their skills and apply them in real-life projects or work placements, our classes offer a wide range of possibilities for all students. This guide will provide information about the Ag program and includes a course syllabus for the Ag Physical Science class.

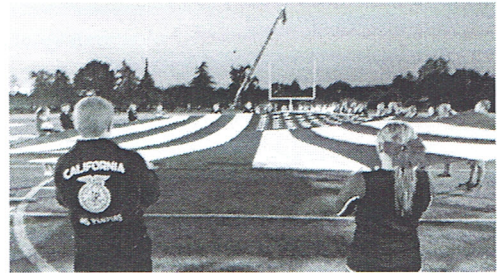
ABOUT THE PROGRAM:

The National Organization of FFA - once known only as the Future Farmers of America got its start in 1928 by a group of 33 boys from 18 states attending the American Royal Livestock Show adopted the Future Farmers of Virginia model to fit a national model, creating the FFA. Las Plumas High School FFA was chartered in 1965 as the 166th chapter to be chartered in California. Since then the program has grown and expanded and now offers students one of the biggest and most competitive high school agriculture programs in the North State. We offer a broad range of courses including science courses that meet graduation and college readiness standards, courses in plant and animal sciences, an Ag Leadership course, as well as ag mechanics courses. There are four teachers - Mrs. Earley, Mrs. LaFayette, Mr. Knapp, and Mr. Darrach. We attend two local fairs each year with livestock and still exhibits. We are also competitive with other chapters, running several different leadership & speaking teams as well as nine different CDE (Career Development Event) teams each year. We are a busy and hard-working group that is proud of our school, our industry and lifestyle, and our students!



TELL ME MORE ABOUT FFA:

Each student in the LP Ag Department is required to keep an FFA Record Book online which encourages students to learn the value of record keeping on an ag based project to monitor time and money investments. This is 10% of the total grade. We will learn more about FFA on FFA Friday each week to dive deeper into the opportunities waiting for those that take ag education to the next level and become as involved as possible! You will also learn more about the FFA and be expected to attend at least two FFA events per quarter for another 10% of your quarter grade! Insider tip: for those who participate at a higher level than the minimum two activities, you are rewarded points for each activity and students who achieve the highest level of involvement are rewarded with special adornments which may be worn with their cap and gown at graduation their senior year. Also, beginning this year, seniors who complete at least one pathway in the Ag Department and are in good standing will be invited to attend a special senior trip just for our ag seniors at the end of their senior year!



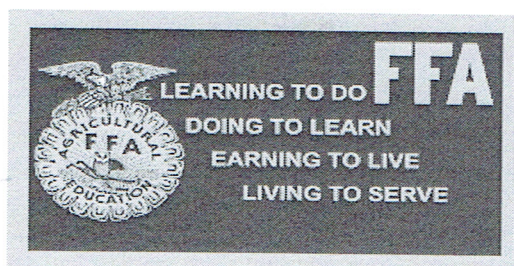
You can become more involved in the FFA through participation on a judging team or participation in speaking contests. The teams practice all year and compete up and down the State of California from January until the first weekend in May where they compete for the State FFA championship at Cal Poly, San Luis Obispo. Teams to choose from include Forestry, Horticulture, Livestock Judging, Veterinary Skills, Ag Mechanics, Vegetable Crops, Ag

Pests, and sometimes Farm Power and Floriculture. The speaking contests consist of various speaking activities from individual speeches to team contests like Parliamentary Procedure. Ask your advisors for more information!

The FFA is a globally recognized youth leadership organization - the largest of its kind - and looks great on resumes and develops students into young professionals with confidence, public speaking skills, and leadership qualities. Membership in the FFA is currently just over 629,000 nationally (including Puerto Rico, Guam, and the U.S. Virgin Islands) and perhaps more impressive is that California's membership accounts for over 80,000 of those members! Why wait? - get involved!



Las Plumas Ag Physical Science Course Guide



LEARNING TO DO: Student are expected to participate in ALL class activities.

DOING TO LEARN: Students are to be ON TIME and prepared for all class activities. This is not limited to pencil and paper.

EARNING TO LIVE: In this classroom everything is earned including grades, priveleges, and respect. Phones/Electronics will not be allowed in class unless directed by the teacher. If you are caught with electronic devices out you will be sent to the office.

LIVING TO SERVE: Students are expected to repsect their fellow classmates, all adults, and display the characteristics of a leader.

Consequences:

If you choose not to follow any class expectations above you can expect a verbal warning, an intervention slip and/or detention time, and/or a referral to the office. This class is designed to be training for the workplace. You would not act inappropriately on the job without being reprimanded or fired!

Hints for Success

PAY ATTENTION!

WORK HARD!

Take notes!

Ask questions!

Make an effort to complete all assignments on your own!

Come in for extra help – I will be available to you!

Agricultural Physical Science

Mr. Darrach

2017-2018

Course Description: *As an introductory high school science course, this course will teach students about the amount of energy and matter within the agricultural systems. Students will also learn about structure and properties of matter, chemical reactions, forces and interactions, energy, waves and electromagnetic radiation.*

Supplies needed: Pencil or Pen and 3-ring binder with college ruled paper.

Grading Policy: All assignments are expected to be turned in on time.

Letter grades are determined by (approximate values):

30% Projects, Classwork

30% Tests & Quizzes

20% Participation, Attendance, Attitude

10% SAE and AET Record Book

10% FFA activities

- I. **Tests/Quizzes:** If student misses a test or quiz it is their responsibility to make it up within one day of returning to school outside of class time. Appointments must be made with Mr. Darrach.
- II. **Classwork:** Students are responsible for all work assigned. Any work turned in after one day of the due date will not be eligible for full credit, except for extended emergency absences.
- III. **Participation:** Students will be given points daily for positive participation in the course. In order to receive participation points in case of an absence, a student must make up the work done that day and have an excused admit. Attendance will be based on the actual attendance. Attitude will be based on student's ability to come to class with a positive attitude daily.
- IV. **SAE and AET Record Book:** Each agriculture student is required to have a Supervised Agricultural Experience. These experiences can be custom fit to the student's interest in agriculture. Examples of SAE's: agriculture work experience, garden care, breeding animals, fair animals, mechanics projects, animal care project etc.... Students must spend time outside of class and keep accurate records on their SAE. An agriculture teacher will make project visits.
- V. **FFA:** In order to receive full credit for FFA activities a student must participate in at least 2 FFA activities per quarter. The activities include but are not limited to; FFA meetings, Farm clean up days, FFA Field Trips, FFA Sales, and any other FFA activity with prior approval.

Absences and Make up Work

Arrange for make-up assignments, quizzes or tests before or after excused absences on the day you return to school. You have one school day for each excused absence. If you are absent on the date an assignment is due, you must turn in the assignment on the day you return to school. You may make up tests and quizzes at lunch, after school or during consultation. Late assignments will be accepted after one day but will not be eligible for full credit.

Expected School wide Learning Results:

1. Effective Communicator:

Give presentations in class

Work collaboratively in-groups on leadership projects in Agriculture

Participating in team activities in Agriculture

2. Critical Thinker:

Using mathematical terms to analyze and solve problems

Analyze group and self performance in Agriculture production

3. Quality Producer:

By completing many different writing assignments, each student will improve the quality of his or her writing

Keep and maintain binders for Agriculture, resulting in excellent study guides for future test

4. Self-Directed Learner:

Students are to write down homework assignments into their calendars so that they will become use to planning ahead

Students must remember to ask for makeup work after an absence, which encourages them to be responsible

5. Collaborative Worker:

Working in groups on many projects throughout the year

Working with partners on projects and assignments

Design and implement projects that work effectively as a member of a self directed team

6. Ethical Decision Maker:

Accepts responsibilities for his/her own learning, behavior and participation

Utilizes sportsmanship and citizenship in all aspects of their school life

Learns and follows the FFA Code of Ethics

7. Community Contributor:

Utilizes sportsmanship and citizenship in all aspects of their agriculture experience

Become involved in FFA and community activities

AGRICULTURAL PHYSICAL SCIENCE CLASSROOM RULES AND POLICIES

General

- Students will give their best effort at all times during class.
- Each student will respect the rights and property of the teacher and other students.
- Each student is responsible for his/her own behavior.
- Food and beverages are not permitted. Bottled water OK.
- Cell phones and electronic devices are not allowed.

Shop Rules

- No student may leave the classroom or school farm at any time until excused by the instructor.
- All students will perform their assigned clean-up duties at the end of every period.
- All equipment and materials will be returned to their proper location before the class leaves.
- Student projects and supplies are private property. Please respect the property of others.
- Proper clothing and protective gear will be worn in the lab area at all times.
- Report all injuries, broken or lost equipment and materials needed to the instructor immediately.
- The following are not permitted on the farm at any time:

Horseplay	Abuse of equipment
Fighting	Inappropriate language
Throwing any object	Smoking or chewing
Improper use of equipment	Loud or annoying noises

Your grade will reflect your promptness, attendance, and attitude, plus you will be graded on:

Safety	Work habits	Quality of work
Demonstration of skills	Assignments & FFA Requirements	

I have read and understand the above rules and I agree to abide by them or risk disciplinary action.

Student Signature

Parent/Guardian Signature

Date

(If this form is not signed and returned to the instructor, the student will forfeit the ability to work in the labs which will result in failure of the course.)

PERMISSION FOR FIELD TRIP/EXCURSION CONSENT TO TRANSPORT AND TREAT

Field Trips and Activities

THIS FORM MAY NOT BE ALTERED IN ANY WAY

Permission for Field Trip/Excursion

_____ has my permission to participate in the activities listed below. I fully understand the following:

1. Participation in these activities is voluntary;
2. I may revoke this permission at any time by notifying the school district in writing; and
3. Revocation is not effective until receipt is acknowledged by the school district.
4. "All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for any injury, accident, illness, or death occurring during or by reason of the field trip or excursion." (California Education Code, Section 35330)
5. The field trip / excursion may include but not be limited to:

a. museums	d. public / private businesses	g. <u>2017-2018 Any FFA Activity</u>
b. concerts / plays	e. environmental trips	h. _____
c. libraries	f. parks	i. _____

Consent to Transport

In accordance with California Education Code Section 35350, my signature below gives permission to transport (if applicable).

Consent to Treat

In the event of illness or injury, I hereby consent to whatever X-ray examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physicians and/or dentist and performed by or under the supervision of a member of the medical staff of the hospital, facility or office furnishing medical and/or dental services.

Initial all appropriate boxes below and provide additional information where necessary.

- _____ There are no special problems that the staff should be aware of and no medications are to be administered on the trip.
- _____ The following medication(s) is/are to be administered on the trip: _____
- _____ A physician's written instructions on dispensing must be attached to this form. All prescriptions, excepting those which must be kept on the student's person for emergency use, must be kept and distributed by the staff.
- _____ My student has a special medical problem of which staff should be made aware. A description of that problem is attached to this form.
- _____ No blood transfusions or blood products are to be given.

I fully understand that my student is to abide by all rules and regulations of conduct during the trip. Any violation of these rules and regulations may result in the school contacting me to arrange transportation home for my student at my full expense.

Signature of Parent or Legal guardian

Date

Address where parent will be during field trip

Phone where parent can be reached during field trip

Parent's/Guardian's Health Insurance Company / MEDI-CAL

Policy number

Las Plumas High School Agriculture Department
Signature Form

Please print NEATLY

Students Name _____

Parent/Guardian(s) Name _____

Address _____

Contact Information:

Daytime: _____ Evening: _____

Email _____

Please provide your email so we can keep you informed.

Parents please answer the following questions:

- 1) I am interested in chaperoning trips for the Agriculture Department _____yes ____no
- 2) I agree to allow the agriculture department or media to take pictures of activities in which my child may appear and use them to promote the department through brochures, FFA website(s), facebook and miscellaneous other FFA publications _____yes____no
- 3) I am interested in serving on the Prime Rib & Pasta Dinner Committee _____yes ____no
- 4) I have a skill(s) that may be helpful to the Ag Department in their quest to complete a large animal facility and get their horticulture department completely functional (greenhouse, electrical, concrete work etc) _____yes____no

I have read the enclosed materials and understand what is expected of my child and me. I am aware of the expectations, materials, and grading policy in the agriculture course that my child is enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for my child who is enrolled in this Agriculture course.

Parent Signature _____

I have read the enclosed materials and understand what is expected of me. I am aware of the expectations, materials, and grading policy in the agriculture course that I am enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for me in this Agriculture course.

Student Signature _____

Any comments or information which you feel I should know about your child and his/her ability to perform at school please make a note at the bottom of this paper



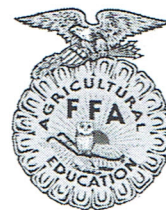
Las Plumas Agricultural Mechanics Pathway Orientation Guide



Welcome to the Las Plumas High School Agriculture Department! We strive to deliver a quality education in the agriculture industry while providing hands-on and meaningful opportunities to students in all four years of high school to better prepare them for their future careers. Through rigorous classroom instruction, labs and projects in the shop and on the school farm, work experience projects meant to prepare students for college and careers, and numerous leadership opportunities through the FFA, our students leave the program well prepared to take on the world. Whether it's introductory classes teaching the basics of agriculture, safety, and FFA, or capstone classes where students hone their skills and apply them in real-life projects or work placements, our classes offer a wide range of possibilities for all students. This guide will provide you information about the Ag program, the Ag Mechanics Pathway, and includes a course syllabus for the Ag Mechanics I class.

ABOUT THE PROGRAM:

The National Organization of FFA - once known only as the Future Farmers of America got its start in 1928 by a group of 33 boys from 18 states attending the American Royal Livestock Show adopted the Future Farmers of Virginia model to fit a national model, creating the FFA. Las Plumas High School FFA was chartered in 1965 as the 166th chapter to be chartered in California. Since then the program has grown and expanded and now offers students one of the biggest and most competitive high school agriculture programs in the North State. We offer a broad range of courses including science courses that meet graduation and college readiness standards, courses in plant and animal sciences, an Ag Leadership course, as well as ag mechanics courses. There are four teachers - Mrs. Earley, Mrs. LaFayette, Mr. Knapp, and Mr. Darrach. We attend two local fairs each year with livestock and still exhibits. We are also competitive with other chapters, running several different leadership & speaking teams as well as nine different CDE (Career Development Event) teams each year. We are a busy and hard-working group that is proud of our school, our industry and lifestyle, and our students!



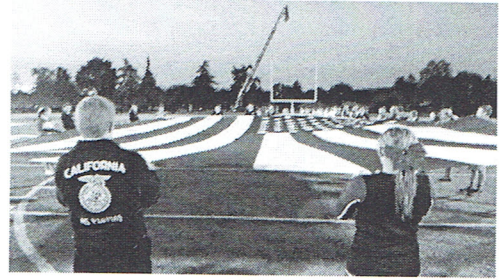
WHAT DO I NEED TO KNOW ABOUT AG MECHANICS?

In the Ag Mechanics pathway you will begin your journey in Ag Mechanics I where you will learn basic shop safety and orientation and will spend the year learning basic skills in all areas of mechanics that may be applied on the farm: for example - carpentry, welding, plumbing, electrical, concrete, etc. You will spend time in the classroom learning theory and safety information about each unit before entering the shop to build projects such as tool boxes, sprinklers, welding projects, and more. We have approximately 10 acres of school farm that will provide occasional opportunities for students to work with heavy equipment, make farm repairs, work around and learn more about livestock, as well as work in the field areas with hay and cover crops, a pumpkin patch, a vineyard, and an orchard. As you advance to Ag Mech II you will learn more advanced welding and shop skills and begin building projects of your own to enter and sell at the fair or privately. In the Farm Management class students learn to operate and maintain heavy equipment, learn construction industry skills and standards, as well as be placed in an industry work-experience

placement in the Spring semester. Some of our placements include Del Mar Rentals, CAL FIRE, and B&E Lundberg. There is a wealth of community and industry support for the program through placements, tours, guest speakers, and advisory committee members. Numerous members of the community attend advisory meetings 2-3 times a year to advise us in the direction our program should go to better prepare students for the workforce and to incorporate the local industry into the program. There are also important business partners such as Peterson CAT in Chico and Pacific Coast Producers in Oroville that have made it a point to support our program in many ways. In the world of Ag Mechanics, the possibilities are endless and each day may hold something new and exciting that you won't get in a different mechanics class!

TELL ME MORE ABOUT FFA:

Each student in the LP Ag Department is required to keep an FFA Record Book online which encourages students to learn the value of record keeping on an ag based project to monitor time and money investments. This is 10% of the total grade. We will learn more about FFA on FFA Friday each week to dive deeper into the opportunities waiting for those that take ag education to the next level and become as involved as possible! You will also learn more about the FFA and be expected to attend at least two FFA events per quarter for another 10% of your quarter grade! Insider tip: for those who participate at a higher level than the minimum two activities, you are rewarded points for each activity and the top students of each grade level in the program are invited to quarterly incentive trips. Past trips early in the year have included BBQ's at Lake Oroville, trips to the movie theater, bowling trips, etc. End of the year trips have included Six Flags Discovery Kingdom, the San Francisco Pier 39 and ferry ride, etc.

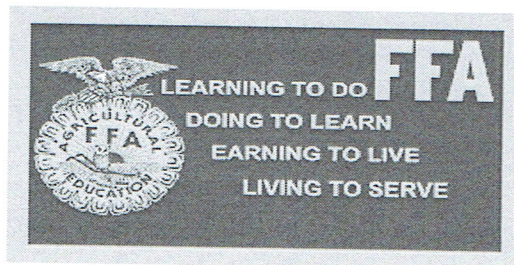


You can become more involved in the FFA through Ag Mechanics by joining the Ag Mechanics Team. The team practices all year and compete from the the last weekend in January until the first weekend in May where they compete for the State FFA championship at Cal Poly, San Luis Obispo. The Ag Mechanics team must be true "Jacks of All Trades" in order to interpret plans, gather materials, and complete projects within 35 minute rotations, as well as pass the written test, tool ID, and problem solving test.

The FFA is a globally recognized youth leadership organization - the largest of its kind - and looks great on resumes and develops students into young professionals with confidence, public speaking skills, and leadership qualities. Membership in the FFA is currently just over 629,000 nationally (including Puerto Rico, Guam, and the U.S. Virgin Islands) and perhaps more impressive is that California's membership accounts for over 80,000 of those members! Why wait? - get involved!



Las Plumas Ag Mechanics I Course Guide



LEARNING TO DO: Student are expected to participate in ALL class activities.

DOING TO LEARN: Students are to be ON TIME and prepared for all class activities. This is not limited to pencil and paper.

EARNING TO LIVE: In this classroom everything is earned including grades, privileges, and respect. Phones/Electronics will not be allowed in class unless directed by the teacher. If you are caught with electronic devices out you will be sent to the office.

LIVING TO SERVE: Students are expected to respect their fellow classmates, all adults, and display the characteristics of a leader.

Consequences:

If you choose not to follow any class expectations above you can expect a verbal warning, an intervention slip and/or detention time, and/or a referral to the office. This class is designed to be training for the workplace. You would not act inappropriately on the job without being reprimanded or fired!

Hints for Success

PAY ATTENTION!

WORK HARD!

Take notes!

Ask questions!

Make an effort to complete all assignments on your own!

Come in for extra help – I will be available to you!

Agricultural Mechanics I & II

Mr. Darrach

2017-2018

Course Description: *This course is designed to develop a foundation in Agricultural Mechanics and the skills required to perform basic farm maintenance and construction. This course will provide the fundamentals and basics that involve agricultural mechanics including the terminology and techniques that are needed for safety and efficiency for performing on the farm and on the job tasks. Students will gain skills and knowledge to build and maintain agricultural systems and equipment. This course is designed to prepare the students with the most basic applications of realistic mechanical skills that would be necessary to work in the agriculture industry.*

Supplies needed: Pencil or Pen, Proper Work Attire, Lock, SAFETY GLASSES!!!

Optional: Welding Equipment, paint pens, sharpies, etc.

(Note: Welding equipment is provided as part of class sets. Students may elect to use their own equipment.)

Text: Agricultural Mechanics and Technology Systems (Hancock, Edgar, Pate, Dyer, Hoover)

Grading Policy: All assignments are expected to be turned in on time.

Letter grades are determined by (approximate values):

40% Employability (Participation, Attendance, Attitude)

40% Projects, Classwork

10% SAE and AET Record Book

10% FFA activities

- I. **Tests/Quizzes:** If student misses a test or quiz it is their responsibility to make it up within one day of returning to school outside of class time. Appointments must be made with Mr. Darrach.
- II. **Shop/Classwork:** Students are responsible for all work assigned. Any work turned in after one day of the due date will not be eligible for full credit, except for extended emergency absences.
- III. **Participation:** Students will be given points daily for positive participation in the course. In order to receive participation points in case of an absence, a student must make up the work done that day and have an excused admit. Attendance will be based on the actual attendance. Attitude will be based on student's ability to come to class with a positive attitude daily.
- IV. **SAE and AET Record Book:** Each agriculture student is required to have a Supervised Agricultural Experience. These experiences can be custom fit to the student's interest in agriculture. Examples of SAE's: agriculture work experience, garden care, breeding animals, fair animals, mechanics projects, animal care project etc.... Students must spend time outside of class and keep accurate records on their SAE. An agriculture teacher will make project visits.
- V. **FFA:** In order to receive full credit for FFA activities a student must participate in at least 2 FFA activities per quarter. The activities include but are not limited to; FFA meetings, Farm clean up days, FFA Field Trips, FFA Sales, and any other FFA activity with prior approval.

Absences and Make up Work

Arrange for make-up assignments, quizzes or tests before or after excused absences on the day you return to school. You have one school day for each excused absence. If you are absent on the date an assignment is due, you must turn in the assignment on the day you return to school. You may make up tests and quizzes at lunch, after school or during consultation. Late assignments will be accepted after one day but will not be eligible for full credit.

Expected School wide Learning Results:

1. Effective Communicator:

Give presentations in class

Work collaboratively in-groups on leadership projects in Agriculture

Participating in team activities in Agriculture

2. Critical Thinker:

Using mathematical terms to analyze and solve problems

Analyze group and self performance in Agriculture production

3. Quality Producer:

By completing many different writing assignments, each student will improve the quality of his or her writing

Keep and maintain binders for Agriculture, resulting in excellent study guides for future test

4. Self-Directed Learner:

Students are to write down homework assignments into their calendars so that they will become use to planning ahead

Students must remember to ask for makeup work after an absence, which encourages them to be responsible

5. Collaborative Worker:

Working in groups on many projects throughout the year

Working with partners on projects and assignments

Design and implement projects that work effectively as a member of a self directed team

6. Ethical Decision Maker:

Accepts responsibilities for his/her own learning, behavior and participation

Utilizes sportsmanship and citizenship in all aspects of their school life

Learns and follows the FFA Code of Ethics

7. Community Contributor:

Utilizes sportsmanship and citizenship in all aspects of their agriculture experience

Become involved in FFA and community activities

AGRICULTURE MECHANICS I & II

CLASSROOM RULES AND POLICIES

General

- Students will give their best effort at all times during class.
- Each student will respect the rights and property of the teacher and other students.
- Each student is responsible for his/her own behavior.
- Food and beverages are not permitted in the shop. Bottled water OK.
- Cell phones and electronic devices are not allowed. They are a distraction and safety hazard.

Shop Rules

- No student may work in the shop or use equipment without passing the safety test(s).
- No student may work in the shop or use equipment without an instructor present.
- No student may leave the shop or work area at any time until excused by the instructor.
- All students will perform their assigned clean-up duties at the end of every period.
- All equipment, tools, and materials will be returned to their proper location before the class leaves.
- Student projects and supplies are private property. Please respect the property of others.
- Proper clothing and protective gear will be worn in the shop/work area at all times.
- Report all injuries, broken or lost equipment and materials needed to the instructor immediately.
- The following are not permitted on the farm at any time:

Horseplay	Abuse of equipment
Fighting	Inappropriate language
Throwing any object	Smoking or chewing
Improper use of equipment	Loud or annoying noises

This class will be treated as a job. You would not behave inappropriately (including poor attendance habits) very often before you were fired. Therefore, your grade will reflect your promptness, attendance, and attitude, plus you will be graded on:

Safety	Work habits	Quality of workmanship
Demonstration of skills	Clean-up and shop use	
Assignments & FFA Requirements		

I have read and understand the above rules and I agree to abide by them or risk losing the privilege of working in the Ag Shop.

Student Signature	Parent/Guardian Signature	Date
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(If this form is not signed and returned to the instructor, the student will forfeit the ability to work in the shop which will result in failure of the course.)

Las Plumas High School Agriculture Department
Signature Form

PLEASE PRINT NEATLY ☺

Students Name _____

Parent/Guardian(s) Name _____

Parents please answer the following questions:

- 1) I am interested in chaperoning trips for the Agriculture Department
____yes ____no. If yes, best contact number _____
- 2) I agree to allow the agriculture department or media to take pictures of activities in which my child may appear and use them to promote the department through brochures, FFA website(s), social media, newspaper and miscellaneous other publications ____yes ____no
- 3) Please "Like" us on facebook regular reminders and celebrations of our students. Did you like us? _____
- 4) If you would like reminders on upcoming events please text @LPFFA1 to the number 81010

I have read the syllabus materials and understand what is expected of my child and me. I am aware of the expectations, materials, and grading policy in the agriculture course that my child is enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for my child who is enrolled in this Agriculture course.

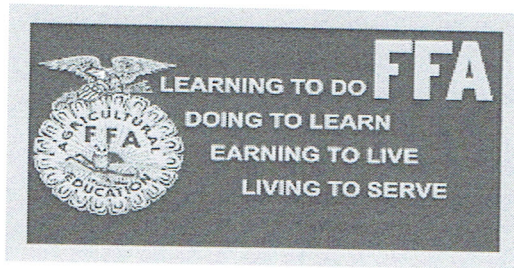
Parent Signature _____

I have read the syllabus materials and understand what is expected of me. I am aware of the expectations, materials, and grading policy in the agriculture course that I am enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for me in this Agriculture course.

Student Signature _____

Any comments or information which you feel I should know about your child and his/her ability to perform at school please make a note at the bottom of this paper

Las Plumas Agriculture Farm Management Course Guide



LEARNING TO DO: Student are expected to participate in ALL class activities.

DOING TO LEARN: Students are to be ON TIME and prepared for all class activities. This is not limited to pencil and paper.

EARNING TO LIVE: In this classroom everything is earned including grades, privileges, and respect. Phones/Electronics will not be allowed in class unless directed by the teacher. If you are caught with electronic devices out you will be sent to the office.

LIVING TO SERVE: Students are expected to respect their fellow classmates, all adults, and display the characteristics of a leader.

Consequences:

If you choose not to follow any class expectations above you can expect a verbal warning, an intervention slip and/or detention time, and/or a referral to the office. This class is designed to be training for the workplace. You would not act inappropriately on the job without being reprimanded or fired!

Hints for Success

PAY ATTENTION!

WORK HARD!

Take notes!

Ask questions!

Make an effort to complete all assignments on your own!

Come in for extra help – I will be available to you!

Farm Management

Mr. Darrach

2017-2018

Course Description:

Supplies needed: Pencil or Pen, Proper Work Attire, SAFETY GLASSES!!!

Optional: Welding Equipment, paint pens, sharpies, rubber boots, etc.

(Note: Welding equipment is provided as part of class sets. Students may elect to use their own equipment.)

Text: Agricultural Mechanics and Technology Systems (Hancock, Edgar, Pate, Dyer, Hoover)

Grading Policy: All assignments are expected to be turned in on time.

Letter grades are determined by (approximate values):

40% Employability (Participation, Attendance, Attitude)

40% Projects, Classwork

10% SAE and AET Record Book

10% FFA activities

- I. **Tests/Quizzes:** If student misses a test or quiz it is their responsibility to make it up within one day of returning to school outside of class time. Appointments must be made with Mr. Darrach.
- II. **Farm/Classwork:** Students are responsible for all work assigned. Any work turned in after one day of the due date will not be eligible for full credit, except for extended emergency absences.
- III. **Participation:** Students will be given points daily for positive participation in the course. In order to receive participation points in case of an absence, a student must make up the work done that day and have an excused admit. Attendance will be based on the actual attendance. Attitude will be based on student's ability to come to class with a positive attitude daily.
- IV. **SAE and AET Record Book:** Each agriculture student is required to have a Supervised Agricultural Experience. These experiences can be custom fit to the student's interest in agriculture. Examples of SAE's: agriculture work experience, garden care, breeding animals, fair animals, mechanics projects, animal care project etc.... Students must spend time outside of class and keep accurate records on their SAE. An agriculture teacher will make project visits.
- V. **FFA:** In order to receive full credit for FFA activities a student must participate in at least 2 FFA activities per quarter. The activities include but are not limited to; FFA meetings, Farm clean up days, FFA Field Trips, FFA Sales, and any other FFA activity with prior approval.

Absences and Make up Work

Arrange for make-up assignments, quizzes or tests before or after excused absences on the day you return to school. You have one school day for each excused absence. If you are absent on the date an assignment is due, you must turn in the assignment on the day you return to school. You may make up tests and quizzes at lunch, after school or during consultation. Late assignments will be accepted after one day but will not be eligible for full credit.

Expected School wide Learning Results:

1. Effective Communicator:

Give presentations in class

Work collaboratively in-groups on leadership projects in Agriculture

Participating in team activities in Agriculture

2. Critical Thinker:

Using mathematical terms to analyze and solve problems

Analyze group and self performance in Agriculture production

3. Quality Producer:

By completing many different writing assignments, each student will improve the quality of his or her writing

Keep and maintain binders for Agriculture, resulting in excellent study guides for future test

4. Self-Directed Learner:

Students are to write down homework assignments into their calendars so that they will become use to planning ahead

Students must remember to ask for makeup work after an absence, which encourages them to be responsible

5. Collaborative Worker:

Working in groups on many projects throughout the year

Working with partners on projects and assignments

Design and implement projects that work effectively as a member of a self directed team

6. Ethical Decision Maker:

Accepts responsibilities for his/her own learning, behavior and participation

Utilizes sportsmanship and citizenship in all aspects of their school life

Learns and follows the FFA Code of Ethics

7. Community Contributor:

Utilizes sportsmanship and citizenship in all aspects of their agriculture experience

Become involved in FFA and community activities

FARM MANAGEMENT CLASSROOM RULES AND POLICIES

General

- Students will give their best effort at all times during class.
- Each student will respect the rights and property of the teacher and other students.
- Each student is responsible for his/her own behavior.
- Food and beverages are not permitted in the shop. Bottled water OK.
- Cell phones and electronic devices are not allowed. They are a distraction and safety hazard.

Farm Facility Rules

- No student may work in the shop or use equipment without passing the safety test(s).
- No student may work in the shop or use equipment without an instructor present on the farm.
- No student may leave the job site and/or farm at any time until excused by the instructor.
- All students will perform their assigned clean-up duties at the end of every period.
- All equipment, tools, and materials will be returned to their proper location before the class leaves.
- Student projects and supplies are private property. Please respect the property of others.
- Proper clothing and protective gear will be worn at all times.
- Report all injuries, broken or lost equipment and materials needed to the instructor immediately.
- The following are not permitted on the farm at any time:

Horseplay	Abuse of equipment
Fighting	Inappropriate language
Throwing any object	Smoking or chewing
Improper use of equipment	Loud or annoying noises

This class will be treated as a job. You would not behave inappropriately (including poor attendance habits) very often before you were fired. Therefore, your grade will reflect your promptness, attendance, and attitude, plus you will be graded on:

Safety	Work habits	Quality of workmanship
Demonstration of skills	Clean-up and shop use	
Assignments & FFA Requirements		

I have read and understand the above rules and I agree to abide by them or risk losing the privilege of working in the Ag Shop.

Student Signature

Parent/Guardian Signature

Date

(If this form is not signed and returned to the instructor, the student will forfeit the ability to work which will result in failure of the course.)

PERMISSION FOR FIELD TRIP/EXCURSION CONSENT TO TRANSPORT AND TREAT

Field Trips and Activities

THIS FORM MAY NOT BE ALTERED IN ANY WAY

Permission for Field Trip/Excursion

_____ has my permission to participate in the activities listed below. I fully understand the following:

1. Participation in these activities is voluntary;
2. I may revoke this permission at any time by notifying the school district in writing; and
3. Revocation is not effective until receipt is acknowledged by the school district.
4. "All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for any injury, accident, illness, or death occurring during or by reason of the field trip or excursion." (California Education Code, Section 35330)
5. The field trip / excursion may include but not be limited to:

a. museums	d. public / private businesses	g. <u>2017-2018 Any FFA Activity</u>
b. concerts / plays	e. environmental trips	h. _____
c. libraries	f. parks	i. _____

Consent to Transport

In accordance with California Education Code Section 35350, my signature below gives permission to transport (if applicable).

Consent to Treat

In the event of illness or injury, I hereby consent to whatever X-ray examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physicians and/or dentist and performed by or under the supervision of a member of the medical staff of the hospital, facility or office furnishing medical and/or dental services.

Initial all appropriate boxes below and provide additional information where necessary.

- _____ There are no special problems that the staff should be aware of and no medications are to be administered on the trip.
- _____ The following medication(s) is/are to be administered on the trip: _____
 A physician's written instructions on dispensing must be attached to this form. All prescriptions, excepting those which must be kept on the student's person for emergency use, must be kept and distributed by the staff.
- _____ My student has a special medical problem of which staff should be made aware. A description of that problem is attached to this form.
- _____ No blood transfusions or blood products are to be given.

I fully understand that my student is to abide by all rules and regulations of conduct during the trip. Any violation of these rules and regulations may result in the school contacting me to arrange transportation home for my student at my full expense.

Signature of Parent or Legal guardian

Date

Address where parent will be during field trip

Phone where parent can be reached during field trip

Parent's/Guardian's Health Insurance Company / MEDI-CAL

Policy number

Las Plumas High School Agriculture Department
Signature Form

Please print NEATLY

Students Name _____

Parent/Guardian(s) Name _____

Address _____

Contact Information:

Daytime: _____ Evening: _____

Email _____

Please provide your email so we can keep you informed.

Parents please answer the following questions:

- 1) I am interested in chaperoning trips for the Agriculture Department _____yes ____no
- 2) I agree to allow the agriculture department or media to take pictures of activities in which my child may appear and use them to promote the department through brochures, FFA website(s), facebook and miscellaneous other FFA publications _____yes____no
- 3) I am interested in serving on the Prime Rib & Pasta Dinner Committee _____yes ____no
- 4) I have a skill(s) that may be helpful to the Ag Department in their quest to complete a large animal facility and get their horticulture department completely functional (greenhouse, electrical, concrete work etc) _____yes ____no

I have read the enclosed materials and understand what is expected of my child and me. I am aware of the expectations, materials, and grading policy in the agriculture course that my child is enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for my child who is enrolled in this Agriculture course.

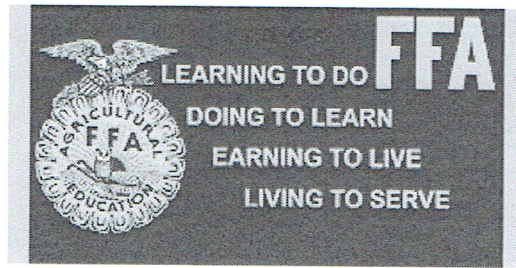
Parent Signature _____

I have read the enclosed materials and understand what is expected of me. I am aware of the expectations, materials, and grading policy in the agriculture course that I am enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for me in this Agriculture course.

Student Signature _____

Any comments or information which you feel I should know about your child and his/her ability to perform at school please make a note at the bottom of this paper

Las Plumas Advanced Ag Mechanics Course Guide



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DOING TO LEARN: Students are to be ON TIME and prepared for all class activities. This is not limited to pencil and paper.

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LIVING TO SERVE: Students are expected to respect their fellow classmates, all adults, and display the characteristics of a leader.

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Hints for Success

PAY ATTENTION!

WORK HARD!

Take notes!

Ask questions!

Make an effort to complete all assignments on your own!

Come in for extra help – I will be available to you!

Advanced Agricultural Mechanics

Mr. Darrach

2017-2018

Course Description: *This course is designed to develop a foundation in Agricultural Mechanics and the skills required to perform basic farm maintenance and construction. This course will provide the fundamentals and basics that involve agricultural mechanics including the terminology and techniques that are needed for safety and efficiency for performing on the farm and on the job tasks. Students will gain skills and knowledge to build and maintain agricultural systems and equipment. This course is designed to prepare the students with the most basic applications of realistic mechanical skills that would be necessary to work in the agriculture industry.*

Supplies needed: Pencil or Pen, Proper Work Attire, Lock, SAFETY GLASSES!!!

Optional: Welding Equipment, paint pens, sharpies, etc.

(Note: Welding equipment is provided as part of class sets. Students may elect to use their own equipment.)

Text: Agricultural Mechanics and Technology Systems (Hancock, Edgar, Pate, Dyer, Hoover)

Grading Policy: All assignments are expected to be turned in on time.

Letter grades are determined by (approximate values):

40% Employability (Participation, Attendance, Attitude)

40% Projects, Classwork

10% SAE and AET Record Book

10% FFA activities

- I. **Tests/Quizzes:** If student misses a test or quiz it is their responsibility to make it up within one day of returning to school outside of class time. Appointments must be made with Mr. Darrach.
- II. **Shop/Classwork:** Students are responsible for all work assigned. Any work turned in after one day of the due date will not be eligible for full credit, except for extended emergency absences.
- III. **Participation:** Students will be given points daily for positive participation in the course. In order to receive participation points in case of an absence, a student must make up the work done that day and have an excused admit. Attendance will be based on the actual attendance. Attitude will be based on student's ability to come to class with a positive attitude daily.
- IV. **SAE and AET Record Book:** Each agriculture student is required to have a Supervised Agricultural Experience. These experiences can be custom fit to the student's interest in agriculture. Examples of SAE's: agriculture work experience, garden care, breeding animals, fair animals, mechanics projects, animal care project etc.... Students must spend time outside of class and keep accurate records on their SAE. An agriculture teacher will make project visits.
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Absences and Make up Work

Arrange for make-up assignments, quizzes or tests before or after excused absences on the day you return to school. You have one school day for each excused absence. If you are absent on the date an assignment is due, you must turn in the assignment on the day you return to school. You may make up tests and quizzes at lunch, after school or during consultation. Late assignments will be accepted after one day but will not be eligible for full credit.

Expected School wide Learning Results:

1. Effective Communicator:

- Give presentations in class
- Work collaboratively in-groups on leadership projects in Agriculture
- Participating in team activities in Agriculture

2. Critical Thinker:

- Using mathematical terms to analyze and solve problems
- Analyze group and self performance in Agriculture production

3. Quality Producer:

- By completing many different writing assignments, each student will improve the quality of his or her writing
- Keep and maintain binders for Agriculture, resulting in excellent study guides for future test

4. Self-Directed Learner:

- Students are to write down homework assignments into their calendars so that they will become use to planning ahead
- Students must remember to ask for makeup work after an absence, which encourages them to be responsible

5. Collaborative Worker:

- Working in groups on many projects throughout the year
- Working with partners on projects and assignments
- Design and implement projects that work effectively as a member of a self directed team

6. Ethical Decision Maker:

- Accepts responsibilities for his/her own learning, behavior and participation
- Utilizes sportsmanship and citizenship in all aspects of their school life
- Learns and follows the FFA Code of Ethics

7. Community Contributor:

- Utilizes sportsmanship and citizenship in all aspects of their agriculture experience
- Become involved in FFA and community activities

AGRICULTURE MECHANICS I & II CLASSROOM RULES AND POLICIES

General

- Students will give their best effort at all times during class.
- Each student will respect the rights and property of the teacher and other students.
- Each student is responsible for his/her own behavior.
- Food and beverages are not permitted in the shop. Bottled water OK.
- Cell phones and electronic devices are not allowed. They are a distraction and safety hazard.

Shop Rules

- No student may work in the shop or use equipment without passing the safety test(s).
- No student may work in the shop or use equipment without an instructor present.
- No student may leave the shop or work area at any time until excused by the instructor.
- All students will perform their assigned clean-up duties at the end of every period.
- All equipment, tools, and materials will be returned to their proper location before the class leaves.
- Student projects and supplies are private property. Please respect the property of others.
- Proper clothing and protective gear will be worn in the shop/work area at all times.
- Report all injuries, broken or lost equipment and materials needed to the instructor immediately.
- The following are not permitted on the farm at any time:

Horseplay	Abuse of equipment
Fighting	Inappropriate language
Throwing any object	Smoking or chewing
Improper use of equipment	Loud or annoying noises

This class will be treated as a job. You would not behave inappropriately (including poor attendance habits) very often before you were fired. Therefore, your grade will reflect your promptness, attendance, and attitude, plus you will be graded on:

Safety	Work habits	Quality of workmanship
Demonstration of skills	Clean-up and shop use	
Assignments & FFA Requirements		

I have read and understand the above rules and I agree to abide by them or risk losing the privilege of working in the Ag Shop.

Student Signature

Parent/Guardian Signature

Date

(If this form is not signed and returned to the instructor, the student will forfeit the ability to work in the shop which will result in failure of the course.)

PERMISSION FOR FIELD TRIP/EXCURSION CONSENT TO TRANSPORT AND TREAT

Field Trips and Activities

THIS FORM MAY NOT BE ALTERED IN ANY WAY

Permission for Field Trip/Excursion

_____ has my permission to participate in the activities listed below. I fully understand the following:

1. Participation in these activities is voluntary;
2. I may revoke this permission at any time by notifying the school district in writing; and
3. Revocation is not effective until receipt is acknowledged by the school district.
4. "All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for any injury, accident, illness, or death occurring during or by reason of the field trip or excursion." (California Education Code, Section 35330)
5. The field trip / excursion may include but not be limited to:

a. museums	d. public / private businesses	g. <u>2017-2018 Any FFA Activity</u>
b. concerts / plays	e. environmental trips	h. _____
c. libraries	f. parks	i. _____

Consent to Transport

In accordance with California Education Code Section 35350, my signature below gives permission to transport (if applicable).

Consent to Treat

In the event of illness or injury, I hereby consent to whatever X-ray examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physicians and/or dentist and performed by or under the supervision of a member of the medical staff of the hospital, facility or office furnishing medical and/or dental services.

Initial all appropriate boxes below and provide additional information where necessary.

- _____ There are no special problems that the staff should be aware of and no medications are to be administered on the trip.
- _____ The following medication(s) is/are to be administered on the trip: _____
- _____ A physician's written instructions on dispensing must be attached to this form. All prescriptions, excepting those which must be kept on the student's person for emergency use, must be kept and distributed by the staff.
- _____ My student has a special medical problem of which staff should be made aware. A description of that problem is attached to this form.
- _____ No blood transfusions or blood products are to be given.

I fully understand that my student is to abide by all rules and regulations of conduct during the trip. Any violation of these rules and regulations may result in the school contacting me to arrange transportation home for my student at my full expense.

Signature of Parent or Legal guardian

Date

Address where parent will be during field trip

Phone where parent can be reached during field trip

Parent's/Guardian's Health Insurance Company / MEDI-CAL

Policy number

Las Plumas High School Agriculture Department
Signature Form

PLEASE PRINT NEATLY ☺

Students Name _____

Parent/Guardian(s) Name _____

Parents please answer the following questions:

- 1) I am interested in chaperoning trips for the Agriculture Department
____yes ____no. If yes, best contact number _____
- 2) I agree to allow the agriculture department or media to take pictures of activities in which my child may appear and use them to promote the department through brochures, FFA website(s), social media, newspaper and miscellaneous other publications ____yes ____no
- 3) Please "Like" us on facebook regular reminders and celebrations of our students. Did you like us? _____
- 4) If you would like reminders on upcoming events please text @LPFFA1 to the number 81010

I have read the syllabus materials and understand what is expected of my child and me. I am aware of the expectations, materials, and grading policy in the agriculture course that my child is enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for my child who is enrolled in this Agriculture course.

Parent Signature _____

I have read the syllabus materials and understand what is expected of me. I am aware of the expectations, materials, and grading policy in the agriculture course that I am enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for me in this Agriculture course.

Student Signature _____

Any comments or information which you feel I should know about your child and his/her ability to perform at school please make a note at the bottom of this paper

Soil Chemistry Class Plan 2017-18

Soil Chemistry class prepares students to pass all examinations given by our district and prepares them for UC and CSU lab Science courses. I follow Next Generation Science Standards and California Agriculture Science Standards.

School and Class Rules

Be Safe: Follow class and school safety rules. No food, drink or gum allowed without special approval. Follow activities as directed and use tools in a manner that they do not hurt you, your work or the tool.

Be Responsible: Come to class on time. Prepare yourself to learn at the scheduled time. Bring learning material and tools to class-examples: paper, pencils, pens, notebook, flashdrive. Make up your work from missed days. Study nightly as explained in class.

Be Respectful: Every student has value and needs to learn. Treat others as you want to be treated: WITH PRIDE, DIGNITY AND RESPECT!

Knapp Rules:

- *As a sign of respect, students will not wear hats in class.
- *Any student may use the restroom at any time provided they ask permission.
- *No electronic use during class, except for emergency situations.

Discipline Policy

This instructor uses the 6 step and 9 step discipline procedure. The offense list below will cover bad behaviors such as but not limited to: tardies, inappropriate cell phone use, minor class disruption, vulgar language, and off task behavior during learning time. More serious bad behaviors will lead directly to the nine step discipline plan and may lead to class suspension.

A. First-Sixth Offense: Verbal Warning-Also given on the first day of class and a step notice.

The 6th offense is the last chance in class and every offense after that will fall under the nine step procedure as outlined in your discipline plan.

Attendance

- A. Attendance is paramount and does affect your grade.
- B. Although attendance is not graded, poor attendance will lower your class scores.
- C. It is your responsibility to make up all work missed.
- D. Please arrive on time, habitual tardiness results in steps.

Absences/Make-up Work

Responsibility of all make up work falls to the student and the instructor. I will be happy to assist you before school, after school, at break, at lunch or during consultation times. I will not delay the class' learning time for the benefit of one student to show make up work. I will accept work after the due date, but I will ask you to make it up during consultation time. No points are deducted if

you complete the activity. If you know that you are going to be gone in advance, I will assign you future work.

Grading Policy

Participation-30%	A 90-100%
Lab Experiments -30%	B 80-89%
Homework/Tests/Quizzes/Final-20%	C 70-79%
FFA 20%	D 60-69%
	F 59% and below

I encourage each student to become involved in our FFA Chapter, teams and leadership events. I will actively and enthusiastically inform them of upcoming events. This will provide them with opportunities to improve their academic standing, increase their involvement in their school community and provide them with an exciting opportunity for success through leadership development. The grade follows this breakdown: 10% for 2 events per quarter, 5% for an active S.A.E. Project, and 5% for maintaining a Record Book. These are all or nothing points.

Thank You,

Mr. Knapp

538-2310 extension 2305 classroom

370-2113 personal cell phone

vyneman1@yahoo.com Class Website: Knapptime@weebly.com

Expected School Wide Learning Results

1. Effective Communicator

- 1.1 Daily announcements and assignments that require reading and illicit directed responses.
- 1.2 Students prepare written and oral reports, graphs, power point presentations, demonstrations and visual aids to help train their colleagues and their own minds in earth science.
- 1.3 Use of rocks, minerals, water, soil, fire, laboratory activities, You Tube videos and demonstrationss to increase knowledge in science.

2. Critical Thinker

- 2.1 Learning target checks and exit slips to check for daily understanding of concepts.
- 2.2 Daily science vocabulary, visual aids, demonstrations, writing samples and concept challenges to assess ability and understanding of science in context.

3. Quality Producer

- 3.1 Students make several visual displays diagramming and explaining soil science concepts such as the hydrologic cycle and the rock cycle.
- 3.2 Students use digital camera, Pasco probeware, computers and internet for research, demonstration and educational achievement.

4. Self-Directed Learner

- 4.1 Students receive daily feedback on their class work from the instructor and colleagues.
- 4.2 Students have topic specific career instruction lessons and are shown opportunities regarding the sciences in colleges, universities and scholarship.
- 4.3 Students exercise their brain everyday in class and at home through completion of work.

5. Collaborative Learner

- 5.1 Students communicate daily and work together completing group projects such as graphing problems, visual display construction, project development, written and oral presentations.
- 5.2 All science fun days involve choosing different teams, rotation of team members, students working with other students they wouldn't normally work with and entire class participation.

6. Ethical Decision Maker

- 6.1 Weekly discussions about campus involvement and incidents, personal student/teacher meetings mainly about grades, proper and appropriate use of technology and internet.
- 6.2 All science days involve choosing different teams, rotation of team members, students working with other students they wouldn't normally work with and entire class participation. These fun days reinforce and support the practice and learned behavior of good sportsmanship and citizenship.

7. Community Contributor

- 7.1 All students have opportunity to give back to the Oroville community through participation in community service activities through Las Plumas FFA.

7.2 By virtue of the diversity at Las Plumas High School, students are exposed daily to differing views, methods of personal operation and cultures. All students witness these differences through daily activities and classroom involvement and structure.

Be Safe*Be Responsible*Be Respectful

Agriculture Biology

Mrs. LaFayette

2017-2018

Course Description: *Animal science is a one year advanced agricultural course that will provide advanced understanding of livestock agriculture and issues affecting society, animal welfare, and production systems. Animal nutrition, anatomy and physiology, health, reproduction, genetics, and management through evaluation and selection will be stressed. Biotechnology and emerging technologies are creating excitement in agricultural industry. This course allows students to be actively involved in the learning process.*

What to bring to class everyday: A Positive Attitude, Lined Paper, Pencil or Pen

Text: Introduction to Livestock and Companion Animals and Modern Livestock & Poultry Production

Prerequisites: Ag Science or Ag Earth Science or pre-approval by instructor

Grading Policy:

All assignments are expected to be turned in on time.

Letter grades are determined by (approximate values):

20% Tests and Quizzes

20% Labs, Classwork

20% Notebook

20% Participation, Attendance, Attitude

10% FFA activities

10% SAE and Record Book

- I. **Tests/Quizzes:** If students misses a test or quiz it is their responsibility to make it up prior to the next test or quiz. Appointments must be made with Mrs. Earley.
- II. **Labs/Classwork:** Students are responsible for all work assigned. Refer to 1st paragraph of grading policy for late work etc. BRING A EXTRA PAIR SHOES
- III. **Notebook:** Notebooks are expected to be kept neat, and in order. There will be notebook quizzes in order to determine notebook grades twice monthly.
- IV. **Participation:** Students will be required to fill out a timecard using complete sentences in order to receive participation points each day. The points given will be based on that students effort to participate in class that day. In order to receive participation points in case of an absence, a student must make up the work done that day and have an excused absence in order to receive participation points for that day. Attendance will be based on the actual attendance. Attitude will be based on student's ability to come to class with a positive class daily.
- V. **FFA:** In order to receive full credit for FFA activities a student must participate in at least 2 FFA activities per quarter. The activities include but are not limited to; FFA meetings, Farm clean up days, FFA Field Trips, FFA Sales, and any other FFA activity with prior approval.
- VI. **SAE and Record Book:** Each agriculture student is required to have a Supervised Agricultural Experience. These experiences can be custom fit to the student's interest in

agriculture. There are animal projects available on campus for a student to manage if they are unable to have an SAE at home. Examples of SAE's: agriculture work experience, garden care, breeding animals, fair animals, mechanics project, animal care project etc.... Students must spend time outside of class and keep accurate records on their SAE. An agriculture teacher will make project visits.

Absences / Make-Up Work

- Arrange for make-up assignments, quizzes or tests after excused absences on the day you return to school.
- You have one school day for each excused absence. If you are absent on the date an assignment is due, you must turn in the assignment on the day you return to school.
- You may make up tests and quizzes at lunch or after school.
- Work missed during unexcused absences may not be made up.
- Late work will be accepted until the end of the quarter with a 50% deduction.

Las Plumas High School Agriculture Department
Signature Form

PLEASE PRINT NEATLY ☺

Students Name _____

Parent/Guardian(s) Name _____

Parents please answer the following questions:

- 1) I am interested in chaperoning trips for the Agriculture Department
____yes ____no. If yes, best contact number _____
- 2) I agree to allow the agriculture department or media to take pictures
of activities in which my child may appear and use them to promote
the department through brochures, FFA website(s), facebook,
newspaper and miscellaneous other publications ____yes ____no
- 3) Please "Like" us on facebook regular reminders and celebrations of
our students. Did you like us? _____

I have read the enclosed materials and understand what is expected of my child and me. I am aware of the expectations, materials, and grading policy in the agriculture course that my child is enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for my child who is enrolled in this Agriculture course.

Parent Signature _____

I have read the enclosed materials and understand what is expected of me. I am aware of the expectations, materials, and grading policy in the agriculture course that I am enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for me in this Agriculture course.

Student Signature _____

Any comments or information which you feel I should know about your child and his/her ability to perform at school please make a note at the bottom of this paper

Introduction to` Floral Design

Mrs. Earley

2017-2018

Course Description:

The major emphasis of Floriculture is to provide students with advanced activities in floral techniques, processes, and operations through floral arranging. Particular attention is given to student recognition and application of the design and arrangement skills. Students participate in design and construction activities involving dish gardens, floral displays, and live flowers. The course covers safe use of tools and materials; and the recognition, propagation, and cultural practices of common floral and foliage plants. Students will exhibit an advanced portfolio that demonstrates their floral design and display skills

Supplies needed: 3 Ring Binder, Binder Paper, Pencil or Pen(highlighter and colored pencils are helpful, but not required)

Text: The Art of Floral Design

Grading Policy:

All assignments are expected to be turned in on time:

Letter grades are determined by (percentages vary and are approximate):

10%	FFA Participation
10%	California Agriculture Record Book / Approved SAE Project
10%	Participation, Attendance and Attitude (Timecards)
10%	Portfolio
35%	Classroom Assignments and Homework
25%	Tests and Quizzes – Evaluations

- I. **FFA Participation:** In order to receive full credit for FFA activities a student must participate in at least 2 FFA activities per quarter outside of class time. The activities include but are not limited to; FFA meetings, Farm clean up days, FFA Field Trips, FFA Floral Sales, and any other FFA activity with prior approval.
- II. **SAE and Record Book:** Each agriculture student is required to have a Supervised Agricultural Experience.
Examples of SAE's: agriculture work experience, garden care, home lawn care, fair animals, mechanics project, animal care project etc. Students must spend time outside of class and keep accurate records on their SAE. An agriculture teacher will make project visits to check the progress of the work.
- III. **Participation:** Students will earn up to 5 points each day based upon completion of assignments, positive participation in an activity, positive class input, completion of a responsibility, etc. Timecards must be filled out daily to receive your participation points!
- IV. **Portfolio:** Students will be required to keep a portfolio of all work completed in the class.
- V. **Classroom Assignments:** students will be given a grade on projects and assignments turned in.
- VI. **Tests and Quizzes:** Students will take a short quiz each week on floral identification and will also be given tests at the end of each unit.

Mrs. Earley's Classroom Expectations

I. **General Expectations:**

- a. **Respectful**

- Treat all adults, whether they are teachers, administrators, staff, substitutes or visitors with respect.
- Treat fellow students and their property with respect.
- No putdowns or foul language

b. Responsible

- YOU are responsible for your own work, words and actions.
- Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their proper seat when the bell rings, with their notebook out and started on their quickwrite.

c. Safe

- Follow all Laboratory Safety Rules
- Think before you act, if you have any doubt about your behavior don't do it!

II. Specific Behavior Expectations:

- Follow directions the first time they are given.
- No personal grooming during class time (make-up, mirrors etc).
- No Garbage left in the room, when you leave.
- Cell phones put away and on silent during class unless I have asked you to get them out for an assignment ☺

III. Consequences:

If you choose not to follow any class expectations above you can expect to have an intervention notice sent home and the following:

<u>1st Offense:</u>	Verbal Warning
<u>2nd Offense:</u>	Verbal Warning and talk with MrsEarley.
<u>3rd Offense:</u>	An appointment with Mrs. Earley and contact your parents explaining the difficulties you have with these expectations and parents will be notified.
<u>4th Offense:</u>	Mrs. Earley Contacts your parents and Consultation Time
<u>5th Offense:</u>	Teachers Discretion (Detention, SSC, consultation time)
<u>6th Offense:</u>	Teachers Discretion (Detention, SSC, consultation time)
<u>7th and Beyond</u>	Referral to the Office

IV. Positive Recognition:

I will see to it as your teacher that you will get positive feedback on any good work, or improvement, or if class rules have been and are being followed.

Hints for Success

- Pay attention and take notes
- Ask Questions!
- Make an effort to complete all assignments (on your own)
Come in for extra help – I will be available to you!

Absences and Make up Work

- Arrange for make-up assignments, quizzes or tests after excused absences on the day you return to school.

- You may make up tests and quizzes at consultation or by arranging with me for lunch or break make ups.
- Late work will be accepted with points deducted until the given deadline by the teacher.

Expected Schoolwide Learning Results:

1. Effective Communicator:

- Give presentations in class
- Work collaboratively in-groups on leadership projects in Agriculture
- Participating in team activities in Agriculture

2. Critical Thinker:

- Using mathematical terms to analyze and solve problems
- Analyze group and self performance in Agriculture production

3. Quality Producer:

- By completing many different writing assignments, each student will improve the quality of his or her writing
- Keep and maintain binders for Agriculture, resulting in excellent study guides for future test

4. Self-Directed Learner:

- Students are to write down homework assignments into their calendars so that they will become use to planning ahead
- Students must remember to ask for makeup work after an absence, which encourages them to be responsible

5. Collaborative Worker:

- Working in groups on many projects throughout the year
- Working with partners on projects and assignments
- Design and implement projects that work effectively as a member of a self directed team

6. Ethical Decision Maker:

- Accepts responsibilities for his/her own learning, behavior and participation
- Utilizes sportsmanship and citizenship in all aspects of their school life
- Learns and follows the FFA Code of Ethics

7. Community Contributor:

- Utilizes sportsmanship and citizenship in all aspects of their agriculture experience
- Become involved in FFA and community activities

Las Plumas High School Agriculture Department
Signature Form

PLEASE PRINT NEATLY ☺

Students Name _____

Parent/Guardian(s) Name _____

Parents please answer the following questions:

- 1) I am interested in chaperoning trips for the Agriculture Department
____yes ____no. If yes, best contact number _____
- 2) I agree to allow the agriculture department or media to take pictures of activities in which my child may appear and use them to promote the department through brochures, FFA website(s), social media, newspaper and miscellaneous other publications ____yes ____no
- 3) Please "Like" us on facebook and follow us on instagram for regular reminders and celebrations of our students. Did you like/follow us? _____
- 4) If you would like reminders on upcoming events please text @LPFFA1 to the number 81010

I have read the syllabus materials and understand what is expected of my child and me. I am aware of the expectations, materials, and grading policy in the agriculture course that my child is enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for my child who is enrolled in this Agriculture course.

Parent Signature _____

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Student Signature _____

Any comments or information which you feel I should know about your child and his/her ability to perform at school please make a note at the bottom of this paper

Ag Earth Science Class Plan 2017-18

Ag Earth Science class prepares students to pass all examinations given by our district and the State Department of Education. I use the California Earth Science Content Standards.

School and Class Rules

Be Safe: Follow class and school safety rules. No food, drink or gum allowed without special approval. Follow activities as directed and use tools in a manner that they do not hurt you, your work or the tool.

Be Responsible: Come to class on time. Prepare yourself to learn at the scheduled time. Bring learning material and tools to class-examples: paper, pencils, pens, notebook, flashdrive. Make up your work from missed days. Study nightly as explained in class.

Be Respectful: Every student has value and needs to learn. Treat others as you want to be treated: WITH PRIDE, DIGNITY AND RESPECT!

Knapp Rules:

- *As a sign of respect, students will not wear hats in class.
- *Any student may use the restroom at any time provided they ask permission.
- *No electronic use during class, except for emergency situations.

Discipline Policy

This instructor uses the 6 step and 9 step discipline procedure. The offense list below will cover bad behaviors such as but not limited to: tardies, inappropriate cell phone use, minor class disruption, vulgar language, and off task behavior during learning time. More serious bad behaviors will lead directly to the nine step discipline plan and may lead to class suspension.

- A. First Offense: Verbal Warning-Given on the first day of class.
- B. Second Offense: Verbal warning and a note.
- C. Third thru Sixth Offense: Note, teacher detention after school, you will phone home.

The 6th offense is the last chance in class and every offense after that will fall under the nine step procedure as outlined in your discipline plan.

Attendance

- A. Attendance is paramount and does affect your grade.
- B. Although attendance is not graded, poor attendance will lower your class scores.
- C. It is your responsibility to make up all work missed.
- D. Please arrive on time, habitual tardiness results in steps.

Absences/Make-up Work

Responsibility of all make up work falls to the student and the instructor. I will be happy to assist you before school, after school, at break, at lunch or during consultation times. I will not delay the class' learning time for the benefit of one student to show make up work. I will accept work after the due date, but I will ask you to make it up during consultation time. No points are deducted if you complete the activity. If you know that you are going to be gone in advance, I will assign you future work.

Grading Policy

Participation-30%
Lab Experiments -30%
Homework/Tests/Quizzes/Final-20%
FFA 20%

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F 59% and below

I encourage each student to become involved in our FFA Chapter, teams and leadership events. I will actively and enthusiastically inform them of upcoming events. This will provide them with opportunities to improve their academic standing, increase their involvement in their school community and provide them with an exciting opportunity for success through leadership development. The grade follows this breakdown: 10% for 2 events per quarter, 5% for an active S.A.E. Project, and 5% for maintaining a Record Book. These are all or nothing points.

Thank You,

Mr. Knapp

538-2310 extension 2305 classroom
370-2113 personal cell phone
vyneman1@yahoo.com Class Website: Knapptime@weebly.com

Topic Guide 2017-18

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Introduction to FFA Leadership Promotion Science Discovery Scientific Method Density Earth Systems/Cycles Motion and Force Lab write up Opening/Closing Intro Phy Sci Elements School Events Agrilabs Recording and observation Writing	Agrilabs Oral Presentation Graphing Table Interpretation Carbon Cycle revisited Physical Science Earth Matter Periodic Table Chemical Reactions Soil N/P/K More water Writing	Physical Science Energy Transfer Animals Photosynthesis Agriscience FFA Recruitment Current Science Teams Recording and observation advanced Math Discovery Writing	Physical Science Plant growth Animal Growth Farm Picture Sun Energy EM Radiation

Expected School Wide Learning Results

1. Effective Communicator

- 1.1 Daily announcements and assignments that require reading and illicit directed responses.
- 1.2 Students prepare written and oral reports, graphs, power point presentations, demonstrations and visual aids to help train their colleagues and their own minds in earth science.
- 1.3 Use of rocks, minerals, water, soil, fire, laboratory activities, earth science books and videos to increase knowledge in earth science.

2. Critical Thinker

- 2.1 Weekly quiz problems using presented and vocabulary concepts.
- 2.2 Daily earth science vocabulary, visual aids, demonstrations, notes and reading notes and concept challenges to assess ability and understanding of earth science in context.

3. Quality Producer

- 3.1 Students make several visual displays diagramming and explaining earth science concepts such as the hydrologic cycle and the rock cycle.
- 3.2 Students use digital camera, power point, computers and internet for research, demonstration and educational achievement.

4. Self-Directed Learner

- 4.1 Students receive daily feedback on their class work from the instructor and colleagues.
- 4.2 Students have topic specific career instruction lessons and are shown opportunities regarding the sciences in colleges, universities and scholarship.
- 4.3 Students exercise their brain everyday in class and at home through completion of homework.

5. Collaborative Learner

- 5.1 Students communicate daily and work together completing group projects such as mapping and graphing projects, visual display construction, project development and oral presentations.
- 5.2 All earth science fun days involve choosing different teams, rotation of team members, students working with other students they wouldn't normally work with and entire class participation.

6. Ethical Decision Maker

- 6.1 Weekly discussions about campus interaction and incidents, personal student/teacher meetings mainly about grades and phone calls to parents about students.
- 6.2 All earth science days involve choosing different teams, rotation of team members, students working with other students they wouldn't normally work with and entire class participation. These fun days reinforce and support the practice and learned behavior of good sportsmanship and citizenship.

7. Community Contributor

- 7.1 All students have opportunity to give back to the Oroville community through participation in community service activities through Las Plumas FFA.
- 7.2 By virtue of the diversity in my classes, students are exposed daily to differing views, methods of personal operation and cultures. All students witness these differences through daily activities.

Be Safe*Be Responsible*Be Respectful

Agriculture Biology

Mrs. LaFayette

2017-2018

Course Description: *Animal science is a one year advanced agricultural course that will provide advanced understanding of livestock agriculture and issues affecting society, animal welfare, and production systems. Animal nutrition, anatomy and physiology, health, reproduction, genetics, and management through evaluation and selection will be stressed. Biotechnology and emerging technologies are creating excitement in agricultural industry. This course allows students to be actively involved in the learning process.*

What to bring to class everyday: A Positive Attitude, Lined Paper, Pencil or Pen

Text: Introduction to Livestock and Companion Animals and Modern Livestock & Poultry Production

Prerequisites: Ag Science or Ag Earth Science or pre-approval by instructor

Grading Policy:

All assignments are expected to be turned in on time.

Letter grades are determined by (approximate values):

20% Tests and Quizzes

20% Labs, Classwork

20% Notebook

20% Participation, Attendance, Attitude

10% FFA activities

10% SAE and Record Book

- I. **Tests/Quizzes:** If students misses a test or quiz it is their responsibility to make it up prior to the next test or quiz. Appointments must be made with Mrs. Earley.
- II. **Labs/Classwork:** Students are responsible for all work assigned. Refer to 1st paragraph of grading policy for late work etc. BRING A EXTRA PAIR SHOES
- III. **Notebook:** Notebooks are expected to be kept neat, and in order. There will be notebook quizzes in order to determine notebook grades twice monthly.
- IV. **Participation:** Students will be required to fill out a timecard using complete sentences in order to receive participation points each day. The points given will be based on that students effort to participate in class that day. In order to receive participation points in case of an absence, a student must make up the work done that day and have an excused absence in order to receive participation points for that day. Attendance will be based on the actual attendance. Attitude will be based on student's ability to come to class with a positive class daily.
- V. **FFA:** In order to receive full credit for FFA activities a student must participate in at least 2 FFA activities per quarter. The activities include but are not limited to; FFA meetings, Farm clean up days, FFA Field Trips, FFA Sales, and any other FFA activity with prior approval.
- VI. **SAE and Record Book:** Each agriculture student is required to have a Supervised Agricultural Experience. These experiences can be custom fit to the student's interest in

agriculture. There are animal projects available on campus for a student to manage if they are unable to have an SAE at home. Examples of SAE's: agriculture work experience, garden care, breeding animals, fair animals, mechanics project, animal care project etc.... Students must spend time outside of class and keep accurate records on their SAE. An agriculture teacher will make project visits.

Absences / Make-Up Work

- Arrange for make-up assignments, quizzes or tests after excused absences on the day you return to school.
- You have one school day for each excused absence. If you are absent on the date an assignment is due, you must turn in the assignment on the day you return to school.
- You may make up tests and quizzes at lunch or after school.
- Work missed during unexcused absences may not be made up.
- Late work will be accepted until the end of the quarter with a 50% deduction.

Las Plumas High School Agriculture Department
Signature Form

PLEASE PRINT NEATLY ☺

Students Name _____

Parent/Guardian(s) Name _____

Parents please answer the following questions:

- 1) I am interested in chaperoning trips for the Agriculture Department
____yes ____no. If yes, best contact number _____
- 2) I agree to allow the agriculture department or media to take pictures
of activities in which my child may appear and use them to promote
the department through brochures, FFA website(s), facebook,
newspaper and miscellaneous other publications ____yes____no
- 3) Please "Like" us on facebook regular reminders and celebrations of
our students. Did you like us? _____

I have read the enclosed materials and understand what is expected of my child and me. I am aware of the expectations, materials, and grading policy in the agriculture course that my child is enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for my child who is enrolled in this Agriculture course.

Parent Signature _____

I have read the enclosed materials and understand what is expected of me. I am aware of the expectations, materials, and grading policy in the agriculture course that I am enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for me in this Agriculture course.

Student Signature _____

Any comments or information which you feel I should know about your child and his/her ability to perform at school please make a note at the bottom of this paper

Mrs. Earley's Classroom Expectations

I. General Expectations:

a. Respectful

- Treat all adults, whether they are teachers, administrators, staff, substitutes or visitors with respect.
- Treat fellow students and their property with respect.
- No putdowns or foul language

b. Responsible

- YOU are responsible for your own work, words and actions.
- Students are expected to BE ON TIME. BE SEATED. BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their proper seat when the bell rings, with their notebook out and started on their quickwrite.

c. Safe

- Follow all Laboratory Safety Rules
- Think before you act, if you have any doubt about your behavior don't do it!

II. Specific Behavior Expectations:

- Follow directions the first time they are given.
- No personal grooming during class time (make-up, mirrors etc).
- No Garbage left in the room, when you leave.
- Cell phones put away and on silent during class unless I have asked you to get them out for an assignment ☺

III. Consequences:

If you choose not to follow any class expectations above you can expect to have an intervention notice sent home and the following:

<u>1st Offense:</u>	Verbal Warning
<u>2nd Offense:</u>	Verbal Warning and talk with MrsEarley.
<u>3rd Offense:</u>	An appointment with Mrs. Earley and contact your parents explaining the difficulties you have with these expectations and parents will be notified.
<u>4th Offense:</u>	Mrs. Earley Contacts your parents and Consultation Time
<u>5th Offense:</u>	Teachers Discretion (Detention, SSC, consultation time)
<u>6th Offense:</u>	Teachers Discretion (Detention, SSC, consultation time)
<u>7th and Beyond</u>	Referral to the Office

IV. Positive Recognition:

I will see to it as your teacher that you will get positive feedback on any good work, or improvement, or if class rules have been and are being followed.

Hints for Success

- Pay attention and take notes
- Ask Questions!
- Make an effort to complete all assignments (on your own)
- Come in for extra help – I will be available to you!

Positive thinking won't let you do ANYTHING, but will let you do EVERYTHING better than negative thinking will.

Agriculture Veterinary Skills

Mrs. Earley

2015-2016

Course Description:

This course is designed to develop a foundation in Animal Health and the skills dealing with these animals. This course will provide the fundamentals and basics that involve veterinary medicine including the terminology and techniques that are needed for safety and efficiency for handling and caring for pets and animal production. Students will gain skills and knowledge to manage multiple clinical tasks as well as office procedures. This course is designed to prepare the students with applications of current and realistic medical situations that would be encountered in the veterinarian industry.

Supplies needed: 3 Ring Binder, Binder Paper, Pencil or Pen

Text: Introduction to Veterinary Science and Veterinary Assisting: Fundamentals & Applications

Prerequisites: Ag Science and Animal Science or (pre-approval by instructor)

Grading Policy:

All assignments are expected to be turned in on time.

Letter grades are determined by (approximate values):

20% Tests and Quizzes

30% Labs, Classwork

10% Comp Book

20% Participation, Attendance, Attitude (Timecards)

10% FFA Activities

10% Recordbook and SAE

- I. **Tests/Quizzes:** If students misses a test or quiz it is their responsibility to make it up prior to the next test or quiz. Appointments must be made with Mrs. Earley.
- II. **Labs/Classwork:** Students are responsible for all work assigned.
- III. **Compbook:** All work will be recorded in a composition book and will be graded once each grading period.
- IV. **Participation:** Students will be given points every day for positive participation in the course. Students will earn points based upon completion of assignments, positive participation in an activity, positive class input, completion of a responsibility, etc. In order to receive participation points, students must participate with a good attitude and fill out the appropriate timecard.
- V. **FFA:** In order to receive full credit for FFA activities a student must participate in at least 2 FFA activities per quarter. The activities include but are not limited to; FFA meetings, Farm clean up days, FFA Field Trips, FFA Sales, and any other FFA activity with prior approval.
- VI. **SAE and Record Book:** Each agriculture student is required to have a Supervised Agricultural Experience. These experiences can be custom fit to the student's interest in agriculture. There are animal projects available on campus for a student to manage if they are unable to have an SAE at home. Examples of SAE's: agriculture work experience, garden care, breeding animals, fair animals, mechanics project, animal care project etc.... Students must

spend time outside of class and keep accurate records on their SAE. An agriculture teacher will make project visits.

Absences and Make up Work

- Arrange for make-up assignments, quizzes or tests after excused absences on the day you return to school.
- You may make up tests and quizzes at lunch, after school or during consultation.
- Late work will be accepted until the given deadline by the teacher.

Expected School wide Learning Results:

1. Effective Communicator:

- Give presentations in class
- Work collaboratively in-groups on leadership projects in Agriculture
- Participating in team activities in Agriculture

2. Critical Thinker:

- Using mathematical terms to analyze and solve problems
- Analyze group and self performance in Agriculture production

3. Quality Producer:

- By completing many different writing assignments, each student will improve the quality of his or her writing
- Keep and maintain binders for Agriculture, resulting in excellent study guides for future test

4. Self-Directed Learner:

- Students are to write down homework assignments into their calendars so that they will become use to planning ahead
- Students must remember to ask for makeup work after an absence, which encourages them to be responsible

5. Collaborative Worker:

- Working in groups on many projects throughout the year
- Working with partners on projects and assignments
- Design and implement projects that work effectively as a member of a self directed team

6. Ethical Decision Maker:

- Accepts responsibilities for his/her own learning, behavior and participation
- Utilizes sportsmanship and citizenship in all aspects of their school life
- Learns and follows the FFA Code of Ethics

7. Community Contributor:

- Utilizes sportsmanship and citizenship in all aspects of their agriculture experience
- Become involved in FFA and community activities

Las Plumas High School Agriculture Department
Signature Form

PLEASE PRINT NEATLY ☺

Students Name _____

Parent/Guardian(s) Name _____

Parents please answer the following questions:

- 1) I am interested in chaperoning trips for the Agriculture Department
____yes ____no. If yes, best contact number _____
- 2) I agree to allow the agriculture department or media to take pictures
of activities in which my child may appear and use them to promote
the department through brochures, FFA website(s), facebook,
newspaper and miscellaneous other publications and social media
____yes ____no
- 3) Please "Like" us on facebook regular reminders and celebrations of
our students. Did you like us? _____

I have read the enclosed materials and understand what is expected of my child and me. I am aware of the expectations, materials, and grading policy in the agriculture course that my child is enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for my child who is enrolled in this Agriculture course.

Parent Signature _____

I have read the enclosed materials and understand what is expected of me. I am aware of the expectations, materials, and grading policy in the agriculture course that I am enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for me in this Agriculture course.

Student Signature _____

Any comments or information which you feel I should know about your child and his/her ability to perform at school please make a note at the bottom of this paper

Be Safe*Be Responsible*Be Respectful

Animal Science

Mrs. LaFayette

2017-2018

Course Description: *Animal science is a one year advanced agricultural course that will provide advanced understanding of livestock agriculture and issues affecting society, animal welfare, and production systems. Animal nutrition, anatomy and physiology, health, reproduction, genetics, and management through evaluation and selection will be stressed. Biotechnology and emerging technologies are creating excitement in agricultural industry. This course allows students to be actively involved in the learning process.*

What to bring to class everyday: A Positive Attitude, Lined Paper, Pencil or Pen

Text: Introduction to Livestock and Companion Animals and Modern Livestock & Poultry Production

Prerequisites: Ag Science or Ag Earth Science or pre-approval by instructor

Grading Policy:

All assignments are expected to be turned in on time.

Letter grades are determined by (approximate values):

20% Tests and Quizzes

20% Labs, Classwork

20% Notebook

20% Participation, Attendance, Attitude

10% FFA activities

10% SAE and Record Book

- I. **Tests/Quizzes:** If students misses a test or quiz it is their responsibility to make it up prior to the next test or quiz. Appointments must be made with Mrs. Earley.
- II. **Labs/Classwork:** Students are responsible for all work assigned. Refer to 1st paragraph of grading policy for late work etc. BRING A EXTRA PAIR SHOES
- III. **Notebook:** Notebooks are expected to be kept neat, and in order. There will be notebook quizzes in order to determine notebook grades twice monthly.
- IV. **Participation:** Students will be required to fill out a timecard using complete sentences in order to receive participation points each day. The points given will be based on that students effort to participate in class that day. In order to receive participation points in case of an absence, a student must make up the work done that day and have an excused absence in order to receive participation points for that day. Attendance will be based on the actual attendance. Attitude will be based on student's ability to come to class with a positive class daily.
- V. **FFA:** In order to receive full credit for FFA activities a student must participate in at least 2 FFA activities per quarter. The activities include but are not limited to; FFA meetings, Farm clean up days, FFA Field Trips, FFA Sales, and any other FFA activity with prior approval.
- VI. **SAE and Record Book:** Each agriculture student is required to have a Supervised Agricultural Experience. These experiences can be custom fit to the student's interest in

agriculture. There are animal projects available on campus for a student to manage if they are unable to have an SAE at home. Examples of SAE's: agriculture work experience, garden care, breeding animals, fair animals, mechanics project, animal care project etc.... Students must spend time outside of class and keep accurate records on their SAE. An agriculture teacher will make project visits.

Absences / Make-Up Work

- Arrange for make-up assignments, quizzes or tests after excused absences on the day you return to school.
- You have one school day for each excused absence. If you are absent on the date an assignment is due, you must turn in the assignment on the day you return to school.
- You may make up tests and quizzes at lunch or after school.
- Work missed during unexcused absences may not be made up.
- Late work will be accepted until the end of the quarter with a 50% deduction.

Las Plumas High School Agriculture Department
Signature Form

PLEASE PRINT NEATLY ☺

Students Name _____

Parent/Guardian(s) Name _____

Parents please answer the following questions:

- 1) I am interested in chaperoning trips for the Agriculture Department
_____yes _____no. If yes, best contact number _____
- 2) I agree to allow the agriculture department or media to take pictures
of activities in which my child may appear and use them to promote
the department through brochures, FFA website(s), facebook,
newspaper and miscellaneous other publications _____yes _____no
- 3) Please "Like" us on facebook regular reminders and celebrations of
our students. Did you like us? _____

I have read the enclosed materials and understand what is expected of my child and me. I am aware of the expectations, materials, and grading policy in the agriculture course that my child is enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for my child who is enrolled in this Agriculture course.

Parent Signature _____

I have read the enclosed materials and understand what is expected of me. I am aware of the expectations, materials, and grading policy in the agriculture course that I am enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for me in this Agriculture course.

Student Signature _____

Any comments or information which you feel I should know about your child and his/her ability to perform at school please make a note at the bottom of this paper

Mrs. Earley's Classroom Expectations

I. General Expectations:

a. Respectful

- Treat all adults, whether they are teachers, administrators, staff, substitutes or visitors with respect.
- Treat fellow students and their property with respect.
- No putdowns or foul language

b. Responsible

- YOU are responsible for your own work, words and actions.
- Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their proper seat when the bell rings, with their notebook out and started on their quickwrite.

c. Safe

- Follow all Laboratory Safety Rules
- Think before you act, if you have any doubt about your behavior don't do it!

II. Specific Behavior Expectations:

- Follow directions the first time they are given.
- No personal grooming during class time (make-up, mirrors etc).
- No Garbage left in the room, when you leave.
- Cell phones put away and on silent during class unless I have asked you to get them out for an assignment ☺

III. Consequences:

If you choose not to follow any class expectations above you can expect to have an intervention notice sent home and the following:

<u>1st Offense:</u>	Verbal Warning
<u>2nd Offense:</u>	Verbal Warning and talk with MrsEarley.
<u>3rd Offense:</u>	An appointment with Mrs. Earley and contact your parents explaining the difficulties you have with these expectations and parents will be notified.
<u>4th Offense:</u>	Mrs. Earley Contacts your parents and Consultation Time
<u>5th Offense:</u>	Teachers Discretion (Detention, SSC, consultation time)
<u>6th Offense:</u>	Teachers Discretion (Detention, SSC, consultation time)
<u>7th and Beyond</u>	Referral to the Office

IV. Positive Recognition:

I will see to it as your teacher that you will get positive feedback on any good work, or improvement, or if class rules have been and are being followed.

Hints for Success

- Pay attention and take notes
- Ask Questions!
- Make an effort to complete all assignments (on your own)
Come in for extra help – I will be available to you!

"Hard work doesn't guarantee success, but improves its chances." -B. J. Gupta

Agriculture Leadership

Mrs. Earley

2017-2018

Course Description:

This course will provide students opportunities to set and develop their personal and career goals, advance communication and teamwork skills, and to build their personal leadership style. Emphasis will be placed upon completing assigned tasks, learning to function both as a team leader and committee member, and developing and using time management and organizational skills.

Supplies needed: **3 Ring Binder, Binder Paper, Pencil or Pen**

Text: Official Manual. National FFA Organization

Grading Policy:

All assignments are expected to be turned in on time:

Letter grades are determined by (percentages are **approximate**):

- 35% Agriculture Leadership Projects and Assignments
- 35% Participation, Attendance, Attitude
- 10% FFA activities outside of class time— 3 per quarter
- 10% SAE and Record Book
- 10% Journal/Quickwrite Responses

- I. **Leadership Projects and Assignments:** The teacher and student will agree on the project/Final and students will be given class time in order to work on the project. It is recommended that time be spent on the project outside of the classroom as well.
- II. **Participation:** Students will be given 0-5 points per day for positive participation in the course. Students will earn up to 5 points each day based upon completion of assignments, positive participation in an activity, positive class input, completion of a responsibility, etc. In order to receive participation points in case of an absence, a student must make up the work done that day and have an excused admit. Attitude will be based on student's ability to come to class with a positive class daily. Timecards must be filled out daily to receive your participation points!
- III. **FFA Activities:** In order to receive full credit for FFA activities a student must participate in at least 3 FFA activities per quarter outside of class time. The activities include but are not limited to; FFA meetings, Farm clean up days, FFA Field Trips, FFA Plant Sales, and any other FFA activity with prior approval.
- IV. **SAE and Record book:** Each agriculture student is required to have a Supervised Agricultural Experience. These experiences can be custom fit to the student's interest in agriculture. Examples of SAE's: agriculture work experience, garden care, home lawn care, fair animals, mechanics project, animal care project etc. Students must spend time outside of class and keep accurate records on their SAE. An agriculture teacher will make project visits.
- V. **Journal/Quickwrite Responses:** Students will be asked to respond to questions or quotes or videos or an article and respond with at least a 100 words daily. This will be graded quarterly.

Absences and Make up Work

- Arrange for make-up assignments, quizzes or tests after excused absences on the day you return to school.
- You may make up tests and quizzes at consultation or by arranging with me for lunch or break make ups.
- Late work will be accepted with points deducted until the given deadline by the teacher.

Expected Schoolwide Learning Results:

1. **Effective Communicator:**
 - Give presentations in class
 - Work collaboratively in-groups on leadership projects in Agriculture
 - Participating in team activities in Agriculture
2. **Critical Thinker:**
 - Using mathematical terms to analyze and solve problems
 - Analyze group and self performance in Agriculture production
3. **Quality Producer:**
 - By completing many different writing assignments, each student will improve the quality of his or her writing
 - Keep and maintain binders for Agriculture, resulting in excellent study guides for future test
4. **Self-Directed Learner:**
 - Students are to write down homework assignments into their calendars so that they will become use to planning ahead
 - Students must remember to ask for makeup work after an absence, which encourages them to be responsible
5. **Collaborative Worker:**
 - Working in groups on many projects throughout the year
 - Working with partners on projects and assignments
 - Design and implement projects that work effectively as a member of a self directed team
6. **Ethical Decision Maker:**
 - Accepts responsibilities for his/her own learning, behavior and participation
 - Utilizes sportsmanship and citizenship in all aspects of their school life
 - Learns and follows the FFA Code of Ethics
7. **Community Contributor:**
 - Utilizes sportsmanship and citizenship in all aspects of their agriculture experience
 - Become involved in FFA and community activities

Las Plumas High School Agriculture Department
Signature Form

PLEASE PRINT NEATLY ☺

Students Name _____

Parent/Guardian(s) Name _____

Parents please answer the following questions:

1) I am interested in chaperoning trips for the Agriculture Department
____yes ____no. If yes, best contact number _____

2) I agree to allow the agriculture department or media to take pictures of activities in which my child may appear and use them to promote the department through brochures, FFA website(s), social media, newspaper and miscellaneous other publications ____yes ____no

3) Please "Like" us on facebook and follow us on instagram for regular reminders and celebrations of our students. Did you like/follow us? _____

4) If you would like reminders on upcoming events please text @LPFFA1 to the number 81010

I have read the syllabus materials and understand what is expected of my child and me. I am aware of the expectations, materials, and grading policy in the agriculture course that my child is enrolled in. I acknowledge that the FFA and SAE activities will be included as part of the opportunities as well as requirements that exist for my child who is enrolled in this Agriculture course.

Parent Signature _____

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Student Signature _____

Any comments or information which you feel I should know about your child and his/her ability to perform at school please make a note at the bottom of this paper

Quality Criteria Two: Leadership and Citizenship Development

Students develop leadership, citizenship, interpersonal, and employment skills by participating in community service projects and cooperative individualized, and competitive instructional activities.

The students in the Las Plumas High School Agriculture Program have numerous opportunities and are encouraged to be involved from the local, all the way to the national level. Many students attend the State Convention each year; with students receiving proficiencies and scholarships on a regular basis. Our officer team typically attends the local Chapter Officer Leadership Conference and all chapter members are encouraged to attend numerous other conferences such as MFE and Greenhand Leadership Conference. Judging Teams are numerous and competitive at regional field days and State Finals each year. The chapter is actively involved at the local level with activities such as the most popular (with the community) fundraiser on campus, the Annual Crab and Steak Leadership/Scholarship Dinner, which has become the sold-out event of the year in town. Students are encouraged to participate in all chapter fundraisers and activities such as drive thru BBQ's and canned food drives. These are only a few examples of how our students develop their leadership abilities and citizenship. Students are required to participate in FFA activities throughout the years as a part of their grade in their agriculture course. The number of active members continues to rise each year. The five teachers in the department share the responsibilities of leadership activities and advisory activities.

Evidence Documents Include:

- Program of Activities
- Ag Teacher Chart of Responsibilities
- Annual FFA Chapter Activities Check Sheet

Las Plumas FFA

Oroville, California
LP Can. FFA Will...

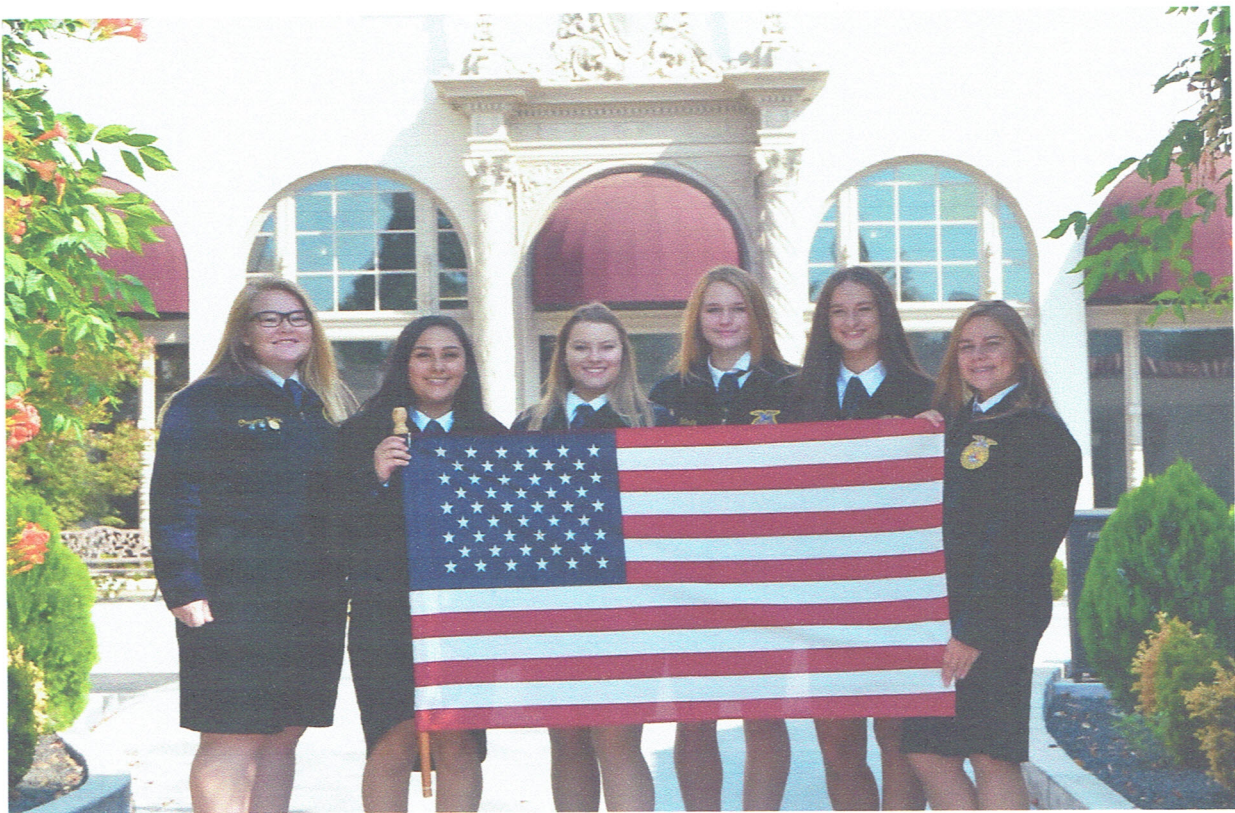


Program of Activities
2017-2018

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~ Welcome ~

This Program of Activities (POA) will outline the 2017-2018 year Las Plumas FFA Chapter. It contains the chapter's Bylaws and Constitution. It will include a calendar for all chapter and school events. Parents may use this as a source of information for agriculture course offerings. For example: Fair animal budgets, and a description of what their students year in Las Plumas FFA will entail. There is a list of possible SAE (Supervised Agricultural Experiences) projects that will give you some ideas for your projects during your time with Las Plumas FFA.

The 2017-2018 officer team welcomes you to a year of excitement, and encourages your involvement in all upcoming FFA events and functions.

History of Las Plumas FFA

Las Plumas was chartered on January 9, 1965. Since then we have had 297 California State Degrees and 41 American FFA Degrees. Six Las Plumas FFA members have served as a Superior Region Officer. We have had over ten state finalists CDE teams in the top ten. Las Plumas was represented by two members at national convention for National Proficiency finalists. We have had nine proficiency finalists at the state level, and 36 state proficiency finalists. Since our beginning we have always strived to be our best.

National FFA was founded in 1928, the Future Farmers of America brought together students, teachers and agribusiness to solidify support for Agriculture Education. In Kansas City's Baltimore Hotel, 33 young farm-boys charted a course for the future. They could not have foreseen how the organization would grow and thrive.

Since 1928, millions of Agriculture students (no one knows exactly how many) have donned the official FFA jacket and championed the the FFA creed. FFA has opened its doors and it's arms to minorities and women, ensuring that all students could reap the benefits for agriculture education.

Today, the National FFA Organization remains committed to the individual student, providing a path to achievements in premier leadership, personal growth and career success through Agriculture Education. Now, the organization is expanding the nation's view of "traditional" agriculture and finding new ways to infuse Agriculture into the classroom.

Marisela Gutierrez
Ceceila Harcrow

2006-07 Cont.

Kayla Koehn
Nathan Lambert
Courtney Morton
Elizabeth Ruiz
Caleb Sundahl
Ashley Van Buren

2007-08

Garrett Atcheson
Julia Brown
Olivia Evans
Stephanie Fairbank
Clinton McCready
Misty McDivitt
Todd Quigley
Rudy Ramirez
Jacob Sunitsch
Jaclyn Van Buren
Brittany Watts
Emily Weaver

2008-09

Samantha Airth
Joseph Buck
Jeremy Cain
Laura Cullum
Kate Daley
Stacey Garcia
Franky Hackett
Wendy Holland
Clayton Lambert
Brittany LeCompte
Mario Mastelotto
Marielva Medrano
Amanda O'Connell

2008-09

Joshua Ross
Jennifer Streling
Levi Tomlinson
Melissa Watkins

2009-10

Christian Benedict

Raechel Brown
Amanda Burton
Rachel Castanon
Sonia Ceja

2009-10 Cont.

Ashley Chinn
Joshua Cleveland
Peter Delle
Renate Donaldson
Cassandra Duncan
Amanda Fuller
Jessica Greiner
Cody Hamilton
Neil LeFerve
Michell E. Lindsey
Heather Niemela
Stacy Ogletree
Mitchell Picard
Chad Pickering
Alberto Ramirez
Joshua Stiefel
Sarah Tonjes
Katrina Webber-Smith

2010-11

Aimee Alexander
Noah Awa
Samantha Braga
Karlee Brinson
Mark Converse
Kendall Ebersole
Chantelle Eldridge
Brenda Feuerstein
Mellissa Hammersley

2010-11

Marlee Little
Cory Maxey
Brandon Morgan
Rachel Narasky
Emily Navarro
James Niemela
Johnny Quiles
Dacoda Quinn
Joshua Rogers
Kennith Smith

Simonne Soudan

2011-12

Shayla Ackerman
Clistie Acosta
Maria Amundson
Alexis Avelar

2011-2012 Cont.

Joey Briggs
Jessica Cain
Brittany Clark
Meghan Lambert
Chandler McCauley
Carina Medrano
Rebecca Melchor
Kaitlyn Melton
Payton Myers
Hannah Neville
Jacob Pickering
Cheyenne Pritchett
Jorge Rodriguez
Shena Ronquillo
Kenny Saephan
Erika Soria
Casey Willmunder

2012-13

Annie Belden
Tony Boatwright
Gabriela Carrillo
Consuelo Dominguez
Sara Douglas
Joshua Griffin
Jon Jones
Alek Krater
Carrie Martin
Kendall Maxwell
Alejandro Medrano
Margaret Pekarek
Savannah Sherwood
Makenna Soudan
Nathalie Stafford
Karlee Stucky
Ryleigh Trumbly
Cheyenne Upton
Kari Wahl

Non-Member Awards

Year Awarded	First Name	Last Name	Level	Award Area	Placing
1990-91	Barbara	Kellogg	State	Star Advisor	Bronze
1992-93	Cliff	Scheer	State	Star Advisor	Silver
1997-98	Oran	Roberts	Region	Star Administrator	Winner
1997-98	Oran	Roberts	State	Star Administrator	Gold
2002-03	Sandra	DoVell	State	Star Administrator	Silver
2007-08	Andree	Earley	State	Star Advisor	Silver
2007-08	Joe	Long	State	Star Counselor	Bronze
2007-08	Dan	Ramos	State	Star Administrator	Silver
2013-14	Jennifer	Blomquist	State	Star Counselor	Bronze
2013-14	Diane	Handley	State	Star Counselor	Bronze
2013-14	Willenberg	Corey	State	Star Administrator	Gold
2013-14	Jennifer	Cox	State	Star Administrator	Gold
2013-14	Susan	Watts	State	Star Administrator	Gold
2013-14	Doug	Williams	State	Star Administrator	Silver
2013-14	Darin	Williams	State	Star Administrator	Silver
2014-15	Stacey	Lasagna	State	Star Counselor	Silver
2014-15	Ann	McMahon	State	Star Counselor	Gold
2014-15	Ann	McMahon	Section	Star Counselor	Winner
2014-15	Dan	Ramos	State	Star Administrator	Gold
2014-15	Dan	Ramos	Section	Star Administrator	Winner
2014-15	Dan	Ramos	Region	Star Administrator	Winner

1975-76	Dave	Daley	State	Officer	Balloted President
1983-84	Curtis	Hoffman	Region	Officer	Vice President
1984-85	Ben	Berthelson	State	Officer	Balloted President
1984-85	Ben	Berthelson	Region	Officer	President
1996-97	Lisa	Gifford	Region	Officer	Historian
1996-97	Amy L.	Bauman	State	Officer	Candidate
1996-97	Lisa	Gifford	State	Officer	Candidate
1998-99	Christina	Silva	State	Committee Chair	Curricular Code Committee
2008-09	Olivia	Evans	State	Committee Chair	Regional Budgets Committee
2010-11	Peter	Delle	State	Officer	Candidate
2011-12	Peter	Delle	State	Officer	Candidate
2012-13	Jake	Pickering	National	Delegate	Participant
2012-13	Jake	Pickering	Region	Officer	Treasurer
2013-14	Alek	Krater	State	Officer	Candidate
2013-14	Alek	Krater	State	Officer	Balloted Treasurer
2014-15	Alek	Krater	State	Officer	Candidate
2014-15	Stephanie	Peoples	State	Officer	Candidate
2014-15	Emilio	Smith	State	Officer	Candidate
2015-16	Loren	Benedict	Region	Officer	Treasurer
2016-17	Taylor	MacKay	Region	Officer	Reporter

State Career Development Event Rankings

Year Awarded	Contest	Placing	Individual Name
1964-65	Agricultural Pest Control	3rd Place	
1964-65	Agricultural Pest Control	4th Place Individual	Lewis Wallace
1965-66	Agricultural Pest Control	2nd Place	
1965-66	Agricultural Pest Control	3rd Place Individual	Louis Johnson
1974-75	Livestock Judging	2nd Place Individual	David Daley
1974-75	Prepared Public Speaking	2nd Place Individual	David Daley

2010-11	Horticulture/Nursery	2nd Place	
2010-11	Horticulture/Nursery	5th Place Individual	Brandon Morgan
2011-12	Forestry	3rd Place	
2012-13	Forestry	5th Place	
2012-13	Specialty Animals	5th Place	
2013-14	Forestry	4th Place	
2013-14	Livestock Judging	2nd Place Individual	Annie Belden
2013-14	Horticulture/Nursery	4th Place	
2014-15	Forestry	3rd Place	
2014-15	Forestry	4th Place Individual	Josh Delle
2014-15	Livestock Judging	2nd Place	
2014-15	Livestock Judging	2nd Place Individual	Loren Benedict
2014-15	Horticulture/Nursery	4th Place	
2014-15	Veterinary Science	2nd Place	
2014-15	Veterinary Science	3rd Place Individual	Jadelyn Whitehead
2016-17	Livestock Judging	5th Place	
2016-17	Livestock Judging	3rd Place Individual	Bailey Hatley
2016-17	Forestry	3rd Place	
2016-17	Forestry	3rd Place Individual	Juna Soria
2016-17	Forestry	4th Place Individual	Cheyenne Fields

National Recognition - American Degree

1976-77
David Daley

1985-86
Carol Chaffin

1998-99
Amy Bauman
Jay Samprucci

2000-01
Chou Hang

Kristina Silva

2004-05
Brittany Luhrs
Alison Tyler

2006-07
Collen Clark
Alexandria Douglas
Peng Lee
Breanna Morton
Erin Quigley

November 2017

11/7	Opening and Closing Contest
11/9	Lunch FFA Meeting
11/15	Board Meeting Presentation

December 2017

12/14	Winter Degree Banquet
12/16	Light Parade

January 2018

1/12-1/13	MFE/ALA
1/27	Prime Rib and Pasta

February 2018

2/3	Arbuckle Field Day
2/4	Animal Care Clinic FFA - San Luis Obispo
2/8	Lunch FFA Meeting
2/15	North Valley Section Spring Meeting
2/15	State Conference Applications Due
2/16	Barn Dance
2/18-2/24	National FFA Week

March 2018

3/3	U.C Davis Field Day
3/8	Cal Skate FFA Meeting
3/11	Chico State Field Day
3/17	Merced Field Day
3/24	Modesto JC Field Day

April 2018

4/12	S'mores Social Meeting
4/14	Reedley Field Day
4/14	Gridley FFA Field Day
4/21	Fresno Field Day
4/22-4/25	State Conference and Senior Medallion Trip
4/27	Chapter Officer Applications Due

May 2018

5/3 - 5/6	State Finals FFA Finals in San Luis Obispo
5/8	North Valley Section Meeting & Project Comp Banquet
5/15	Spring Awards Ceremony

June 2018

Tbd	Officer Retreat
-----	-----------------

Local Project Comp	\$35.00				
Sectional Project Comp	\$30.00				
NV Sec Contest	-				
State Degree/Regional Meeting	\$375.00				

Committee Chair Messages

Incentive: Hey guys this is **Macelia Ford** I am your 2017-2018 Incentive Committee Chair. I have been in Ag for four years. This is my second year in Ag leadership and my second year being a committee chair. I will do my best to keep up with the students who are one track for getting their medallion, rope, or certificate. Hope you guys have a great year.

Hey guys! I am **Amber Whitehead** and I am your 2017-2018 Incentive Committee Chair. I have been in Ag all four years. This is my first time being a committee chair. I am planning on keeping up to date to make sure that you are on track for the medallion trip. Have a great year!

Fair: Hey guys I am **Austin Lewis**. I am this year's 2017-2018 Fair Committee Chair. I have shown market hogs all through high school and am on my 6th hog going on 7th and I know how to help you guys out so don't be afraid to ask me any questions. I will try to make fair and barn clean ups run as smoothly as I can. This is my 4th year in ag and I hope you guys have a lot of fun.

Hey guys! I'm **Kassie Gomez**. I am your 2017-2018 Fair Committee Chair. This is my second year in Ag and my first year being a committee chair. I'm excited to help organize barn clean ups and do other activities for fair.

Fundraising: Hey everybody, I'm **Nikolas Theveos** and I am your 2017-2018 Fundraising Committee Chair. If you have any questions about fundraising this year just come find me and I'm here to try and give you an answer. Thank you guys and lets have a fun year!

Hey guys my name is **Jarret Atteberry**. I am your 2017-2018 Fundraising Committee chair. This is my 3rd year in ag. I look forward to having more fundraisers to the department. If you have any questions about current or upcoming fundraisers or have any helpful ideas please come let me know.

Community Service: Hey members of the Las Plumas FFA! I'm **Claudia Navarro** and I will be serving as your 2017-2018 Community Service Committee Chair! This year is my fourth year in the LP FFA Chapter, and I'm very excited to be serving you all as a committee chair this year. As a freshman I wasn't very involved, but with the encouragement of the advisers, I got involved in speech contests, the Parliamentary Procedure team, and served as the 2016-2017 Chapter Historian. I am excited for a year of building connections to the community through community service, and I hope you all are excited too!

Recruitment: Hey guys my name is **Jasimine Kargar** and I am your 2017-2018 Recruitment Committee Chair. This is my second year in ag! I am excited to show you what ag is all about! And hopefully talk you into joining our chapter! And we will do our very best to help increase next years involvement in our FFA chapter.

Hello my name is **Madi Lobo**, I am also your 2017-2018 Recruitment Committee Chair. This is going to be my third year in ag! My partner and I will be going to different middle schools in Oroville looking for kids who are eager to get involved in our FFA chapter. Hope to see you guys soon!

Committee Goals, Objectives and Plans

Fundraising Committee: The goal is to make enough money to keep our organization financially secure in order to participate in various FFA activities. Get at least 30 members to participate in the fundraising activity when the event is happening.

Incentive Committee: The goal for the incentive committee is to make sure as many students as possible are on track to becoming a pathway completer and meeting requirements to get a rope and/or a medallion their senior year.

Community Service Committee: The goal for this committee is to have at least 20 members participate in a community service activity each quarter. Also have more than one activity per quarter.

Fair Committee: The goal is to notify students about the species meeting prior to the meeting date. Also organize at least 8 barn clean ups and inform the students when the event will occur, so the members meet their requirement to show.

Recruitment Committee: The goal for this committee is to run recruitment activities to get 8th grade students to join our chapter. Have a least one CDE team involved and the pathway requirements to the students early on.

INCENTIVE SYSTEM

Medallion & Rope Requirements:

You must be a *Pathway Completer* & be enrolled in Agriculture your Senior year.
and

4. 2 years on a competitive CDE Team or be an officer for 1 year
5. Receive your State FFA Degree
6. Must be actively involved in the FFA (2 activities per quarter)

Rope Requirements:

You must be a *Pathway Completer* & be enrolled in Agriculture your Senior year.
and

Complete at least 2 of the 3 requirements listed above

Certificate Requirements:

You must be a *Pathway Completer* & be enrolled in Agriculture your Senior year.
and

Complete at least 1 of the 3 requirements listed above

Pathway Completer

** you must complete all courses listed in one of the following pathways to qualify as a pathway completer.*

<u>Ag Science Pathway</u> (College Preparatory)	<u>Ag Science Pathway</u> (Graduation Requirement)	<u>Ag Mechanics Pathway</u>	<u>Animal Science</u>	<u>Floral Pathway</u>
Sustainable Ag Biology Ag Soil & Chemistry Ag Systems Management	Ag Physical Science Sustainable Ag Biology Ag Soil Chemistry	Ag Mechanics 1 Ag Mechanics 2 Farm Management w/Ag Mech emphasis	Animal Science Veterinary Skills Farm Management w/Ansc emphasis	Floral 1 Floral 2 Farm Management w/Floral emphasis

**GET INVOLVED, If you receive a Medallion, you will get to
participate in our Senior Ag Trip!!!**

Las Plumas FFA Chapter Constitution

Article 1 : Name and Purpose

Section A: The name and purpose of the organization shall be "The Las Plumas Chapter of the Future Farmers of America". This is chapter number 306 of the California Association of the Future Farmers of America.

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

1. To develop competent, aggressive urban and rural leadership.
2. To strengthen the confidence of the agriculture person in themselves and his/her work.
3. To create more interest in the choice of farming occupations as an intelligent alternative.
4. To encourage cooperative efforts aiming students of the vocational agriculture.
5. To promote thrift among the students of the vocational education in agriculture.
6. To promote and improve scholarships.
7. To encourage organized activities among students and vocational agriculture.
8. To supplement the regular systematic instruction offered to students of the vocational education in agriculture.
9. To advance the cause of vocational education in the agriculture in public schools in California.
10. To encourage members in the development of individual farming programs and establishments in farming.

Article 2 : Organization

Section A: The Las Plumas of the FFA is a local chartered unit of the California Association of the FFA, which is chartered by the National Association of the FFA.

Section B: This chapter accepts in full the qualifications of the Constitution and Bylaws of the California Association FFA as well as those of the National FFA.

Article 3 : Membership

Section A: Membership in this organization shall be active, associate, and honorary.

Section B: Qualifications for membership is outlined in the Constitution of the California Association of the FFA.

Section C: The regular work of this chapter shall be carried on by active membership.

Section D: Active members in good standing may vote on all business brought before the chapter.*

*Active members are in good standing when:

1. He/she attends local chapter meeting with responsible regularity.
2. He/she shown interest and takes part in affairs of the chapter.
3. He/she is enrolled in an agricultural class.

Article 4 : Membership Levels and Privileges

Section A: There are five levels of membership based upon achievement. These levels are:

1. Member
2. Greenhand
3. Chapter FFA Degree
4. State FFA Degree
5. American FFA Degree

Section B: Qualification for election to the Greenhand Degree and the Chapter Farmer Degree are outlined in the Constitution of the California Association of the Future Farmers of America.

Article 5 : Officers

Section A: The officers of the chapter shall be:

President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian.

Section B: The advisor shall be a teacher of vocational agriculture at Las Plumas High School.

Section C: All officers shall be elected as per the bylaws once yearly in the spring. They shall begin their duties upon the closure of the last meeting of the year in which they are elected.

Section D: The officers of the chapter, together with the chairpersons of the major sections of the annual program of work committee, shall constitute the chapter executive committee. The executive committee shall have full power to act as necessary for the chapter in accordance with the action taken at chapter meetings and various regulations and bylaws from time to time.

Section E: Honorary and associate members shall not vote, nor shall they hold an office in the chapter except that of advisor.

Section F: Chapter officers must:

- Hold the Chapter FFA Degree for at least one year or receive the degree during officer year.
- Have a 2.0 cumulative GPA
Maintain at least a C average and have no F's
- Requirements may be waived with advisor's approval if there are not enough qualified candidates

Article 6 : Meetings

Section A: Regular meetings shall be held once a month during the school year and at least one executive meeting shall be held during the summer. Special meetings shall be called at any time.

Section B: Two delegates may be elected from the membership to represent the chapter at the regional meeting and the State FFA conference. Teacher committee may also select the representatives.

Section C: A majority of the active member listed on the membership roll shall constitute a quorum. A quorum must be present at any meeting at which business is transacted or a vote is taken committing the chapter to any proposal or action.

Article 7 : Dues

Section A: Local dues shall be fixed annually by majority vote of the active members.

Section B: Full local, state and national dues shall be paid by the agricultural department of the Las Plumas FFA. No dues shall be collected from associate members and honorary members.

Article 8: Insignia and Uniform

Section A: The insignia and the uniform of the FFA shall be the insignia and uniform of the chapter.

Section B: Insignia and uniform used by the members shall be those obtained from authorized officials designated by the national organization of the FFA.

Article 9: Procedures

Section A: Parliamentary procedure shall be used in all meetings of this organization in accordance with Robert's Rule of Order.

Article 10: Amendments

Section A: This constitution may be amended or revised at anytime upon approval of the chapter, provided the amendment(s) does not conflict and is in accordance with the National Organization.

Section B: Bylaws may be adopted to fit the needs of the chapter upon the approval of the chapter, provided it is not conflicting and is still in accordance with the State Association and the National Organization.

Las Plumas Chapter Bylaws

Article 1: General Statement

The bylaws stated should be considered as a part of the Las Plumas FFA Chapter Constitution.

It takes two meetings to amend these bylaws. Changes are presented at the first meeting, and a vote on the changes takes place at the second meeting. To make the changes legal, there must be a quorum of 15% of the chapter members.

Article 2: Officers

Section A: Election of Officers

To become an officer of the Las Plumas FFA Chapter, the following steps must be completed:

1. The member running must complete and return a Chapter Officer Application to the Advisor in charge.
2. The member must pass a qualification screening.
3. Advisors will screen and select the officers to their appointed positions.

Section B: Removal of Officers:

1. Reasons for removal are as follows:

1. Grades as stated in the Chapter Constitution
2. The use of alcohol or illegal drugs at public or school functions while wearing a FFA jacket, lack of performing duties i.e. not attending several meetings.
3. Steps for removal are verbal warning, a written notice, and then a conference. After the conference, if a student violates expectations again he/she shall be permanently removed from the office.
4. An officer may be removed at any grade period in which they do not meet the minimum required grades for holding an office, without warning

Section C: Replacement of Officers

To replace an officer:

1. A candidate must fill out an application.
2. Advisors will fill the position.

Section D: Officer Duties

Listed below are the duties of chapter officers. The duties may be exchanged or shared between officers with Advisor's approval. Additional officer positions may be appointed by the Advisor each year as needed i.e. Historian.

President

- a. Presides over meetings and maintains order.

- b. Prepares meeting agendas for both executive and general meetings.
- c. Appoints committees when needed.
- d. Represents the chapter at all local functions in addition to section, regional, state, and national functions as well as special meetings such as executive and committee meetings.
- e. Alternate ASB Representative.
- f. Provides a year-end report to the advisor of all activities completed throughout the year.
- g. Works closely with the Advisor(s) to ensure success within the chapter.
- h. In the event that a chapter officer is unable to perform his/her duties, the President will fulfill the obligations of particular officer(s) as needed.

Vice President

- a. Presides over meetings in the President's absence.
- b. Coordinates all aspects of the Chapter FFA Point Award System including, but not limited to creating monthly point sheets, tallying, entering data on the computer, ordering and distributing awards.
- c. Responsible for maintaining the Chapter Calendar.
- d. Coordinates Winter Degree Banquet
- e. Actively encourages all chapter FFA members to maintain and keep accurate records of their SAE project.
- f. Works closely with the reporter to ensure the bulletin board material is accurate, informative, and posted in a timely manner.

Secretary

- a. Prepares and posts an agenda at least two days prior to each meeting.
- b. Takes accurate minutes at all meetings.
- c. Posts accurate minutes of all meetings on chapter bulletin boards no later than two days after each meeting.
- d. Tends to all official chapter correspondence.
- e. Fills out and distributes annual FFA membership cards.

f. Maintains and cleans the chapter files.

g. Keeps a list of all awards and degrees issued during the year.

Treasurer

a. Prepares a budget for the coming year, and requests membership approval at the first FFA meeting of the year.

b. Keeps an accurate account on the computer of money flowing in-and-out of the chapter accounts.

c. Prepares and reads a financial standing report at each general meeting.

d. Presents budget requests at ASB meetings.

e. Acts as the liaison between our FFA chapter and ASB regarding the financial status of our chapter.

f. Prepares requisitions for all purchases made by our chapter.

g. Prepares and submits to advisor a detailed report at end of May which accurately describes accounts receivable and accounts payable and correlates this information with the current budget.

Reporter

a. Responsible for all publicity for the chapter including but not limited to placing articles and photos in the school newspaper, local paper(s), state and National FFA publications, as well as overseeing the making of posters to post on campus, announcing various FFA events, radio announcements, bulletin announcements, etc.

b. Informs all the members of all the activities and functions. i.e. newsletters and bulletins.

c. Works closely with the Vice President(s) to ensure the bulletin board material is accurate, informative, and posted in a timely manner.

d. If the chapter does not slate or elect a Historian, or if the Historian resigns or is removed from office, the Reporter will take pictures and/or make sure that photos are taken at all (or as many as possible) FFA functions.

e. In the event the chapter does not have a Historian, the Reporter is responsible for compiling the scrapbook as well as entering it in the Regional competition.

f. Works closely with the Chapter Advisor to make sure pictures are printed in a timely manner.

g. As needed, attend staff meetings, board meetings, advisory meetings, Ag Booster meetings, etc.

Sentinel

a. Organizes refreshments (if needed) and prepares the meeting room for all meetings executives, general and specific.

b. Attends the meeting room door and welcomes all members and guests.

c. Responsible for having a roll sheet to keep accurate account of all students attending general meetings and banquets. A copy of the roll sheets should be given to each ag teacher within 24 hours of the meeting.

d. Assists the President in maintaining order in the meeting room.

e. Organizes and prepares all equipment and supplies needed for FFA events. i.e. FFA Week obstacle course, bleachers for meetings in the barn, reserving the ASB sound system, etc.

f. Works closely with the Chapter Advisor to inventory supplies.

g. Responsible for maintaining cleanliness and order in the FFA storage area.

Historian

a. Works closely with the Chapter Reporter to take pictures of all chapter activities.

b. Compiles the chapter scrapbook.

c. Assumes duties d, f, e, and g of the Reporter.

d. If available, the Historian will tape chapter activities with the video camera.

e. Assumes the duties of any officer who is removed from office.

Article 3: Chapter Delegates

1. Chapter officers are the representatives of the chapter and shall have priority as chapter delegates.
2. If necessary, chapter delegates shall be done by an application and screening process.
3. All delegates will be in good standing in order to be representatives of the chapter.

Article 4: Money

Section A: Budget

1. The budget will be presented and approved at the first general meeting of the Las Plumas FFA Chapter. Once approved, all expenses related to the budget may be made by the officer team.
2. Any new expenditures not in the budget should be brought forward to the chapter membership and approved by the Advisor and Chapter Treasurer.

Section B: Spending

1. Any expenditure of chapter funds must be approved by the membership and requires the Chapter Treasurer and Advisor to sign the requests.
2. Emergency spending may take place to finish a chapter activity with the Advisor's approval.

Article 5: Fairs

Section A: Rules for Participation

1. There are many rules relating to the fair (see Fair Rules). The basic rule is: in order to be at the fair during class time, a student must verify a 2.0 GPA in all classes. Students not meeting this requirement must attend classes. Special arrangements must be made to be at the fair on show day. Additional rules, entry forms, and additional information may be acquired by request from the Advisor.

Article 6: Awards

Section A: Point Awards

1. A point award system shall be revised and/or updated before the school year begins and will be followed throughout the school year. For each activity or

function attended, a certain amount of points will be awarded which will be recorded by the Vice President. If there is a chairman for the activity, he/she shall report to the Vice President all members who participate in the activity.

2. Awards will be given as determined by the current officer team and advisors.

3. At the end of each school year, there will be some type of activity to honor the top point award members. The current officer team will decide the activity.

Section B: Scholarship

The FFA has a scholarship fund through the Oroville Union High School District. There will be a committee made up of teachers only. The minimum qualifications to earn a scholarship are:

1. Must be an active member in the Las Plumas FFA Chapter for three years or equivalent of three (3) Ag courses.
2. Must be a member in good standing.
3. Must fill out an application.

Section C: Other Awards

Other awards, such as Star Greenhand, Star Chapter FFA Degree and Honorary Chapter Degree shall be presented each year.

Chapter Applications

Las Plumas FFA
Made for Excellence and Advanced Leadership Academy
Application

Date of the Conference: January 13-14, 2018
Redding, Ca

Application Due Date: Friday September 21st to Mrs. LaFayette

Made for Excellence

This conference is designed to increase the effectiveness of sophomore FFA members. The motivation, excitement, and education gained from this conference will help to enhance the self-esteem and personal development of all who attend. Each of the conferences is designed for a twenty-four hour period over two days hosted at various spots throughout the state during the winter months.

Advanced Leadership Academy

The academy is focused on Junior students within the chapter. This activity will bring focus to the agriculture industry. Each of the conferences is designed for a twenty-four hour period over two-days hosted at various spots throughout the state during the winter months.

Name _____

Year in Ag _____

Grade Level _____

Circle the conference you would like to attend: MFE or ALA

How do you think this conference will benefit you as an FFA member and person? _____

Why should you be one of the top students in the chapter selected to attend this years conference? _____

What FFA conferences have you attended in the past? (if any)

To be eligible to be selected to attend MFE or ALA, you must complete the following steps:

- 1) Turn in an Application by September 21st to Mrs. LaFayette
- 2) Once selected, in order to offset the cost of the \$100 conference registration you can sell Drive Thru BBQ tickets (prior to Oct 5th). Each drive thru BBQ ticket will count as \$10 towards the \$100.
- 3) Once selected, get a copy of your permission slip and turn into Mrs. LaFayette with the receipt(s) totaling \$100 towards the conference registration.

I support my son or daughter attending the MFE/ALA.

Parent signature _____

Las Plumas FFA
State FFA Leadership Conference April 22-25th, 2018
Application

Due Date: Thursday February 15th by 3:15pm to Mrs. LaFayette

Name _____
Home phone _____
Current FFA Degree Held _____
Year in Ag _____
Grade Level _____
1st Semester G.P.A. _____

Have you ever been to the State FFA Leadership Conference before? _____

If so, how many years have you attended in the past? _____

If no, how many times have you applied to attend? _____

Why should you be one of the students in the chapter selected to attend this year's conference?

In the upcoming 2017-2018, School year are you interested in becoming an FFA Officer? _____, If yes, what office position? _____ & why?

Signature _____

Date _____

Costs associated with conference

Parent Signature _____

Date _____

Signature of Parent acknowledging the cost of conference:

- You will be required to pay for food and souvenirs at the conference – approx \$50-\$100.
- You are also required to pay approximately \$150- \$200 registration fee (or sell 15-20 Drive Thru BBQ tickets for the March Drive Thru BBQ) – the chapter is paying for your hotel.

**Las Plumas FFA
2017-2018 Chapter Officer Application**

Application Due Date: Friday April 27, 2018 to Ms. LaFayette.

Name _____
Year in Ag _____
Grade Level _____
Cumulative G.P.A _____
Ag Teacher Verifying GPA Initials _____

Why would you like to be considered for a Chapter Officer Position?

Which Officer Position are you applying for? Please number 1-7 in order of preference.

President _____ Vice-President _____ Secretary _____
Treasurer _____ Reporter _____ Sentinel _____ Historian _____

Choice # 1 Explain why you would like to serve our chapter in this capacity:

Choice # 2 Explain why you would like to serve our chapter in this capacity:

If not selected as an officer position, would you like to be considered for a Committee Chair Position? Yes or No If Yes, Please number 1-5 in order of preference.

Recruitment _____ Community Service _____ Incentive _____
Fair _____ Fundraising _____

What extracurricular activities are you involved in at school and/or outside school activities or jobs?

Why do you feel student-run organizations like the FFA are so important and how can you help in the leadership of this chapter specifically?

*** If selected as a Chapter Officer, you are required to attend a three day officer retreat June, 2018. You will also be required to enroll in Agricultural Leadership Class.
Is there any personal conflict that may prohibit these requirements?

Commitment Statement:

Being an officer is a very important position within the local FFA chapter, and I will take this very seriously. I will examine my commitment towards being a chapter officer in terms of time, effort, as well as financial sacrifices. This commitment will serve as a guide for officers and also grounds for removal of office if not adhered to.

Student Signature: _____

Approval of Parent or Guardian:

_____ has our complete approval and encouragement in his/her quest for FFA chapter office. We fully acknowledge the additional time and responsibility required of an officer for the Las Plumas FFA Chapter as well as transportation to officer meetings is imperative. We are willing to provide all the necessary support to our child in order for them to be successful as a chapter officer.

Parent Signature: _____

*** Interviews will be held in MAY, 2018 in the evening at Grande Burger (you will need your own transportation). Good luck!

Las Plumas FFA
National FFA Leadership Conference in Indianapolis October, 2018
Application

Due Date: May 11th by 3:15pm to Mrs. LaFayette

Name _____
Home phone _____
Current FFA Degree Held _____
Year in Ag _____
Grade Level _____
Cumulative G.P.A. _____

Have you ever been to the National FFA Leadership Conference before? _____

How do you think the National leadership conference will benefit you as an FFA member and person? _____

Why should you be one of the students in the chapter selected to attend the National FFA conference?

Signature _____

Date _____

Parent Signature _____

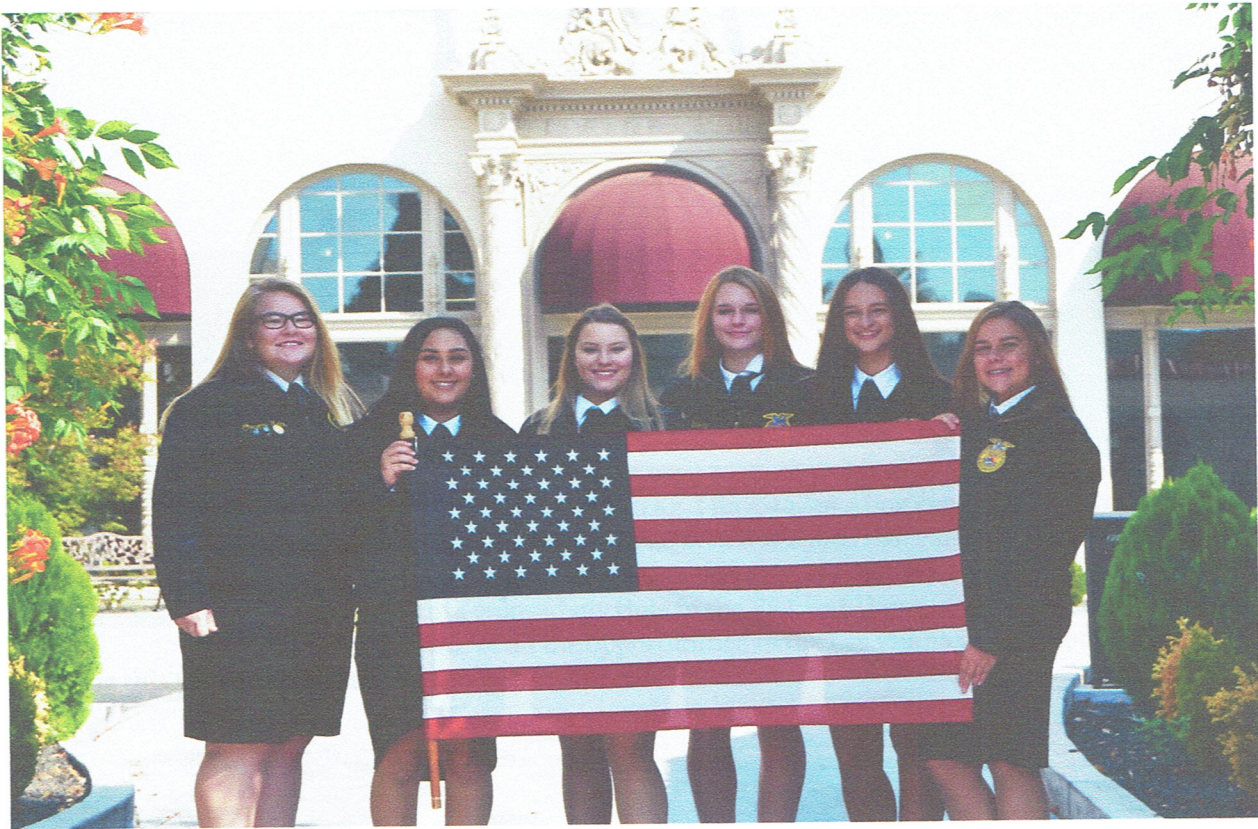
Date _____

Signature of Parent acknowledging the cost of conference:

- Cost will be determined by the number of members attending and fundraisers planned by those members.

2017-2018 Officer Team

Las Plumas FFA Chapter



President-Taylor Webster
Vice President-Cheyenne Fields
Secretary-Lilly Wentz
Treasurer-Lauren Jackson
Reporter-Sarah Sobrero
Sentinel-Joselynn Fernandez

Advisors

Mrs. LaFayette, Mrs. Earley, Mr. Knapp, and Mr. Darrach

Greenhand and Chapter Degrees, and I am working towards my State Degree this FFA year. I have competed on the Parliamentary Procedure team as well as the Vet Science team. I am excited for the upcoming school year and competition season!

-Lauren Jackson



My name is Sarah Sobrero, I am this year's 2017-2018 Reporter. This is my third year in the FFA, I also play basketball, cheer, and show hogs. I am very excited to be this year's Reporter and work with you! I have both my Greenhand and Chapter Degrees, and I am working towards my State FFA Degree this FFA year.

-Sarah Sobreo



Hey FFA members, my name is Joselynne Fernandez and I am your 2017-2018 Sentinel. I am really excited to be able to work with all of you. This is my third year in FFA and I have enjoyed every moment of it! I took Ag Mechanics for two years, had a pumpkin patch SAE project, and have been on the Veg Crops team for two years now. I have also received my Greenhand and Chapter Degree. I encourage all of you to get involved. My goal for this year is to help you have a great year and something new, like joining a team. I promise you if you get involved you will have tons of fun.

-Joselynne Fernandez

The FFA Emblem

The Cross Section of the Ear of Corn: Symbol of Unity

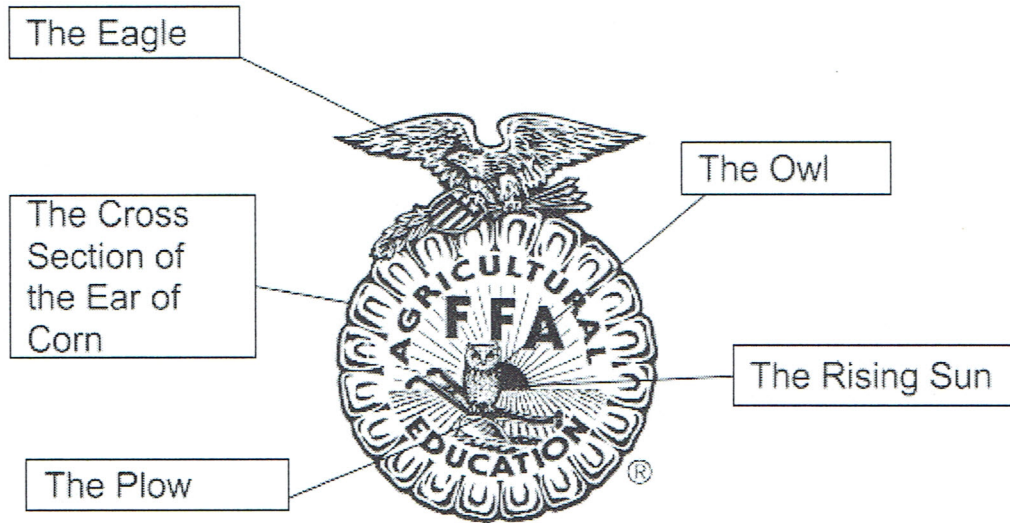
The Rising Sun: Symbol of a new day or era in agriculture

The Plow: symbol of labor and tillage of the soil

The Eagle: symbol of our freedom

The Owl: symbol of wisdom

The words "Agriculture Education" and "FFA" are in the center to signify the combination of learning and leadership necessary for progressive agriculture



FFA Code of Ethics

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

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

The FFA Mission Statement

The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

Course Offerings 2017-2018

Las Plumas FFA Chapter

Freshmen Agriculture Science	9-12
College Agriculture Biology	9-12
Agriculture Student Leadership	10-12
Animal Science	9-12
Veterinary Skills	11-12
Floriculture 1	9-12
Floriculture 2	11-12
Agriculture Mechanics 1	9-12
Agriculture Mechanics 2	10-12
Farm Management	11-12
Agriculture Soil and Chemistry	10-12

Career Development Events & Teams

FFA judging and speaking contests are based on skills, knowledge, and leadership qualities that have been developed and perfected through practice after school and in the classroom. Some events are designed for one individual, while others require teams built of multiple participants from our chapter. These teams represent our chapter throughout California and the nation at organized events such as field days, judging contests, speaking contests, and sectional, regional, state and national contests. The following teams are offered to our members.

<ul style="list-style-type: none">• Vet Skills• Floriculture• Job interview, co-op quiz(enroll in Agriculture Leadership)• Livestock Judging <p>If interested in helping or being on any of these teams see Mrs. Earley</p>	<ul style="list-style-type: none">• Forestry• Best Informed Greenhand(BIG)- (Freshmen)• FFA Creed Speaking (Freshmen)• Ornamental Horticulture• Agronomy <p>If interested in helping or being on these teams see Mr. Knapp</p>
<ul style="list-style-type: none">• AG Mechanics• Farm Power <p>If interested in helping or being on any of these teams see Mr. Darrach</p>	<ul style="list-style-type: none">• Project Competition• Farm Record• Novice and Advanced Opening and Closing Ceremonies• Agriculture Pest <p>If interested in helping or being on any of these teams see Mrs. LaFayette</p>

- Prepared Public Speaking
 - Extemporaneous Public Speaking
- See Any Advisor**

Fair Participation Requirements 2017-2018

Silver Dollar and Butte County Fair

Las Plumas FFA Chapter

In order to exhibit an animal at a fair with the Las Plumas FFA Chapter the student must:

- 1) Maintain a C or better in their agriculture classes.
- 2) Maintain a 2.0 GPA (for Silver Dollar Fair 1st Semester GPA) (for Butte County Fair 3rd quarter GPA)
- 3) Participate in at least 2 of the following FFA Fundraisers- examples include
 - a. Sell 5 tickets to the prime rib and pasta feed.
 - b. Work the prime rib and pasta feed.
 - c. Collect raffle items for the rib and pasta feed (total value equaling \$100.00)
- 4) Work on at least 4 hours of Ag Department/FFA improvement activities (Farm clean up/improvement)
- 5) Purchasing insurance on your Market animal is mandatory for first year exhibitors
- 6) Purchase your own Jacket and Tie prior to April 1, 2018.
- 7) Only stay the night at the fair with a pre-approved chaperone – you must have a form on file with the fair. Ag Advisors are not present at the fair 24 hours a day.
- 8) Turn in record books prior to exhibiting at the fair and update them the week following the fair.
- 9) Attend at least 3 showmanship practices and the final drive showmanship, as well as enter showmanship with their animal at the fair.
- 10) Follow school rules while exhibiting at the fair and while on campus. If suspended from school advisor's reserve the right to terminate fair project (not allow student to show at the fair) on an individual basis.
- 11) Follow the FFA Code of Ethics while showing or representing the FFA
- 12) Use the guidance given from the instructor on the purchase of the animal as well as the care of the animal.
- 13) Attend at least 5 FFA meetings/banquets (3 must be in the fall (Sept-Dec)).
- 14) If you are a Junior or a Senior with LP FFA, you must be enrolled in Animal Science or Vet Skills or completed Animal Science at the time of the fair.
- 15) If you received a loan to purchase your animal you must show Ms. LaFayette or Mrs. Earley a receipt showing that the loan has been paid off within a week after the fair.
- 16) If you are taking your 3rd animal or more with LP FFA you must make the showmanship cut to show at Butte County Fair. (Exception for Graduate students showing a year out of high school for last Butte Co. Fair with Department approval).
- 17) There will be no changing of species for Butte County Fair unless you have advisor approval.
- 18) Must pay \$25 for show supplies or sell 5 cookie dough prior to May 2018.
- 19) You must have advisor approval to show as a graduate with Las Plumas FFA.
- 20) Any lack of responsibility or disrespect to an adult or advisor throughout the project can be grounds for immediate termination of your right to show with Las Plumas FFA at the current fair and at any future livestock exhibition.

Market Hog Estimated Budget

Expenses:

Cost of Hog	\$300.00
Feed	\$300.00
Show Supplies	\$25.00
Insurance/Entry Fee	\$30.00
Total Expenses:	\$655.00

Income:

Sale of Hog (240x\$4.00)	\$960.00
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Net Profit: **\$305.00**

*Timeline Silver Dollar Fair purchased January sold May. Butte County Fair purchased May sold August.

Steer Estimated Budget

Expenses:

Cost of Steer	\$1,600.00
Feed	\$1,000.00
Show Supplies	\$150.00
Insurance/Entry Fee	\$120.00
Total Expenses:	\$2,870.00

Income:

Sale of Steer (1100.lbs x \$2.50)	\$2750.00
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Net Profit: **-\$80.00**

*Timeline Silver Dollar Fair purchased in October sold in May. Butte County Fair purchased in October sold in August.

Market Lamb Estimated Budget

Expenses:

Cost of Lamb	\$350.00
Feed	\$250.00
Show Supplies	\$40.00
Insurance/Entry Fee	\$22.00
Total Expenses:	\$612.00

Income:

Sale of Lamb (135.lbs x \$8.00)	\$1,080
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Net Profit: \$468.00

*Timeline Silver Dollar Fair purchased in February sold in May. Butte County Fair purchased in May sold in August.

Market Goat Estimated Budget

Expenses:

Cost of Goat	\$350.00
Feed	\$200.00
Show Supplies	\$20.00
Insurance/Entry Fee	\$20.00
Total Expenses:	\$590.00

Income:

Sale of Goat (80.lbs x \$8.00)	\$640.00
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Net Profit: \$50.00

*Timeline Silver Dollar Fair purchased in February sold in May. Butte County Fair purchased in May sold in August.

Supervised Agricultural Experience (SAE)

A SAE program is a hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by agricultural education teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of their educational and career goals.

Supervised Agricultural Experiences are essential and a mandatory part of the FFA program. These experiences can be an ownership enterprise and/or placement enterprise. This means that the student can own a project or work at an agriculturally related work site, either paid or unpaid. This helps to teach the students responsibility, the benefit of hard work and good work ethics. Some these projects can take place at home, a family member's place, or school.

Two Types (See examples on pages 40-43):

Ownership/Entrepreneurship: Students own the enterprise, equipment and supplies, make the management decisions and assume the financial risks to produce a product or provide a service. All products or services must be agriculturally related. A few examples would include raising and selling animals or crops, building and selling agricultural equipment, buying and reselling feed, seed or fertilizer, owning a pet care business or a business that programs and installs computer equipment in tractors.

Placement : Placement/Internship programs involve the placement of students in agriculture, food or natural resources-related businesses to provide a "learning by doing" environment. These experiences may be paid or unpaid. Examples would include working on a farm or a ranch, in a farm supply store or a food testing laboratory or in an agriculturally related non-profit organization.

Supervised Agricultural Experience Examples

Agriscience new and emerging technology
Emerging Agricultural Technology
Air conditioning installation or improvement
Ag Mechanics Energy Systems OR
Home and/or Community Development
Alfalfa Forage Production
Animal breeding services Agricultural Services
Animal hides processing/tanning Agricultural Processing
Animal hospitals Agricultural Services OR Small
Animal Production and Care Specialty Animal Production
Apples Fruit Production
Apricots Fruit Production
Aquatic animal marketing (catfish; shrimp; crawfish; mollusks; salmon ranching; tropical fish rearing and tilapia culture) Aquaculture
Aquatic animal production (catfish; shrimp; crawfish; mollusks; salmon ranching; tropical fish rearing and tilapia culture)
Aquaculture
Aquatic plant marketing Aquaculture
Aquatic plant production Aquaculture
Barley Grain Production
Barrel racing (Equine) Equine Science
Beans (unless produced for Oil and not including Soybeans)
Vegetable Production Landscape Management OR Home and/or Community Development
Bee production Specialty Animal Production
Beef marketing Beef Production
Beef production
Berries Fruit Production
Biotechnology Emerging Agricultural Technology
Birdseed producing Specialty Crop Production
Building and structures improvements
Agricultural Mechanics Design and Fabrication
Calf roping Equine Science
Camping area Outdoor Recreation
Cedar shakes production or sales Forest Management and Products
Chemical sales Agricultural Sales
Cherries Fruit Production
Chickens Poultry Production
Christmas tree farming Forest Management and

Products
Citrus fruits Fruit Production
Commodities merchandising/sales Agricultural Sales
Common fruits Fruit Production
Communication Agricultural
Community betterment or development Home and/or Community Development
Compost processing Agricultural Processing
Computer new and emerging technology
Emerging Agricultural Technology
Confectionary sunflowers Specialty Crop Production
Conservation Environmental Science and Natural Resources
Contract feeding Agricultural Services
Corn for grain Grain Production
Crop merchandising/sales Agricultural Sales
Crop scouting Agricultural Services
Crop seed production Specialty Crop Production
Custom baling services Agricultural Services
Custom equipment operation and maintenance services
Agricultural Services
Dairy cattle production Dairy Production
Dairy products marketing Dairy Production
Dairy products production Dairy Production
Department of Natural Resources experience
Wildlife Production and Management
Domestic fowl production and marketing
Poultry Production
Donkeys Specialty Animal Production
Ducks Poultry Production
Ducks (wild) Wildlife Production and Management
Educating the public about the broad
Emus Specialty Animal Production
Environmental improvement Environmental Science and Natural Resources
Equine breeding Equine Science
Equine marketing Equine Science
Equine production Equine Science
Equine showing Equine Science
Equipment design and construction Agricultural Mechanics Design and Fabrication
Equipment sales Agricultural Sales

Erosion prevention Environmental Science and
 Natural Resources
 Feed sales Agricultural Sales
 Fertilizer sales Agricultural Sales
 Fiber and/or oil crop production Fiber and/or Oil
 Crop Production
 Firewood production or sales Forest
 Management and Products
 Fish and Wildlife Department experience
 Wildlife Production and Management
 Fish by-product processing Agricultural
 Processing
 Fish stocking (income enterprise) Wildlife
 Production and Management
 Flower arranging Floriculture
 Flower packaging Floriculture
 Flowers (dried) production or marketing
 Floriculture
 Flowers (fresh) production or marketing
 Floriculture
 Foliage production or marketing Floriculture
 Food biochemistry Food Science and Technology
 Food grading Food Science and Technology
 Food inspection Food Science and Technology
 Food processing Agricultural Processing
 Food safety experiences and research Food
 Science and Technology
 Forage crops production or marketing Forage
 Production
 Forest service employment Forest Management
 and Products
 Forestry items for retail or wholesale
 Agricultural Sales
 Fruit crop production or marketing Fruit
 Production
 Garden production of canning vegetables
 Vegetable Production
 Garden vegetables Vegetable Production
 Geese (domestic) Poultry Production
 Geese (wild) Wildlife Production and
 Management
 Global positioning systems Emerging
 Agricultural Technology
 Goats (meat and dairy) Specialty Animal
 Production
 Gourds Specialty Crop Production
 Grain crops Grain Production
 Grain forages Forage Production
 Grapes Fruit Production
 Grassland preservation Environmental Science

and Natural Resources
 Greenhouse flowers production or marketing
 Floriculture
 Grooming dogs Small Animal Production and
 Care
 Guide services Outdoor Recreation
 Guinea fowl Poultry Production
 Guinea pigs Small Animal Production and Care
 Hamsters Small Animal Production and Care
 Heating Agricultural Mechanics Design and
 Fabrication
 Heating installation or improvement Home
 and/or Community Development
 Herb processing Agricultural Processing
 Herb production Specialty Crop Production
 Herbs Specialty Crop Production
 Historic area development and management
 Outdoor Recreation
 Home modernization for better health and
 comfort
 Home and/or Community Development
 Honey processing (and beeswax processing)
 Agricultural Processing
 Horse production and management Equine
 Science
 Horses (miniature) Specialty Animal Production
 Horseshoeing services (farrier services)
 Agricultural Services
 Horticulture items for retail or wholesale sales
 Hunting recreation Outdoor Recreation
 Improving recreational areas Turf Grass
 Management
 Improving water quality in home Home and/or
 Community Development
 Insect and disease control, planting and
 harvesting
 Forest Management and Products
 Installing water in home Home and/or
 Community Development
 Kennel employment Small Animal Production
 and Care
 Lab research Emerging Agricultural Technology
 Labor saving devices in home Home and/or
 Community Development
 Land use regulations (pertaining to soil, water
 and air quality)
 Environmental Science and Natural Resources
 Landscaping Landscape Management
 Lawn mowing service Turf Grass Management
 Livestock merchandising/sales Agricultural

Sales

Livestock production and management of two or more livestock related proficiency areas such as beef, dairy, swine, equine, poultry, small animal production and care and specialty animal production Diversified Livestock Production Llamas Specialty Animal Production Magazine articles and publication Agricultural Communications Managing golf course Turfgrass Management Meat byproduct processing Agricultural Processing Meat processing Agricultural Processing Meat rabbits Specialty Animal Production Mentoring (youth) Agricultural Education Mice Small Animal Production and Care Microbiology Food Science and Technology Miniature horses Specialty Animal Production Mint production or marketing Fiber and/or Oil Crop Production Mulch production or sales Forest Management and Products Mules Specialty Animal Production Mustard production or marketing Fiber and/or Oil Crop Production Natural resources improvement Environmental Science and Natural Resources Natural scenic area Outdoor Recreation Nectarines Fruit Production Nuts Fruit Production Oats Grain Production Onions Vegetable Production Orchard grass Forage Production Ornamental flowers Floriculture Ostriches Specialty Animal Production Outdoor beautification Landscape Management Outdoor recreational activities Outdoor Recreation PALS mentor Agricultural Education Peaches Fruit Production Peanuts production or marketing Fiber and/or Oil Crop Production Pears Fruit Production Pet shop employment Small Animal Production and Care Pet sitting Small Animal Production and Care Pheasants (income enterprise) Wildlife Production and Management Plant materials production or marketing Floriculture

Diversified Horticulture Production

Plant production in nursery Nursery Operations Plant propagation Nursery Operations Plants or shrubs installation and maintenance Landscape Management Plumbing Agricultural Mechanics Design and Fabrication Plums Fruit Production Pollution management and control Environmental Science and Natural Resources Popcorn Specialty Crop Production Potatoes Vegetable Production Power Systems adjusting, repairing and maintaining. Including those that run by way of mechanical, electrical, chemical, wind, solar, fluid and/or water power. Agricultural Mechanics Energy Systems Print Facilities Agricultural Communications Produce and market one livestock and at least one crop related proficiency areas Diversified Agricultural Production Produce and market two or more crop related proficiency areas. Diversified Crop Production Propagation of plants Nursery Operations Propagation of plants Nursery Operations Pruning forests Forest Management and Products Pumpkins Vegetable Production Quail (wild/restocking/management) Wildlife Production and Management Rabbits as companion animals Small Animal Production and Care Rabbits for meat production Specialty Animal Production Racing (equine) Equine Science Radio and broadcasting Agricultural Communications Raisins and other dried fruits processing Agricultural Processing Recreational area improvement Landscape Management Recreational area improvement Turf Grass Management Recycling Environmental Science and Natural Resources Reforestation Forest Management and Products Rice Grain Production Riding lessons (equine) Equine Science Riding stables Outdoor Recreation

Rodeo (ownership and management of horses)
Equine Science
Rodeo event (where member does not own or manage horses)
Outdoor Recreation
Sanitary facility improvement Home and/or Community Development
Sanitary facility installation Home and/or Community Development
Seed (grass) Specialty Crop Production
Seed sales Agricultural Sales
Sheep production and marketing Sheep Production
Shooting preserve Outdoor Recreation
Shoreline preservation Environmental Science and Natural
Shrubs in nursery Nursery Operations
Shrubs or plants installation and maintenance Landscape Management
Sisal production or marketing Fiber and/or Oil Crop Production
Small pet animals (manage, produce, care for and/or market)
Small Animal Production and Care
Sod sales Turf Grass Management
Soybeans production or marketing Fiber and/or Oil Crop Production
Specialty animal facility employment Specialty Animal Production
Sprinkler installation (lawn and garden) Landscape Management

Stocking fish (game fish) Wildlife Production and Management
Stone fruit Fruit Production
Structural land improvements Agricultural Mechanics Design and Fabrication
Sunflower production or marketing Fiber and/or Oil Crop Production
Sunflowers (confectionary) Specialty Crop Production
Sweet Corn Vegetable Production

17-18 Ag Teacher Chart of Responsibilities

	LaFayette	Earley	Darrach	Knapp
Department Chair		X		
FFA Advisor	X	X	X	X
<i>Animal/Livestock Area</i>				
Beef Facility				
Fowl Pen/Barn				
Main Barn				
Sheep Barn				
Small Animal Unit				
Swine Barn				
Veterinary Supplies				
Fair Supplies				
<i>Horticulture Area</i>				
Equipment				
Floral Lab				
Greenhouses				
Horticulture Plots				
OH Storage				
Rose Area				
Shadehouses				
Vineyard				
Orchard				
<i>Shop/Equipment/Machinery Area</i>				
Ag Shop Maintenance				
Ag Vehicles				
Equipment Storage Area				
Livestock Trailers				
Tractors/Large Equipment				
<i>Project Supervision</i>				
Goat Projects				
Sheep Projects				
Small Animal Projects				
Beef Projects				
Chicken Projects				
Swine Projects				
ROP Site Visits				
Ag Mechanics				
Horticulture Projects				

	<u>Budget/Accounting</u>				
	ASB - Ag Mechanics			X	
	ASB - Farm Account	X			
	ASB - FFA Account	X			
	ASB - Greenhouse Account		x		X
	ASB - Leadership Account	X			
	District - Department-Site/Incentive/CTE		X		
	District Mechanics Account			X	
	ROP - Mechanics Budget			X	
	ROP - Vet Skills Budget		X		
		LaFayette			
		e	Earley	Darrach	Knapp
	<u>General Program</u>				
	Ag Advisory Minutes	X			
	Ag Advisory Planning and Agenda		X		
	BBQ-Cooking - Meeting Meals			X	
	Comprehensive Program Plan		X		
	Department Marketing	X	X	X	X
	Department Meeting Planning and Agenda		X		
	Department Meeting Minutes	X			
	FFA Membership Roster, Graduate Follow-Up		X		
	FFA Program of Activities	x	X	x	x
	Incentive Grant & Reviews		X		
	Recruitment				X
	ROP Meetings and Reports		X	X	
	Sub Request	x	X	x	x
	Transportation Request	x	X	x	x
	Uniform Inventory	X			x
	<u>FFA Awards</u>				
	Greenhand and Chapter Degree Applications				
	Greenhand and Chapter Degree Certificates				
	Proficiencies - Aps and Books				
	Scholarships - Aps and Banquet				
	Senior Awards - Order Medallions and Ropes				
	Senior Awards - Program Completer Certs				
	State Degree - Aps				
	American Degree - Aps		X		

	CATA/Teachers Conferences	B.Close	LaFayette	Earley	Darrach	Knapp
9/12	North Valley Fall Sectional Meeting		X	X	X	X
	Administrators Night					
11/3-11/4	Fall Regional Meeting		X	x	X	X
	Agriculture Road Show		X	x	X	X
	Spring Regional Meeting				X	X
	North Valley Spring Sectional Meeting		X	X	X	X
6/23-6/29	Summer Conference				X	X
	New Professionals Conference				X	
	Regional Proficiency Scoring			x		
	FFA		LaFayette	Earley	Darrach	Knapp
1/12-1/13	Advanced Leadership Acadamey/MFE		X			X
	Chapter Officer Leadership Conference					
	Greenhand Conference			X		X
	Greenhand Workshop			X		
	National FFA Week					
	National FFA Convention			X		
	Officer Retreat					
	Point Award Trip					
	Spring Awards Banquet					
4/22-4/25	State FFA Convention					
	State FFA Degree Banquet					
	Winter Degree Banquet					
	Project Competition - Local					
	Project Competition Sectional Banquet					
	North Valley Section Contest Spring					
	Regional FFA Meeting					
	Recordbook Scoring					
	Regional Officer Interviews					
	Student Trips	B.Close	LaFayette	Earley	Darrach	Knapp
10/4	Beef and Range Field Day		X	X		
	Cow Palace					
	Fish Hatchery Trip					

	Holt of California					
	Butte College Weld Camp					
	Yuba College Weld Camp					
	Colusa Farm Show					
	CSU, Chico University Farm Trip/butte					
	Yuba College Tour					
	CSUC Swine Day					
	CSUC Sheep and Goat Day					
	Mt Lassen					
	state water project					
	Modesto Open House					
	Flora Fresh					
	Ag Day					
			LaFayette			
	FFA Field Days	B.Close	e	Earley	Darrach	Knapp
12/1-12/2	Mariposa Natural Resources				X	
2/3	Arbuckle Field Day					
2/4	San Luis Obispo Vet Contest			X		
3/3	UC Davis					
3/10	CSU, Chico					
3/24	Modesto Field Day					
4/14	Gridley Field Day		X	X		
4/21	Fresno FFA Field Day	X	?			
10/12	Shasta College	X				
3/16-3/17	Merced	X	X		X	
4/6-4/7	Clovis FFA Vet Field Day			X		
5/3-5/6	Cal Poly - State Finals	X		X	X	X
	Redwood Logging Contest					
	Sierra Cascade Logging Conference					
	FFA Judging Teams					
	Farm Power				X	
	Ag mechanics				X	
	Floriculture			X		
	BIG		X			
	Creed	X				X
	parli pro		x			
	Forestry					X
	Livestock		x	x		
	Natural Resources					
	Nursery - Horticulture					X
	Vet science			X		
	Job Interview			X		
	Opening/Closing Advanced		X	X		
	Opening/Closing Novice		X	X		

	C0-Op and Farm Records			x		
	<i>FFA Leadership Dinner</i>					
	Correspondence/Public Relations			X		
	Food and Cooking				X	
	Serving				X	x
	Set Up/Clean Up				X	X
	Silent Auction and Drawings		X			
	Tickets			X		
	Crab and serving crab					X
	Fundraisers					
	Drive Thru BBQ		x	x	x	
	Cookie Dough		x	X		
	Plant/Floriculture			x		x
	Other Fundraisers		x	x	x	x

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 16-17 School Oroville - Las Plumas

Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS
Attended the following:	
Greenhand Conference	13
Made For Excellence Conference	8
Advanced Leadership Academy	5
Chapter Officer Leadership Conference	
Spring Region Meeting	2
State Leadership Conference	25
National Convention	6
Submitted the following:	
State Degree Application	17
American Degree Application	3
Proficiency Award Application - Section	2
Chapter Award Application - State	
Scholarship Application - State	1
Participated in the following:	
Opening and Closing Contest - Section	14
Best Informed Greenhand Contest - Section	4
Co-Op Marketing Quiz - Section	10
Creed Recitation - Section	1
Extemporaneous Speaking - Section	2
Job Interview - Section	3
Impromptu Speaking - Section	
Prepared Speaking - Section	
Parliamentary Procedure - Section	
County/District Fair/Show	60
Career Development Teams (other than those identified above)	
1 Forestry	3
2 Livestock	8
3 Vet Science	5
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1 North Valley Section Meeting	2
2 Ag Mechanics	5
3 Ag Pest	3
4 Veg Crops	4
5	
TOTAL AREAS MET	24

Quality Criteria Three: Practical Application of Occupational Skills

Practical application of occupational skills is accomplished through classroom simulation of work-site experiences, community-based learning or entrepreneurship. These practical experiences are combined, coordinated, and evaluated with the classroom instruction.

The students at LPHS have many opportunities to participate in a wide variety of Supervised Agricultural Experiences, both on and off campus. On campus projects include but are not limited to: Market animals (beef, sheep, swine, poultry and rabbits), shop/mechanical maintenance and greenhouse/plant SAE's. Off campus project examples include both market and breeding animal projects and numerous placement/ work experience projects. The ROP Agricultural Equipment Operation and ROP Veterinary Skills class have a job placement component, where students typically continue to work long after school hours and on weekends to incorporate classroom instruction with the SAE component. Project visits are performed by all instructors on a regular basis, to help ensure a successful experience for students. The ROP component of the Agriculture Equipment Operation and Maintenance class compliments the integral AgEd model, building upon the supervised project experience with supplemental project guidance, such as an Individualized Training Plan (included). The agriculture department has two vehicles; an older suburban for local detail and a new truck purchased this past year for department needs, project visits, fairs and leadership activities travel. There are also numerous district suburbans and buses to be utilized as needed for agriculture students. Students are graded on their SAE in each class during each grading period.

Evidence Documents Include:

- SAE Project Visit Form
- ROP Placement Site Visitation Log
- ROP Student Individualized Training Plan (ITP)
- Community Classroom Placement Agreement

Example Project Visit (SAE Assessment) Form on The AET

The screenshot shows the 'The AET' (The Agricultural Experience Tracker) interface. The top navigation bar includes 'Profile', 'Accounts', 'Tracker', and 'Reports'. The main content area is titled 'SAE Assessments'. On the left, a sidebar lists navigation options: 'Oroville - Las Plumas', 'Inbox', 'Portfolio', 'Scoreboard', 'Explore SAE', 'Classroom Resources', 'Sign Off', and a section for '2017-2018' with statistics: 'SAEs: 187', 'Jrn Entries: 2,439', 'Jrn Hours: 10,242', 'Fin Entries: 271', 'Active Students: 319', 'Badges: 51', 'Cal. Activities: 131', 'Award Apps: 65'. Below this are links for 'Student Help', 'Teacher Help', 'AET Classroom', and 'Ask AET a Question'. The main form fields include: 'Student: Macie LeBlanc', 'Teacher: Richard Darrach' (with a dropdown arrow), 'Date of Visit: 10/13/2017' (with a calendar icon), 'Extended Contract Hours: 0.0', 'In-Contract Hours: 0.0', and 'Miles Traveled: 0'. The 'Evaluation:' section contains a text box with the text: 'Created Paid Placement project for Mandarin orchard. 76 trees, in ground for one year. Will enter production next season (winter 18/19) Activities done'. The 'Recommendation:' section contains a text box with the text: 'Create 3 to 5 sentences in last tab of the plan.'. Below these is a 'Rating:' section with a horizontal slider from 1 to 10, currently set at 8. There is a 'Photos:' label below the rating. At the bottom, there is a checkbox 'Send email notification to student with SAE Assessment Report' which is checked, and two buttons: 'Save Evaluation' and 'Delete'. The footer text reads '7509 | Worcester, December 6, 2017'.

The AET
The Agricultural Experience Tracker

Profile Accounts Tracker Reports

SAE Assessments

Student: Macie LeBlanc

Teacher: Richard Darrach

Date of Visit: 10/13/2017

Extended Contract Hours: 0.0 In-Contract Hours: 0.0 Miles Traveled: 0

Evaluation: Created Paid Placement project for Mandarin orchard. 76 trees, in ground for one year. Will enter production next season (winter 18/19) Activities done

Recommendation: Create 3 to 5 sentences in last tab of the plan.

Rating: 1 2 3 4 5 6 7 8 9 10

Photos:

☒ Send email notification to student with SAE Assessment Report

Save Evaluation Delete

7509 | Worcester, December 6, 2017

LPHS STUDENT PLACEMENT VISITATION LOG

[illegible]



BUTTE COUNTY OFFICE OF EDUCATION
Regional Occupational Program
Individualized Training Plan

BUTTE
COUNTY
OFFICE OF
EDUCATION

A.G. EQUIPMENT OPERATION/MAINTENANCE AND CONSTRUCTION
D.O.T.
Richard Darrach, Instructor
 Dates (from) _____

_____ Community Classroom
_____ Cooperative Vocational Ed.

Community Classroom

Cooperative Vocational Ed.

COMPETENCIES		HOURS			INITIAL & DATE
CORE CURRICULUM	TOTAL	CLASS	CC/CVE		
CC/CVE COMPETENCIES		255			
Career Awareness					
Employability					
Safety Test					
Demonstrate use of Safety Equipment					
Pre-start check					
Equipment Operation Procedures					
Drive over course safely					
Hitching					
Load and unload bulk material in a bucket					
Dig trench 15" x 2' x 30' with backhoe					
Smooth fill with bulldozer					
Operate forklift to move palletized material					
Basic Engine tear-down and re-assembly					
Fundamentals of engine service					
Basic surveying					
Accurate use of measuring devices					
Plan and construct a wood or metal frame building with minimal waste and efficient use of time					
Prepare a building site					
Demonstrate use of layout, framing and construction components					
Leadership					

has acquired the competencies initialed above by demonstrating a proficiency equivalent to entry-level employment.	255	105
--	-----	-----

Final Grade _____ Total Hours.

revised I-08-03 (JB)
arver/training plans/ag equipment

TEACHER SIGNATURE _____

OROVILLE UNION HIGH SCHOOL DISTRICT

Community Classroom Training Agreement

Student Gunnar Allen Age 17 Date of Birth 04/24/00 Phone (530) 990-6663
Address 2678 Oak Knoll Way City Oroville State/Zip CA 95966
Parent's Name Ruthie Anaya Emergency/Daytime Phone (530) 713-9608
Course Farm Management Instructor Rich Darrach Phone (209) 620-5354
High School Attending Las Plumas High School Placement Start Date _____
Community Classroom Site Pearson's Feed Supervisor _____
Address 434 Ophir Rd. Phone _____

RESPONSIBILITIES OF STUDENT

1. The above student agrees to report promptly and remain throughout the assigned period unless he/she has received a prior excuse from the teacher and/or requested leave from the training site.
2. In case of emergency, the student will contact the teacher.
3. The student will observe all rules and regulations at the training site. He/she will show honesty, dependability, courtesy, a cooperative attitude, good grooming habits, and a willingness to learn.

RESPONSIBILITIES OF TRAINING SITE SUPERVISOR

1. The supervisor will inform regular employees of their role in assisting with Community Classroom training procedures.
2. The supervisor will provide experiences for the student that will contribute to the attainment of the student's career goals that will not endanger the health, safety, welfare or morals of the student.
3. The supervisor will consult the teacher concerning any difficulties arising at the training site.
4. The supervisor will maintain a daily record of student attendance and report attendance and student progress to the teacher.
5. The supervisor will not allow a student to replace any regular employee.
6. The supervisor will not pay students for any tasks accomplished during the training period.
7. The supervisor will assist in developing a training plan for the student and maintain training records at the job site.

RESPONSIBILITIES OF THE DISTRICT

1. The District will provide a teacher to supervise the curriculum provided the trainee in Community Classroom. The teacher will visit to observe the trainee and consult with the training site supervisor at least once every three weeks. Evaluation of performance will be the responsibility of the teacher. The teacher will complete the student training plan, provide on-going student evaluation and grant graduation credit for acquisition of occupational competencies.
2. The District will maintain comprehensive general liability insurance in the amount of \$1,000,000 for bodily injury and property damage covering District employees and agents plus the students enrolled.
3. As the legally designated employer of students enrolled, the District will maintain worker's compensation coverage to provide benefits to the student in case of injury during instruction at the training site.
4. The teacher will have the authority to transfer or withdraw the student at any time.
5. This agreement may be terminated by mutual consent of the training site supervisor and the training coordinator.

RESPONSIBILITIES OF THE PARENT/GUARDIAN

1. The parent/guardian will share the responsibility for the conduct of the student while he/she is enrolled in the training program.
2. The parent/guardian acknowledges that placements will require the student to leave campus and may entail hours outside of the regular class schedule.

[Signature] 9/29/2017
Student Signature/Date

[Signature] 9/29/17
Parent/Guardian Signature/Date

[Signature]
Employer and/or Supervisor Signature/Date

Teacher Signature/Date

[Signature] 9/29/17
Superintendent or Designee's Signature/Date

Neither the District nor the training station management shall discriminate against any student or employee based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

Quality Criteria Four: Qualified and Competent Personnel

All career-vocational education teachers are competent and qualified with the appropriate occupational proficiency. In addition, instructors, administrators, guidance/counseling staff, and instructional support staff are involved in an ongoing program for professional development designed to enhance the quality of instruction.

There are four teachers in the Las Plumas High School Agriculture Program. Laura LaFayette joined the program in the fall of 2015 and currently teaches Ag Biology, Animal Science and Ag Leadership. Jim Knapp currently teaches the Agriculture Physical Science classes and has been a member of the department since 1993. Andree Earley started teaching at Las Plumas High School in the fall of 2006. She has developed a much needed animal science curriculum and multiple SAE market animal projects. She currently teaches Floral, Ag Leadership, Animal Science and Veterinary Science. Richard Darrach joined the teaching staff in the fall of 2012. He is teaching Agricultural Mechanics and ROP Heavy Equipment Operation and Maintenance. Cliff Scheer has returned to the program to teach two sections, one Ag Mechanics and one Ag Earth Science. All instructors are fully credentialed and highly qualified and are active in CATA at the Las Plumas High School Agriculture Department.

Most of the administration is very supportive of the Agriculture Program at Las Plumas. Dan Ramos, our principal, is very supportive of our staff and students, and continues to aid the agriculture instructors in educating those members of the administration who are less supportive. He is asked to attend almost every school wide function by multiple organizations, yet seems to be able to attend almost every FFA/Agriculture activity in which an invitation is extended. Susan Stewart is our county ROP Director, and she has been very supportive of our program.

Evidence Documents Include:

- Laura LaFayette's Credentials
- Jim Knapp's Credentials
- Richard Darrach's Credentials
- Andree Earley's Credentials
- Incentive grant In-Service Activities Documentation

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

Last Name: DARRACH

Last Known County of Employment: BUTTE COUNTY OFFICE

Note: Please verify County of Employment is current

First Name: RICHARD

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review

Middle Name: CHARLES

Document Title	Term	Document Number	Status	Issue Date	Expiration
➤ Specialist Instruction Credential (Agriculture)	Clear	150210893	Valid	3/1/2016	3/1/2021
Single Subject Teaching Credential	Clear	150210892	Valid	3/1/2016	3/1/2021

Authorization/Subjects

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

Renewal Requirements

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

Renewal Description

Renewal Code Additional Description

➤ To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	20	TC Code Not Required
The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	15P	TC Code Not Required

Employment Restrictions

Organization Type	Organization	County
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STATE OF CALIFORNIA

COMMISSION ON TEACHER CREDENTIALING




*By virtue of the authority vested in the Commission on Teacher Credentialing
by the sovereign State of California and in recognition of
full preparation for service in California public schools*

Andree Mae Earley


is hereby awarded a

Single Subject Teaching Credential

*together with all the rights, privileges, and honors appertaining thereto on this
thirty-first day of May, in the year two thousand three*


Margaret Fortune
Chair, Commission on Teacher Credentialing


Gray Davis
Governor, State of California


Dr. Sam W. Swoford
Executive Director, Commission on Teacher Credentialing

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Dr. Sam W. Swafford
Executive Director, Commission on Teacher Credentialing



COMMISSION ON TEACHER CREDENTIALING

Ensuring Educator Excellence

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[Agency User](#) | [Search](#)

KNAPP, JAMES > Document:

New Search

Note: If you have questions about the information displayed below, please click here for a list

Last Name: KNAPP

Last Known County of Employment:

First Name: JAMES

Adverse and Commission Actions Indicator:

Middle Name: HOWARD

Note: Please verify County of Employment is current

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

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

1 - 3 of 3

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date
> 140130060	Single Subject Teaching Credential	Clear	Valid	7/15/2014	8/1/2019	6/23/1989
> 140130061	Specialist Instruction Credential (Agriculture)	Clear	Valid	7/15/2014	8/1/2019	6/23/1989
> L00007237	Certificate of Completion of Staff Development (Registration only/not a CTC document)			8/29/1997		

Authorization/Subjects

1 - 4 of 4

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R1A	This credential authorizes the holder to teach the specific subject or subjects listed as supplementary authorizations in grades twelve and below, including preschool, and in classes organized primarily for adults, unless specific grade restrictions are indicated next to the subject. This credential authorizes the holder	ANSC	Animal Science	MIN	

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

Last Name: LAFAYETTE

Last Known County of Employment:

Note: Please verify County of Employment is current

First Name: LAURA

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review

Middle Name: LOGEAIS

Document Title	Term	Document Number	Status	Issue Date	Expiration
Single Subject Teaching Credential	Clear	170204445	Valid	8/2/2017	9/1/2022
Specialist Instruction Credential (Agriculture)	Clear	170254019	Valid	11/29/2017	9/1/2022

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
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ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE	
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

Renewal Requirements

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

Renewal Description

Renewal Code Additional Description

To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

20

Employment Restrictions

Organization Type	Organization	County
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INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 16-17 School Las Plumas 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				
	Darrach	Earley	Knapp	LaFayette	
Fall Region Meeting	X		X	X	
Region In-service Day	X		X	X	
Spring Region Meeting	X		X		
Section In-service*		X			
Section In-service*		X			
Section In-service*		X			
Section In-service*		X			
Summer Conference	X	X	X	X	
University AgEd Skills Week			X	X	
Professional Development **	1	2, 3, 4		5	

* 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 Arc Exposure for Teachers
- 2 Butte County Cattlemen's Association Industry Dinner and Update
- 3 Butte County Farm Bureau Summer Meeting and BBQ
- 4 California Cattlemen's Association Gala and End of Year Banquet
- 5 Butte College Pest Control Workshop

Quality Criteria Five: Facilities, Equipment and Materials

Facilities, equipment, instructional material and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity to meet the instructional objectives and individual needs of all students.

The facilities and equipment at the Las Plumas High School Agriculture Department have improved exponentially in the last five years, due greatly in-part to a highly motivated agriculture staff. With the assistance of a bond measure and the support of the administration; a new, fully equipped Agricultural Sciences building was completed in 2006 and now fully utilized for the AgScience, Animal Science, Vet Skills, Ag Earth Science and next year, Agricultural Biology classes. The facility boasts two classrooms, a full lab and a classroom lab with chemical/supply storage room accessible by all four teaching rooms. A new barn/animal housing facility was built in 2012 to accommodate steers and other animals as well as a show ring and demonstration area.

The addition of this new building to the program has allowed for the Agricultural Mechanics, a classroom to be utilized. One class is equipped with a Smart Board and the others are in line for a Smart Board when funds are available from the administration. In addition, the Agricultural Mechanics lab has been modernized through hard work and grant writing and uses newer, industry current tools, machines and curriculum.

The department purchased a new truck in 2006 for the department purposes and student needs. In 2014 a new 9 person van was purchased for the exclusive use of the agriculture department. Through a special CTE grant received by the district the department was able to purchase a new 20 ft aluminum stock trailer. The facilities at Las Plumas Agriculture Department meet or exceed the instructional objectives of the program and the individual needs of all students. In 2015, the department purchased a new Walton Flatbed Trailer to use in the Heavy Equipment Class as well as community events.

Evidence Documents Include:

- Five Year Equipment Acquisition Schedule

**Las Plumas Agricultural Department
Five Year Plan Equipment Acquisition Schedule**

17-18

- Two smith torches
- Soil bin tops
- Tubing Roller
- Work with Mr. Andrew on a "farm bot" for seeding and growing plants in the greenhouse.
- Ice Machine

18-19

- Purchase seeder
- Paint old barn
- Two smith torches
- Freezer

19-20

- Construct a two car storage shed in place of steak and crab feed room
- Purchase soil mixer
- Two smith torches

20-21

- Soil mixer
- Bleachers for demonstration area/show ring
- Horticulture Certification

21-22

- Laser Engraver
- Wash Rack by steer barn
- Nursery & Motherstock Upgrade

Quality Criteria Six: Community, Business and Industry Involvement

Individuals who represent the community, business, industry, students, parents, districts, staff, post-secondary agencies, and labor serve on a subject area advisory committee to provide guidance. Staff uses the advice of the advisory committee in the design, development, operation, evaluation and support of each program area.

The Agricultural Advisory Committee at Las Plumas High School is comprised of a blend of industry representatives from mechanics, plant, animal and Ag business backgrounds, as well as post-secondary agriculture instructors from Butte-Glenn Community College. It is a minimum requirement that this committee meets twice a year, and more as needed. The committee is active and involved in giving valuable suggestions and advice to the agricultural staff, and has met 3 times per year the past couple of years. The committee plays a role in not only relevant curricular instruction, but provides FFA/SAE opportunities for our students with the many agricultural business contacts they share with us. One member of the committee is the Head of Planning and Development for the school district and has played an important role in expediting the process of building the new Agricultural Sciences facility.

Evidence Documents Include:

- Ag Advisory Roster
- Ag Advisory Agenda and Minutes

Las Plumas Agriculture Department Advisory Committee Roster

Member Name	Title/Contribution to Committee	Email Address
Lyman Hagen, Chair	Retired Ag Teacher/ Retired Butte College Professor	lhagenly@butte.edu
Kelly Benedict	Parent/Heavy Equipment Business	kelly@3Bconstruction.net
Stacey MacKay	Parent/Manager Valley Truck & Tractor, Chico	smackay@vtco.net
Chuck Crete	Sales Representative MJB Welding	ccrete@mjbwelding.com
Chuck Sanford	Retired Ag Teacher/Farmer	chucksanford32@gmail.com
Isha Buis	Northwest SPCA	isha@northwestspca.org
Kevin Simas	CTE Director OUHSD	ksimas@ouhsd.org
Ashleigh Aldridge	Former Ag Teacher/ Sheep Breeder	aaldrige@biggs.org
Russell Summerfield	Wilbur Ellis Company	RSUMMERFIELD@wilburellis.com
Bill Tronson	Maintenance Supervisor OUHSD	btronson@ouhsd.org
Corey Willenberg	Superintendent OUHSD	cwillenb@ouhsd.org
Dave Daley	Past Parent/CSU Chico College of Ag Associate Dean/Cattleman	DDaley@csuchico.edu
Dan Ramos	Principal LPHS/Former Ag Teacher	dramos@ouhsd.org
Don Phillips	Principal STREAM Charter/Former Board Member	dphillips@streamcharter.net
Josh Jacquot	Wilbur Ellis Company	jjacquot@wilburellis.com
Owen Peterson	Retired Ag Teacher/ Retired Butte College Professor	owenpat70@gmail.com

Las Plumas FFA Advisory Meeting Agenda
Tong Fong Lows
10/19/2017

1. Call Meeting to Order
2. Additional Agenda Items to be discussed
3. Introductions
4. Administrator's Report
5. Teacher Updates and FFA Activities
 - a. Ag Mechanics Pathway Grant Report
 - b. CTE Incentive Grant Report
 - c. Opening/Closing Ceremonies Local Contest 10/23 @ 5:00 PM
6. 5-Year Acquisition Plan advice
7. The Big Harvest Program
8. Additional Agenda Items
9. Set next meeting time/date/place
10. Adjourn

Las Plumas FFA Advisory Meeting Minutes

Tong Fong Lows

10/19/2017

1. Call for additional agenda items by Lyman Hagen.
2. Introductions
 - a. Stacey MacKay, Chuck Crete, Kelly Benedict, Jessica Brand, Lyman Hagen, Kevin Simas, Isha, Rich Darrach, Andree Earley, Laura LaFayette and Jim Knapp.
3. Administrator's Report: Kevin Simas
 - a. Sent out budget for Federal Funds 23,000 were for Agriculture.
 - b. Waiting for plans for career pathways
 - c. Facilities Grant webinar is on 10/26 application is due on 11/29 (requires a district map) Grant will be scored in sometime February.
 - d. Patriotic observance was at Harrison stadium the speaking by the FFA students was enjoyed by the public and good way to express patriotism.
 - e. Andree is unsure if we qualify for the Facilities Grant because it is based on district maps. Andree stated that 10 years, we will be able to refurbish. Cannot use VEA, CTIEG, or incentive grant funds. She cannot think of any other portions that the district paid for because most of it was pulled out of grants. We will have to ask maintenance about additions and need to check about site funds. We have do not have grant writer and the grant writing portion has a great deal to it.. We may be able to use a previous facilities grants as an reference. Andree stated that Hugh Mooney said we could look at other chapters grants that were written that scored high to base it off of.
 - f. Lyman asked about what we would use those funds for Andree said that we could use them for the shop. The shop is currently are looking to add booths, Andree got a quote from Clean Air Inc. and was quoted \$93,5000 for 8 booths.
 - g. Greenhouse money is sitting waiting to be used. Greenhouse benches are being built and will be put in the new greenhouse.
 - h. Chuck stated that standalone welding stations (gas, welding stations, everything) \$12,000 per booth with everything. He can get us a quote on the current 2nd generation booth. Gridley has 1st generation booths. Chuck stated that if you attach anything to the facility you need a permit, the ones we have are standalone that can be secured but you will not need a permit. You can have one duct and use the pre-existing duct system.
 - i. Darrach asked what the committee wants us to pursue, Benedict asked that if it's something that we think the students need that we pursue the booths. Knapp stated that ventilation is a must. Committee decided then we should go forward with it getting new booths.
4. Teacher Updates and FFA Activities
 - a. Ag Mech Pathway grant
 - i. 2 year, bought tractor, pulse welder
 - ii. 10 new stick welder with the plan of 4 welding booths
 - iii. Bought some woodworking, dust collector, planer, band saw
 - iv. Bobcat 250 plasma, air compressor
 - v. Goal to take to 8th graders to promote program
 - vi. Forklift needs work and Darrach wants a new one.
 - vii. Chuck said there is a certification and to contact Ryan Bentz.
 - b. CTEIG
 - i. Currently installing Overhang on barn
 - ii. Panels on Autry Lane were bought and will be putting them up.
 - iii. Greenhouse materials were purchased.

- iv. District pays salaries and if continues then we will not have as much money next year. We are trying to figure out how to spend the \$40,000. The department is deciding if we should sell van and old truck which we would get about \$10,000 for..
- c. Opening/Closing contest is 10/23 at 5pm Judges needed
Lyman, Kevin and possible Chuck, Stacey send invite on calendar.
- 5. Input from the committee on our 5-year plan
 - a. Andree asked committee to review plan for suggestions. Kelly suggested that we combine skidsteer and forklift. Hagen stated that it looks like we are okay with vehicles and could use the money in the shop.
 - b. We need to put money towards consumables. Kevin is to send requirements to Andree as far as what we can spend money on.
 - c. In order to be compliant with need a district level representative needs to be an industry person, meeting time is negotiable. Lyman and Chuck stated that they could be representatives.
- 6. The Big Harvest
 - a. Butte County Farm Bureau
 - i. Andree stated that you send out letters that ask for funds. It must be an ag industry business, then the big harvest will match funds that are donated.

Next Meeting

February 5th 5:30-7:00pm @ Francisco's

Quality Criteria Seven: Career Guidance

Career-vocational education staff, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in C-VE courses/program that are consistent with their aptitudes, interests, abilities, and career path goals.

All students complete a Student Data Sheet at the beginning of each year and are updated as needed to keep the student's goals in mind. Students in the agriculture program are exposed to a wide range of agricultural career opportunities. School counselors are continually made aware of the opportunities for students enrolled in Agriculture. Students are made aware of the agriculture courses meeting the CSU/UC requirements and availability of college credits through the 2+2 articulation agreement through Butte-Glenn Community College and Yuba Community College. In all courses in the program, industry representatives are utilized strategically as guest speakers to better inform the students of agricultural career opportunities. Field trips and tours are arranged annually to the local farm equipment show, several colleges, and several other agricultural entities to further broaden the spectrum of career awareness and opportunities for agriculture students.

All courses require students to research different careers available to them in the agriculture industry sometime during the year. There is typically resume writing done at this time as well.

Evidence Documents Include:

- 2+2 Articulation Agreement
- Examples of Student Data Sheet
- Examples of Student Cover Letter and Resume Curriculum



ARTICULATION/CREDIT BY EXAMINATION AGREEMENT

APR 6 2017

Statement of Intent: In an effort to prepare high school students for college and motivate students to attend college and be successful, **Las Plumas High School** and Butte College mutually subscribes to the following Articulation/Credit by Examination Agreement for the **Ag Equipment Operation & Construction** course taught at the high school.

Academic Year: 2017 to 2019

Name of High School Teacher: Rich Darrach

Email Address: rdarrach@ouhsd.org

Mailing Address: ~~2211 Las Plumas Ave~~ Oroville CA 95966

Phone #: ~~530-538-2810~~

Prospective Articulated College Course: AET 30: Tractors and Crawlers

Units: 3

Recommended assessment level(s): Reading IV

English III

Math II

Through this Articulation Agreement, staff from both districts consulted with appropriate representatives, and coordinated instruction and student learning to ensure that each CTE Transitions student's transition from high school to community college, and/or to further education or employment, occurs without unnecessary duplication of effort or loss of credit.

Credit will be awarded upon completion of high school course with grades of B or better and 70% or higher on credit-by-exam, approved by college faculty member as measuring competence in the course objectives, in accordance with Title 5, Section 51022(b), 55050, 55051 attached hereto as Attachment 1. High School instructor will administer the credit-by-exam, provided by the Butte College department, to his/her students, and will turn in grades at the end of the academic year, due no later than June 30th.

HIGH SCHOOL ACTION

High School Instructor

☒ Approved

☐ Not Approved

Print Name: Richard Darrach Signature: [Signature] Date: 3/21/17

High School Principal

☒ Approved

☐ Not Approved

Print Name: Dan Ramos Signature: [Signature] Date: 3-27-17

COLLEGE ACTION

Course Instructor

☒ Approved

☐ Not Approved

Print Name: Tom Williams Signature: [Signature] Date: 3/29/17

Department Chair

☒ Approved

☐ Not Approved

Print Name: Bruce Hicks Signature: [Signature] Date: 3/21/2017

Department Dean

☒ Approved

☐ Not Approved

Print Name: Denise Adams Signature: [Signature] Date: 3/30/17

CTE Transitions Coordinator

☒ Approved

☐ Not Approved

Print Name: Delia Go Signature: [Signature] Date: 3/30/17

Vice President of Instruction

☒ Approved

☐ Not Approved

Print Name: Virginia Guleff Signature: [Signature] Date: 4-10-17

Attachments

1 Title 5 Policy

3 High School Course Outline

2 Butte College Course Outline

4 Credit-by-Exam

TITLE 5

Section 51022. Instructional Programs.

(a) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies for the establishment, modification, or discontinuance of courses or programs. Such policies shall incorporate statutory responsibilities regarding vocational or occupational training program review as specified in section 78016 of the Education Code.

(b) Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies and procedures to provide that its courses and programs are articulated with proximate baccalaureate colleges and high schools.

Note: Authority cited: Sections 66700, 70901 and 78401, Education Code. Reference: Sections 70901, 70902 and 78016, Education Code.

HISTORY

1. New section filed 6-27-84; effective thirtieth day thereafter (Register 84, No. 26).

2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

3. Editorial correction of History 2 (Register 95, No. 15).

4. Amendment of section and Note filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

This database is current through 1/27/17 Register 2017, No. 4

Section 55050. Credit by Examination.

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section.

(b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.

(c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.

(d) A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.

(e) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.

(f) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.

(g) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

**ARTICULATION/CREDIT BY EXAMINATION AGREEMENT
ATTACHMENT 2**

BUTTE COLLEGE COURSE OUTLINE

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

AET 30 - Tractors and Crawlers

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level IV; English Level III; Math Level II

Transfer Status: CSU

34 hours Lecture

51 hours Lab

This course covers design principles, selection, maintenance, adjustment, and safe operation of wheel and crawler type tractors used in agriculture and in the construction industry. (C-ID AG-MA 108L).

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. List all the safety and operation rules for tractors and crawlers.
- B. Operate wheel and track type tractors safely and properly.
- C. Identify tractor parts and their function.
- D. Describe power generation and transmission systems.
- E. Select the proper equipment for a specific job.
- F. Perform operator level maintenance and adjustment of tractor systems.
- G. Diagnose and repair minor tractor problems.
- H. Back a tractor and trailer through a course safely and accurately.
- I. Attach implements to tractor safely and properly.
- J. Communicate and work cooperatively with others.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

		Lecture	
<u>Topics</u>			<u>Hours</u>
1. Introduction			5.00
a. History of the tractor engine			
b. Types of tractors			
c. Terminology			
2. 2. Safety			5.00
a. California division of industrial safety			
b. Hand Signals			
c. Starting and stopping			
d. Hazards			
e. Transportation			
f. Cal OSHA regulations			
3. Power systems			5.00
a. Engine			
b. Clutch			
c. Transmissions			
d. Final Drives			
e. Hydraulic			
f. P.T.O.			

- F. Discussion
- G. Demonstrations
- H. Reading Assignments
- I. Multimedia Presentations
- J. Laboratory (practical application)

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Demonstration
- E. Homework
- F. Class participation
- G. Final Examination
- H. Written Assignments
- I. Practical Evaluations

VI. EXAMPLES OF ASSIGNMENTS

A. Reading Assignments

1. Read the chapter on safety. Describe the proper technique for mounting and dismounting a tractor without falling off.
2. Read assigned text chapter on power trains. Be prepared to describe the proper operation of the clutch.

B. Writing Assignments

1. Use the Internet to research agricultural tires. Explain in a one-page paper the difference between an R1 tire and an R3 tire.
2. Answer the essay questions on field patterns from this week's "Lab Howdy" and submit your answers to the instructor.

C. Out-of-Class Assignments

1. Form a study group with your classmates to discuss transport safety. Questioning each other is an excellent method to enhance your learning and comprehension.
2. Supplement your text reading with an on-line search for information about rubber-tracked tractors. Suggested sites are "How Stuff Works" and Wikipedia, or Google the topic you are researching.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Deere & Company. John Deere Fundamentals of Machine Operation-Tractors. 4th Edition. Moline Illinois, 2008.

Materials Other Than Textbooks:

- A. Various equipment manuals checked out of mechanics shop.
- B. Clothing appropriate for operating equipment, including sleeved shirt, long pants, closed toe shoes.

Created/Revised by: Bruce Enyeart

Date: 11/03/2014

**ARTICULATION/CREDIT BY EXAMINATION AGREEMENT
ATTACHMENT 3**

HIGH SCHOOL COURSE OUTLINE

Oroville Union High School District

Agriculture

Agriculture - Ag Equipment Operation, Maintenance

Ag Equipment Operation, Maintenance

COURSE TITLE: Agricultural Equipment Operation, Maintenance and Construction

LENGTH OF COURSE: One Year

TYPE OF CREDIT: Vocational (20 Credits)

2 + 2 Articulation with Butte College

GRADE LEVEL: 11-12

PREREQUISITES:

Enrollment in two period block, Junior or Senior standing. Completion of Ag Mechanics with a "C" or better is recommended.

TEXTBOOK:

Heavy Equipment Operations Level 1, Prentice Hall, 1997, ISBN 0-13-909508-X

Core Curricula Basic Construction Skill: Trainee Guide, Prentice Hall, 1997, ISBN 0-13-770496-8

Tractors, Fundamentals of Machine Operation, John Deere Publishing, 1994, ISBN 0-86691-132-4.

Preventative Maintenance, Fundamentals of Machine Operation, John Deere Publishing, 1992, ISBN 0-86691-171-5.

Single Cylinder "L" Head Repair Manual, The Briggs & Stratton Corporation, 1999, B&S Part # 270962-6/99.

COURSE DESCRIPTION:

Agricultural Equipment Operation, Maintenance, and Construction is the capstone course for the Agricultural Mechanics career path. This course is designed to provide students with employable skills in the areas of Construction, Equipment Operation, and Maintenance of wheel tractors, tracklayers, forklifts, backhoes, graders, dump trucks, small gas engines, etc. Practical skills in safe operation, techniques in operation, tool

""Cat" and John Deere Saf

The learner will be able to look up and understand safety requirements in the "Cat" and John Deere safety series.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0		CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.5.2

Pre-Start checks on Equipment

Students will understand the importance of a pre-start check.

Gasoline

The learner will be able to perform pre-start inspection and maintenance procedures for gasoline engines.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0		CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.6.1

Diesel

The learner will be able to perform pre-start inspection and maintenance procedures for diesel engines.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0		CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.6.1

Implements

The learner will be able to identify and use pre-start checks on different implements.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0		CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.5.1

Starting/Stopping GAS and Diesel Engines

Characteristics of Gasoline Engines

The learner will be able to identify characteristics of a gas engine in accordance with tractor operation and daily care book.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0		CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.6.1

Characteristics of Diesel Engines

The learner will be able to identify characteristics of a diesel engine in accordance with tractor operation and daily care book.

The learner will be able to show how to check coolant, fan belt tension, flushing, pressure cap and hoses, thermostat and water pumps.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0	CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.6.1	

Ignition Systems

The learner will be able to identify and describe ignition systems compression ratio and advance mechanism.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0	CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.6.1	

Lubricating Systems

The learner will be able to change oil and understand the lubrication systems- oil pumping and distribution, filtering, lubrication numbers.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0	CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.6.1	

Fuel Systems

The learner will be able to explain how fuel systems work, storage, pumping, filtering, metering and octane/cetane.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Knowledge	Master	1.0	CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.6.1

Starting Systems

The learner will be able to demonstrate how starting systems function in gas and diesel engines.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0	CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.6.1	

Charging Systems

The learner will be able to explain how charging systems function in gas and diesel engines.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0	CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.6.1	

Equipment Maintenance

Lubrication

Surveying Principles

Surveying Theory

The learner will be able to apply surveying theory and uses in agricultural construction and equipment use.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0		CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.4.1

Common Construction Skills and Practices

Standard Measurement Instruments

The learner will be able to demonstrate knowledge of standard measurement instruments to calculate length, area, volume, and weight.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0		CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.14.1

Shop Drawings

The learner will be able to demonstrate an understanding of computers, tools, and skills to construct shop drawings.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0		CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.2.2

Wood/Metal Structures

The learner will be able to demonstrate how to build a wood/metal structure from a set of plans.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0		CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.10.1

Concrete Structures and Components

The learner will be able to demonstrate how to use the different components of concrete to construct concrete structures.

Strand	Bloom's	Scope	Hours	Source
Agriculture	Master	1.0		CA:California Agriculture Content Standards, June 1999, Grades 9-12, Agricultural Mechanics Career Path Cluster 6.10.2

Building Components and Design

The learner will be able to identify building components and the design features in basic agricultural construction.

Strand	Bloom's	Scope	Hours	Source
Agriculture Basic Core		Introduce	1.0	CA: Agriculture Content Standards, June 1999, Grades 9-12, Basic Core Career Path Cluster 1.8.3.

Instructional Resources

- EUREKA, The California Career Information System [Software].

Projects

Students will understand the relationship between a supervised occupational experience (SOE) and their preparation for a career in agriculture. Students will actively engage in and manage a SOE which enables them to develop occupational skills.

Supervised Occupational Experience Plan

The learner will be able to develop an agricultural SOE plan (student data sheet).

Strand	Bloom's	Scope	Hours	Source
Agriculture Basic Core		Introduce	1.0	CA: Agriculture Content Standards, June 1999, Grades 9-12, Basic Core Career Path Cluster 1.7.1.

Supervised Occupation Experience Project

The learner will be able to demonstrate responsibility, commitment, and time management skills by conducting and maintaining and SOE.

Strand	Bloom's	Scope	Hours	Source
Agriculture Basic Core		Introduce	1.0	CA: Agriculture Content Standards, June 1999, Grades 9-12, Basic Core Career Path Cluster 1.7.2.

Record Keeping

Students will understand the importance of keeping accurate records and explain the consequences of inaccurate records. Students will maintain and complete the California Agricultural Record Book which pertains to their Supervised Occupational Experience (SOE) Program.

Accurate Record Keeping

The learner will be able to explain reasons for keeping accurate records and consequences of inaccurate records.

Strand	Bloom's	Scope	Hours	Source
Agriculture Basic Core		Introduce	1.0	CA: Agriculture Content Standards, June 1999, Grades 9-12, Basic Core Career Path Cluster 1.4.1.

Budgets and Business Agreements

The learner will be able to develop a budget and a business agreement for a project.

Strand	Bloom's	Scope	Hours	Source
Agriculture Basic Core		Introduce	1.0	CA: Agriculture Content Standards, June 1999, Grades 9-12, Basic Core Career Path Cluster 1.4.2.

Journals

Basic Core

9-12, Basic Core Career Path Cluster 1.6.2.

Oral Presentations

The learner will be able to make an oral presentation.

Strand	Bloom's	Scope	Hours	Source
Agriculture Basic Core		Introduce	1.0	CA: Agriculture Content Standards, June 1999, Grades 9-12, Basic Core Career Path Cluster 1.6.5.

ARTICULATION/CREDIT BY EXAMINATION AGREEMENT
ATTACHMENT 4

CREDIT-BY-EXAM

AET 30 - Tractors and Crawlers
Final

Name _____

Lab Section (mark one) Mon pm Tue am Tue pm Thu am

(Circle the correct answer or fill in the blanks)

1. A sign on the rear of a tractor for transporting on the highway is referred to as:
 - a. PTO
 - b. SUV
 - c. SMV
 - d. RPM
2. Special tools are required to perform a pre-operation check.
 - a. True
 - b. False
3. A tractor engine operates most efficiently at which speed?
 - a. Rated load
 - b. Above rated load
 - c. Below rated load
 - d. All of the above
4. Engine speed should be at full-throttle when engaging the clutch of an independent PTO drive.
 - a. True
 - b. False
5. It is not necessary to disengage the differential lock when turning a tractor.
 - a. True
 - b. False
6. When possible refueling the tractor or crawler should be done:
 - a. During the pre-operation check
 - b. At the end of the work day
 - c. During the lunch hour
7. It is acceptable to start a tractor or crawler while standing on the ground.
 - a. True
 - b. False
8. Which hitch category is intended for larger implements?
 - a. Category 1
 - b. Category 3
9. The two standard PTO shaft speeds are _____ and _____ RPMS.
10. When connecting 3-point implements, the center link should be connected (before) or (after) connecting the draft links to the implement.

25. If the tractor is ballasted properly, the tire tracks will be sharp and distinct in the soil.
- True
 - False
26. Gasoline and LP-Gas tractors have greater "lugging" ability than diesel tractors.
- True
 - False
27. It is a good idea to "wave" traffic around you when traveling on a highway.
- True
 - False
28. If noise or distance prevents vocal communication, what alternative would you use?
29. Should crankcase oil level (on most engines) be checked when the engine is running or stopped?
30. Why should you use cardboard rather than your hand to detect leakage in the hydraulic systems or diesel fuel system?
31. The operator's manual recommends specific service intervals usually based on _____ of operation.
32. Dry element air cleaners should be checked daily.
- True
 - False
33. Please list in order the proper way to attach a 3 point implement to a tractor.
34. Why should the brake pedals be locked together when the tractor is operated at high speeds?

39. Please list at least 15 safety and operation rules that you are expected to follow during Tractor and Crawler labs.

40. Describe the proper procedure for starting the JD 4630 tractor.

41. List the pre-start checks on a tractor.

42. Explain the function of the decelerator.

50. What can result from too much ballast (or not enough wheel slippage)?

51. What is the primary, numero uno, mother of all safety rules?

52. What does three points of contact mean? Why is this important?

53. Which is best for pushing/pulling extremely heavy loads at low speeds?

- a. Steel tracks
- b. Tires
- c. Rubber tracks

54. Tires and rubber tracks run in the same speed range.

- a. True
- b. False

55. Tires are more expensive than tracks.

- a. True
- b. False

56. Tracks are better for turning under load.

- a. True
- b. False

57. Hydrostatic drive allows infinite speed adjustment.

- a. True
- b. False

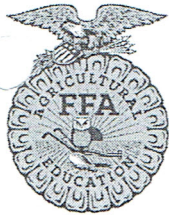
58. What is preventive maintenance? Why is it important?

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Approval (1)
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- Post Graduate Data
- Event Registration
- Livestock Insurance
- State Course Summary
- Application Center
- Directory

Jace Gunnar Allen Profile

[Transfer Student](#)

Contact Information

First Name: * Jace Gunnar

Last Name: * Allen

Address: * 2578 Oak Knoll Way

City: * Oroville

State: * CA

Zip Code: * 95966

Grad Year: * 2018

Email: * shootergunnar28@gmail.com

Home Phone: * 530-713-9608

Cell Phone: * 530-990-6663

Cell Carrier: Verizon

Gender: * Male

FFA/AET Information

Member Status: FFA Member

FFA ID: [REDACTED]

FFA Inv Code: [REDACTED]

AET ID: [REDACTED]

Post Graduate Information

Status: Not Entered

FFA Membership History

YEAR	DATE
2014-2015 FFA Membership	
2015-2016 FFA Membership	
2016-2017 FFA Membership	12/2/2016
2017-2018 FFA Membership	11/13/2017



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Declaration/Certification



Go to
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Manager

Ethnicity: Non-Hispanic

Race: * White

DOB: *

12/24/2001

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

Floriculture & Floral Design - Period 1 (Earley)

[Add Course](#)

COURSE

- ☒ Ag Communications & Leadership (Earley)
- ☒ Equipment Operation & Repair (Darrach)
- ☒ Other Agriculture Mechanics (Darrach)

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3495

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Summary](#)[Application Center](#)[Directory](#)

Macelia Ford Profile

[Transfer Student](#)

Contact Information

First
Name: * Macelia
Last
Name: * Ford

Address: * 5545 Oro Bangor Hwy

City: * Oroville
State: * CA

Zip
Code: * 95966

Grad
Year: * 2018

Email: * maceliaford@hotmail.com

Home
Phone:

Cell
Phone: * 302829407

Cell
Carrier: T-Mobile

Gender: * Female

FFA/AET Information

Member
Status: FFA Member

FFA ID: [REDACTED]

FFA Inv
Code: [REDACTED]

AET ID: [REDACTED]

Post Graduate Information

Status: Not Entered

FFA Membership History

YEAR	DATE
2014-2015 FFA Membership	
2015-2016 FFA Membership	
2016-2017 FFA Membership	12/2/2016
2017-2018 FFA Membership	11/13/2017



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Account



Go to NFFA
Declaration/Certification



Go to
Degree/Application
Manager

Ethnicity: Non-Hispanic

Race: * White

DOB: *

8/15/2000

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

Floriculture & Floral Design - Period 1 (Earley)

[Add Course](#)

COURSE

- ☒ Ag Communications & Leadership (Earley)
- ☒ Agriculture and Soil Chemistry (Knapp)

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Basic Resume Template

Name- First and Last

Address

Town, State and Zip

Telephone Number w/ Area code

Email Address

Objective your purpose for wanting this employment. Use exact job titles or statement indicating the type of position desired and the name of the organization if possible. (use a complete sentence)

Education begin with most current first including dates attended, include the name of the school, degree or certificate(s) earned, relevant coursework.

Work Experience Begin with the most recent paid or unpaid (Remember volunteer work can also be work experience)work or activity. List history and dates in reverse chronological order. Briefly list primary duties not usually associated with the position (ex cashier – most readers know what the basic duties of a cashier are. However, if the cashier is also responsible for closing out her cash bank daily and preparing deposits those duties could be included.

Related Skills Use action verbs when listing skills and accomplishments. Draw from all volunteer and paid experience. Make sure these skills relate to the position applying for.

Activities can be school, community or church related, list job or titles held in these activities especially if they relate to the position applied for

References You should include 3 references that KNOW your WORK capabilities. Do not include relatives/

** You may use your own style when developing your resume BUT you should use the above categories and information. There are templates available in Microsoft Word that are acceptable*

CTE Cover Letter Template

(5 spaces)

Your Name

Your Address

Your City, State Zip Code

Your Email Address

(1 Space)

Date

(1 Space)

Employer Contact Information

Name

Title

Company

Address

City, State, Zip Code

(1 Space)

Salutation

Dear Mr./Mrs. Last Name, (leave out if you don't have a contact)

(1 Space)

First Paragraph

The first paragraph of your letter should include information on why you are writing. Mention the position you are applying for and where you found the job listing. Include the name of a mutual contact, if you have one.

(1 Space)

Middle Paragraph

The next section of your cover letter should describe what you have to offer the employer. Mention specifically how your qualifications match the job you are applying for. Remember, you are interpreting your resume, not repeating it.

(1 space)

Final Paragraph

Conclude your cover letter by thanking the employer the considering you for the position. Include information on how you will follow-up.

(2 spaces)

Complimentary Close

Respectfully yours,

(2 spaces)

Handwritten Signature

(2 spaces)

Typed Signature

Quality Criteria Eight: Program Promotion

There is a systematic plan of program promotion to inform students, parents, counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives, of options, advantages, quality, accountability, and availability of career-vocational education programs.

The Las Plumas High School Agriculture Department actively recruits for the program throughout the year. While the high school is currently experiencing declining enrollment, the Agriculture Department is experiencing increasing enrollment, due in part to effective recruitment strategies. For major FFA activities, the local newspaper is contacted and they have gladly accepted an article from our reporter the past few years. For most FFA events, there is an article in the morning announcements heard school-wide daily. A quarterly chapter newsletter is published and disseminated promptly and a new chapter website was just completed in recent months. Las Plumas FFA has an active facebook page where we are able to share our activities with our communities. This year the department started an Instagram page to highlight classroom activities and tag them according to each pathway. During FFA week, multiple activities including tractor driving and team/leadership building are available to all school students. Agriculture teachers, along with chapter officers and other agriculture students representatives go to multiple feeder schools to promote the agriculture program and the opportunities it presents for incoming Freshman. On-campus recruitment is done formally (such as FFA week) and informally by instructors and students on a regular basis to help ensure the current and future success of the Agriculture Department at Las Plumas High School. Mr. Knapp and several students hit the road in March to recruit at every feeder school coming into the school. They take a power point presentation as well as supplemental information such as brochures etc. The department has seen a significant increase in freshman coming into the program directly due to these efforts.

Evidence Documents Include:

- Las Plumas FFA Facebook
- Las Plumas FFA Instagram

Record Book Contact

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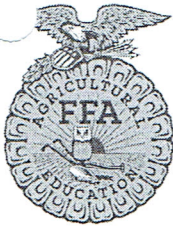
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\$0.00
 Region Balance:
\$750.00

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Post Graduate Data

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Students by Graduation Year (64 Students) 2017

Only students with 3 or more years in Ag Ed will be shown in this list.

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
[REDACTED]	600996614	2017	3	Two Year College - Non-Ag Major
[REDACTED]	600996616	2017	4	Two Year College - Non-Ag Major
[REDACTED]	600996618	2017	4	Two Year College - Non-Ag Major
[REDACTED]	600996619	2017	3	Employed - Parttime - Ag Job
[REDACTED]	600981425	2017	4	Employed - Fulltime - Ag Job
[REDACTED]	600996621	2017	5	Military
[REDACTED]	600996622	2017	3	Two Year College - Non-Ag Major
[REDACTED]	600996626	2017	3	Two Year College - Non-Ag Major
[REDACTED]	600996817	2017	3	Military



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Degree/Application
Manager

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
[REDACTED]	600996825	2017	4	Two Year College - Non-Ag Major
[REDACTED]	600996826	2017	4	Two Year College - Non-Ag Major
[REDACTED]	601364374	2017	3	Four Year College - Non-Ag Major
[REDACTED]	600996833	2017	4	Employed - Parttime - Ag Job
[REDACTED]	600996834	2017	4	Employed - Fulltime - Ag Job
[REDACTED]	600995564	2017	3	Employed - Fulltime - Ag Job
[REDACTED]	600995565	2017	4	Two Year College - Ag Major
[REDACTED]	600995574	2017	4	Military
[REDACTED]	600995577	2017	3	Two Year College - Non-Ag Major
[REDACTED]	600995579	2017	3	Two Year College - Non-Ag Major
[REDACTED]	600995581	2017	3	Employed - Parttime - Ag Job
[REDACTED]	600995582	2017	3	Employed - Parttime - Non-Ag Job
[REDACTED]	600995587	2017	3	Two Year College - Non-Ag Major
[REDACTED]	600995589	2017	3	Employed - Parttime - Ag Job
[REDACTED]	600995590	2017	3	Employed - Parttime - Ag Job
[REDACTED]	600995591	2017	5	Two Year College - Ag Major
[REDACTED]	600996629	2017	4	Employed - Fulltime - Ag Job
[REDACTED]	600996637	2017	4	Employed - Parttime - Ag Job
[REDACTED]	600996638	2017	3	Employed - Parttime - Ag Job
[REDACTED]	600996640	2017	3	Two Year College - Non-Ag Major
[REDACTED]	600996649	2017	4	Two Year College - Ag Major
[REDACTED]	600996651	2017	3	Two Year College - Non-Ag Major
[REDACTED]	600996653	2017	4	Two Year College - Non-Ag Major
[REDACTED]	600996654	2017	4	Two Year College - Non-Ag Major

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
[REDACTED]	600996655	2017	4	Two Year College - Non-Ag Major
[REDACTED]	600996658	2017	3	Two Year College - Non-Ag Major
[REDACTED]	600996663	2017	4	Two Year College - Non-Ag Major
[REDACTED]	600996665	2017	5	Two Year College - Ag Major
[REDACTED]	600996667	2017	4	Two Year College - Non-Ag Major
[REDACTED]	600721871	2017	3	Two Year College - Ag Major
[REDACTED]	600889426	2017	3	Two Year College - Ag Major
[REDACTED]	600996670	2017	3	Military
[REDACTED]	600996671	2017	3	Two Year College - Non-Ag Major
[REDACTED]	600996674	2017	5	Two Year College - Ag Major
[REDACTED]	600996685	2017	4	Employed - Fulltime - Non-Ag Job
[REDACTED]	600996688	2017	3	Employed - Fulltime - Non-Ag Job
[REDACTED]	600996691	2017	4	Two Year College - Ag Major
[REDACTED]	600996698	2017	4	Location or Position Unknown
[REDACTED]	600995594	2017	4	Two Year College - Non-Ag Major
[REDACTED]	600996702	2017	3	Employed - Parttime - Ag Job
[REDACTED]	600995592	2017	4	Employed - Fulltime - Non-Ag Job
[REDACTED]	600995596	2017	3	Two Year College - Non-Ag Major
[REDACTED]	600995597	2017	4	Employed - Fulltime - Ag Job
[REDACTED]	600995598	2017	4	Employed - Fulltime - Ag Job
[REDACTED]	600995599	2017	3	Two Year College - Non-Ag Major
[REDACTED]	600995605	2017	3	Two Year College - Non-Ag Major
[REDACTED]	600995608	2017	3	Two Year College - Non-Ag Major

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
[REDACTED]	600995609	2017	4	Four Year College - Non-Ag Major
[REDACTED]	600995611	2017	4	Employed - Parttime - Ag Job
[REDACTED]	600996912	2017	4	Two Year College - Ag Major
[REDACTED]	600996917	2017	4	Two Year College - Non-Ag Major
[REDACTED]	600996922	2017	4	Two Year College - Non-Ag Major
[REDACTED]	600996925	2017	4	Employed - Fulltime - Non-Ag Job
[REDACTED]	600996926	2017	3	Employed - Parttime - Ag Job
[REDACTED]	600996928	2017	3	Two Year College - Non-Ag Major







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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.

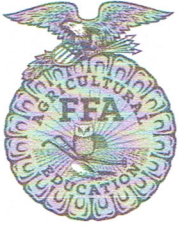
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Oroville - Las Plumas

CA0166

Complete Student Enrollment

Student Name	Grad Year	Account Type	Years in Ag	FFA ID	FFA Inv Code
	2020	Member	1	602992991	8KCX65
	2020	Member	2	602439655	UDBOH
	2021	Member	1	602992844	8NH6JW
	2018	Member	4	601229964	G8TT\$P
	2021	Member	1	602993079	MV\$RDM
	2018	Member	3	601229966	
	2021	Member	1	602993100	4WE3RC
	2019	Member	3	601564484	7S5ADA
	2020	Member	2	602438130	GH15Y
	2020	Member	2	602451654	FHPM2
	2019	Member	2	602439737	AW61Y
	2021	Member	1	602993099	\$GBTW
	2018	Member	4	601229968	GZKM11
	2020	Member	1	602993162	\$7XW\$5
	2021	Member	1	602993225	M8CH\$S
	2021	Member	1	602993232	3NJYK4
	2021	Member	1	602993074	EHAVVM
	2020	Member	2	602439648	HCGIW
	2018	Member	4	601229971	1JPVQD
	2021	Member	1	602992967	ANGQWD
	2021	Member	1	602993241	F7ZX2S
	2017	Member	5	600996621	Q8FDPJ
	2020	Member	2	602439580	JCE6TX
	2021	Member	1	602993002	F58SG8
	2020	Member	2	602439654	5X!XW4
	2021	Member	1	602992862	U9L9H4
	2019	Member	3	601564491	GQ!J9J
	2019	Member	3	601564492	7YBYOO
	2020	Member	1	602993039	2C@XYT
	2020	Member	2	602438133	IJK86

	2020	Member	2	602439739	ZGIX!1
	2021	Member	1	602993257	6S7B6W
	2020	Member	2	602438207	\$QG\$\$
	2018	Member	4	601229976	YL\$%MT
	2021	Member	1	602992852	2PW6L8
	2019	Member	3	601564497	GJ7JWL
	2018	Member	4	601229978	VT5TQM
	2021	Member	1	602993245	J\$LDW4
	2021	Member	1	602993151	LE6NNF
	2021	Member	1	602993221	66@627
	2021	Member	1	602993219	KY72VA
	2019	Member	3	601564501	8KDALV
	2019	Member	3	601564502	S8SK7V
	2021	Member	1	602992848	@2GW
	2021	Member	1	602993209	QZJM84
	2020	Member	2	602438199	WKGLFX
	2021	Member	1	602993143	X2G4WU
	2018	Member	4	601230292	LX05\$Y
	2021	Member	1	602993070	X9FA87
	2021	Member	1	602992979	5W54DC
	2021	Member	1	602993080	J37ASW
	2021	Member	1	602992840	MEMART
	2021	Member	1	602993234	T5JJZ
	2020	Member	2	602439653	Q\$FO9C
	2019	Member	3	601564283	AKSH6U
	2021	Member	1	602993147	7F59X7
	2021	Member	1	602992845	4FRE@W
	2020	Member	2	602439582	2FHXXC
	2021	Member	1	602993258	4XB3K4
	2021	Member	1	602993197	UD\$6VP
	2018	Member	4	601230298	ST1DYJ
	2020	Member	2	602438142	DLSJ3Z
	2021	Member	1	602992900	P@R8J
	2019	Member	3	601564290	W7S!PN
	2021	Member	1	602992854	24QD68
	2018	Member	2	602440129	EQ4VSE
	2020	Member	2	602438134	27P2@D

	2019	Member	3	601564293	6I4Z0R
	2019	Member	3	601564294	RLCADY
	2021	Member	1	602993059	K2DMMZ
	2021	Member	1	602992864	HSAMF
	2021	Member	1	602993223	3GABKQ
	2021	Member	1	602992909	6LCCD8
	2019	Member	3	601564296	RJ!@FX
	2018	Member	4	601230309	4SR76V
	2018	Member	4	601230778	5D9VGU
	2021	Member	1	602992929	8@ZGXA
	2018	Member	4	601230779	PXK9XT
	2021	Member	1	602993094	EVMJ2E
	2021	Member	1	602993148	XKJUGY
	2019	Member	2	601564299	KUXOR\$
	2020	Member	2	602438141	4QHYXW
	2021	Member	1	602993259	VF9YM5
	2021	Member	1	602993188	93BRKF
	2021	Member	1	602993202	CZP79Y
	2020	Member	2	602439578	C3ZDVZ
	2021	Member	1	602993235	\$3722F
	2021	Member	1	602992955	8LTDZ5
	2021	Member	1	602993190	7B@LXW
	2020	Member	2	602438136	H9HIK
	2021	Member	1	602993156	2R8PUF
	2021	Member	1	602993246	79JDED
	2020	Member	2	602438327	!Y3YU4
	2020	Member	2	602438332	P6AEPL
	2018	Member	4	601230790	MTDETE
	2020	Member	1	602993226	M2Y3PT
	2019	Member	1	602993107	WE4HUF
	2021	Member	1	602993144	5YTFZ
	2021	Member	1	602992996	FR8R@D
	2020	Member	2	602439750	924L8G
	2021	Member	1	602993081	3W6D96
	2019	Member	3	601564663	KZ2WZU
	2019	Member	3	601564664	BZRO3L
	2019	Member	3	601564665	YAOVDL

	2021	Member	1	602993111	635N7V
	2021	Member	1	602993021	735CFB
	2018	Member	1	602992932	8\$4@BK
	2019	Member	3	601564670	7VO8DQ
	2017	Member	5	600995591	DFTEAX
	2018	Member	4	601228822	QWMNNG
	2021	Member	1	602992943	JX673
	2021	Member	1	602993060	ETAT\$V
	2021	Member	1	602993078	VVEV7N
	2021	Member	1	602992916	BVHG38
	2021	Member	1	602993264	BG4RHA
	2018	Member	2	602438284	4RC1E7
	2021	Member	1	602993242	Y9V2UL
	2018	Member	2	601228828	
	2020	Member	2	602438175	3LTWMR
	2018	Member	3	601228829	
	2021	Member	1	602992924	Z3B53
	2018	Member	4	601228832	AAINTG
	2021	Member	1	602992939	TU@B3E
	2021	Member	1	602993211	4VURCY
	2020	Member	2	602439752	FY3OKJ
	2021	Member	1	602993064	QU4M
	2019	Member	3	601564681	N2T\$L6
	2021	Member	1	602993268	V9B5DA
	2020	Member	2	602439692	94PELR
	2020	Member	2	602438131	X72@VG
	2018	Member	4	601228837	5NZUFF
	2019	Member	3	601564682	KG3EAM
	2019	Member	1	602993168	83FHA3
	2021	Member	1	602993141	GHV4JB
	2019	Member	2	602441563	G09Y6
	2020	Member	2	602439698	62GV\$!
	2020	Member	1	602992947	@QBT9@
	2020	Member	1	602993172	HECXGY
	2021	Member	1	602993134	ESQ52Y
	2019	Member	2	601564686	HTGOV1

	2021	Member	1	602993256	W\$2\$7\$
	2020	Member	2	602438139	5MN8EW
	2021	Member	1	602993233	ZCGQ\$8
	2019	Member	3	601564687	TT2Y9J
	2019	Member	3	601564689	NDIQ1R
	2020	Member	1	602993231	N64@D
	2018	Member	4	601228849	CJIWFB
	2021	Member	1	602992871	YTQP@X
	2020	Member	2	602440558	@@4P\$8
	2021	Member	1	602992858	4Y9\$4
	2021	Member	1	602992990	G56AY3
	2018	Member	3	601228852	
	2019	Member	3	601564694	HIGCLD
	2019	Member	1	602993178	3QT\$P
	2021	Member	1	602993035	NH3MTB
	2019	Member	3	601564696	OJZKKW
	2021	Member	1	602993189	6QM6ZY
	2021	Member	1	602993020	H24BS7
	2020	Member	1	602993185	7BND7
	2021	Member	1	602992975	WPZLJG
	2021	Member	1	602992911	LSS8RV
	2021	Member	1	602993019	S5@98S
	2020	Member	2	602438323	C6FUFN
	2018	Member	4	601229468	RWLKLD
	2020	Member	2	602439577	SYMDK
	2021	Member	1	602993140	K35T7Y
	2019	Member	3	601564702	13AGXP
	2021	Member	1	602992937	E5SHYU
	2019	Member	3	601564703	K5PZC2
	2021	Member	1	602993169	3XU3B@
	2018	Member	4	601229472	Z2ZSD8
	2019	Member	3	601564951	SEJECR
	2021	Member	1	602992993	69JX9A
	2019	Member	3	601564952	FN7VTW
	2021	Member	1	602992933	LR97B4
	2021	Member	1	602993129	A\$35A3
	2021	Member	1	602993261	L8QBY8

	2020	Member	2	602439642	YCA08V
	2019	Member	3	601564958	UCZWRE
	2017	Member	5	600996665	Z1H@SO
	2018	Member	4	601229475	W8DNG\$
	2021	Member	1	602993163	\$@S5QD
	2021	Member	1	602993170	3RTYAW
	2019	Member	1	602993061	FB7SVE
	2021	Member	1	602993130	ZAM9PB
	2020	Member	1	602992863	5G2CQ4
	2020	Member	2	602439581	ASWMRC
	2021	Member	1	602993067	2NXRBG
	2021	Member	1	602992891	5EPNL
	2017	Member	5	600996674	
	2021	Member	1	602993055	98QCZ@
	2019	Member	3	601564964	2YTQDW
	2020	Member	2	602439707	JIY8A
	2020	Member	1	602993128	D48PCF
	2020	Member	2	602439746	EWGF4
	2020	Member	1	602993058	4CHKBD
	2019	Member	2	602439579	8I8B48
	2021	Member	1	602993166	5KCS9@
	2018	Member	4	601229725	3Y2MU!
	2018	Member	4	601201390	VQBYC\$
	2019	Member	2	602438381	A1WE9
	2021	Member	1	602993181	BURSB6
	2020	Member	2	602439704	N9R65Y
	2020	Member	1	602993116	5KJR8N
	2021	Member	1	602993253	7K9983
	2021	Member	1	602993009	9V3@GU
	2021	Member	1	602992994	9YUB3K
	2021	Member	1	602993017	J54@JT
	2021	Member	1	602992877	Y3TAS
	2018	Member	4	601229730	%KIPBG
	2021	Member	1	602992978	C@WV2
	2018	Member	1	602993271	TJ@GWY
	2020	Member	2	602438132	2XZ0JA
	2021	Member	1	602992983	T9BFZE

	2018	Member	2	602438282	!8U7R1
	2019	Member	2	602438285	L4!R7E
	2021	Member	1	602993032	78QTLU
	2019	Member	3	601565083	MZ\$XOV
	2021	Member	1	602993048	FWBC\$2
	2020	Member	1	602992966	RB64QE
	2020	Member	2	602439694	1MTE2Y
	2018	Member	4	601229738	RHFHZR
	2021	Member	1	602992918	BFVSGY
	2019	Member	2	601565086	HHXI\$G
	2021	Member	1	602993138	EXVB9
	2021	Member	1	602992987	TCQVHH
	2021	Member	1	602992914	X2T\$K
	2019	Member	3	601565088	DD1SR0
	2021	Member	1	602992998	85C\$8X
	2019	Member	3	601565091	ZZREXK
	2020	Member	1	602993174	4HLX7N
	2020	Member	1	602993177	NCQVPA
	2020	Member	2	602438351	558ZMB
	2021	Member	1	602993004	BUXBY2
	2020	Member	2	602438137	\$@M@IG
	2021	Member	1	602992906	\$F6A
	2021	Member	1	602992940	F5N76
	2021	Member	1	602993113	J2KC\$
	2020	Member	1	602993106	2R56N
	2021	Member	1	602992878	JBVMTF
	2021	Member	1	602993220	39XN3S
	2021	Member	1	602992908	W7APU8
	2020	Member	2	602438184	LCHP2
	2019	Member	1	602992853	EYZ5ZR
	2020	Member	2	602439708	0@WTW!
	2020	Member	2	602439754	Q!OKX1
	2021	Member	1	602992901	WY3URY
	2020	Member	1	602993270	A4NTQ
	2021	Member	1	602993108	GNMH8E
	2021	Member	1	602993075	B3M@@@
	2018	Member	3	601229414	

	2021	Member	1	602993008	PC8PNM
	2018	Member	4	601409924	RLWDKS
	2021	Member	1	602993083	Q2HH\$4
	2021	Member	1	602993139	U77FER
	2020	Member	2	602439740	8K58BN
	2021	Member	1	602993037	N\$2A9
	2019	Member	1	602993152	GC9HR7
	2018	Member	4	601229419	LKQ2L7
	2020	Member	1	602992945	777H3
	2021	Member	1	602992974	LGS23K
	2020	Member	2	602439651	L59IFI
	2021	Member	1	602992948	54JP2V
	2018	Member	4	601229423	R\$C7WQ
	2021	Member	1	602993247	X2MV
	2019	Member	3	601565411	OMZISR
	2021	Member	1	602992872	B6753R
	2019	Member	2	602454698	G8N@1N
	2021	Member	1	602993206	WXSM\$
	2018	Member	4	601229426	OWPF5T
	2019	Member	3	601565413	KX7UY7
	2018	Member	4	601229432	GIVJZW
	2020	Member	2	602438135	GFFL31
	2021	Member	1	602993136	GLUNVM
	2021	Member	1	602992942	ZFZ@E
	2021	Member	1	602993014	KGA6J6
	2021	Member	1	602993012	H4@6FF
	2021	Member	1	602993109	924KU4
	2021	Member	1	602993034	EDT\$J
	2021	Member	1	602992997	VJV5NP
	2021	Member	1	602993137	WJ4UEE
	2021	Member	1	602993046	V97CES
	2019	Member	3	601565418	GXFJO!
	2019	Member	3	601565419	LH6KTI
	2021	Member	1	602993003	LBQTK
	2020	Member	2	602438326	EI0WY
	2019	Member	3	601565420	JA%SEF
	2021	Member	1	602992847	V7NA6W

	2021	Member	1	602992973	LCWPV
	2020	Member	2	602438329	1UBX3Z
	2021	Member	1	602992896	CQP7H8
	2019	Member	3	601565423	QNMYCQ
	2018	Member	4	601229986	ADYRIM
	2021	Member	1	602992912	XMVZUX
	2020	Member	2	602439699	GXR9
	2019	Member	3	601565424	A@XBLU
	2019	Member	3	601565425	AKH3NB
	2018	Member	4	601229988	8PJ845
	2019	Member	2	601565426	!NZP0Z
	2020	Member	1	602992851	P9JZK7
	2019	Member	3	601565427	IH9GCV
	2020	Member	1	602993043	\$8WKR
	2021	Member	1	602993124	BJMZW
	2021	Member	1	602992926	NTVBYH
	2019	Member	1	602993213	U6DVC9
	2021	Member	1	602993097	GHN@7K
	2020	Member	2	602439644	3BC0MB
	2018	Member	3	601565100	OLMFFB
	2021	Member	1	602993125	MBLM9Z
	2021	Member	1	602992951	EELNLE
	2021	Member	1	602993262	S7J2H6
	2021	Member	1	602993154	R5AZHL
	2019	Member	3	601565101	VYRMNF
	2021	Member	1	602992960	H@L@V4
	2018	Member	3	601229471	
	2020	Member	2	602439736	ELKI2S
	2019	Member	2	602438143	NY!!PT
	2021	Member	1	602993145	UZ@BA5
	2018	Member	2	602439647	D\$N6IO
	2019	Member	1	602993214	PWHSN3
	2021	Member	1	602993201	SAUNQD
	2021	Member	1	602993187	NGWP\$P
	2021	Member	1	602993179	@SUYS3
	2021	Member	1	602993069	M@HUUQ
	2020	Member	2	602438198	3RP1W

	2019	Member	3	601565110	K4JOAM
	2021	Member	1	602993096	34W8GH
	2020	Member	2	602438325	AUTDFV
	2019	Member	1	602993087	KCZ@AY
	2020	Member	2	602440130	WQFUI4
	2021	Member	1	602992886	E27@M6
	2021	Member	1	602992969	@84P86
	2021	Member	1	602992965	5T5DVJ
	2020	Member	2	602439749	PNPM6@
	2020	Member	2	602439743	JL5IO5
	2021	Member	1	602992980	PNE47A
	2018	Member	4	601230002	96M1L9
	2018	Member	4	601230003	T8PRLJ
	2021	Member	1	602993110	PBQJZ7
	2018	Member	4	601230005	@XYKIU
	2018	Member	4	601230311	IRDXY
	2021	Member	1	602992950	NGWHC
	2020	Member	1	602992903	ZCY3R\$
	2020	Member	2	602439742	OFHDAC
	2021	Member	1	602992913	WWBLQG
	2020	Member	1	602993240	WZJKXG
	2020	Member	1	602993157	DSZUAP
	2021	Member	1	602993173	X7T5VZ
	2020	Member	2	602439762	@YM7\$
	2018	Member	1	602993269	88AJEU
	2020	Member	2	602439751	WJH1BW
	2018	Member	3	601230314	DLKKXM

Quality Criteria Ten: Student-Teacher Ratio

High quality vocational instruction in agriculture is dependant upon maintaining a student-teacher ratio that ensures effective instructional and safe working conditions. Much of vocational education is action-oriented, hands-on, learning activity. Under these conditions, a lower student-teacher ratio is required than in classes which do not utilize these teaching/learning procedures.

While Las Plumas High School Agriculture Department excels in most areas of the agricultural education model, we fail to satisfy Criteria Ten: Student –Teacher Ratio.

The Agricultural Incentive Grant Checklist Quality Criteria Ten states that: Shop and laboratory based classes will have no more than 20 students enrolled and Classroom-based classes will have no more than 25 students enrolled.

It is in the best interest of the agriculture students to have class size ratios of these proportions. It is the Agriculture Department's position to support this criteria in the interest of student learning and Incentive Grant Funding. However, the school district will not support these criteria; thus funding and the educational value of the desired class ratios are often not met. The department continues to seek the support of the district in this area.

Evidence Documents Include:

- R2 Student Report
- R-2 Teacher Information

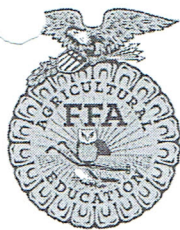
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Region Balance: \$750.00



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Post Graduate Data



Event Registration



Livestock Insurance



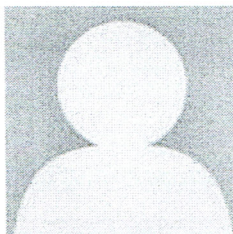
State Course Summary



Application Center



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Basic Information

First Name: Richard
Last Name: Darrach
Email Address: rdarrach@ouhsd.org
Office Phone: ~~959-232-1111~~
Address: ~~2020 Las Plumas~~
Ave.
City: Oroville
State: CA
Zip Code: 95966

Chapter Information

Chapter Name: Oroville
- Las Plumas
Region: Superior
School Phone: ~~959-232-1111~~
Address: ~~2020 Las Plumas~~
AVE
City: Oroville
State: CA
Zip Code: 95966
School Name: Las Plumas High School

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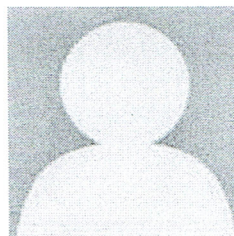
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Basic Information

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Zip Code: 95966

Chapter Information

Chapter Name: Oroville - Las Plumas
Region: Superior
School Phone: 2380 LAS PLUMAS AVE
Address: 2380 LAS PLUMAS AVE
City: Oroville
State: CA
Zip Code: 95966
School Name: Las Plumas High School

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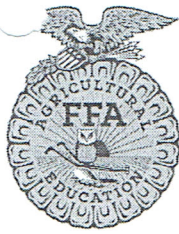
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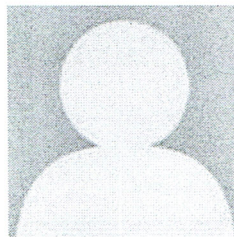
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Jim Knapp - Contact Information

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 State: CA
 Zip Code: 95966

Chapter Information

Chapter Name: Oroville - Las Plumas
 Region: Superior
 School Phone: 2380 LAS PLUMAS AVE
 Address: Oroville
 State: CA
 Zip Code: 95966
 School Name: Las Plumas High School
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Chapter Information

Chapter Name: Oroville - Las Plumas
Region: Superior
School Phone: 2380 LAS PLUMAS AVE
Address: 2380 LAS PLUMAS AVE
City: Oroville
State: CA
Zip Code: 95966
School Name: Las Plumas High School

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Quality Criteria Eleven: Full Year Employment

Effective Instruction in Vocational Education in Agriculture extends far beyond the regular school day, school year and school environment. The basic component of instruction occurs as group instruction in the classroom, shop or field throughout the year.

Each member of the agriculture staff at Las Plumas High School receives a "12 Month Activities" stipend of \$ 3542 annually for compensation of additional duties. While this stipend is not representative of and is well below the average stipend for Agriculture teachers in the Superior Region, the Agricultural Advisory Committee and Agriculture staff is beginning to work on a solution to this shortage. It feared that the district will not be able to attract and retain highly qualified Agriculture Instructors with the current retirement to replace shortfall of agriculture teachers state-wide without adequate compensation for additional FFA and Year-round duties associated with Agricultural Education.

Evidence Documents Include:

- Extended Duty Contract

APPENDIX "C"
 OROVILLE UNION HIGH SCHOOL DISTRICT
 EXTRA DUTY SALARY SCHEDULE

2016/2017

EXTRA DUTY ASSIGNMENT	FACTOR	SALARY	MONTH PAID
Base		\$45,848	
(1) Ag - 12 month activities	0.090	4,126	Included in salary
(2) Ag - No project supervision	0.090	4,126	Included in salary
Student Activity Director	0.055	2,522	Dec - May
Subject Area Coordinators	0.040	1,834	Dec - May
Head Teacher - Continuation	0.090	4,126	Dec - May
Academic Decathlon	0.040	1,834	Dec - May
Journalism	0.060	2,751	Dec - May
Drama	0.055	2,522	Dec - May
Music	0.090	4,126	Dec - May
VICA Advisor	0.040	1,834	Dec - May
FHA Advisor	0.040	1,834	Dec - May
College Connection	0.040	1,834	Dec - May
Yearbook	0.060	2,751	Dec - May
FBLA Advisor	0.040	1,834	Dec - May
Mock Trial	0.040	1,834	Dec - May
Avid Coordinator	0.040	1,834	Dec - May
Link Crew	0.040	1,834	Dec - May
Reading Coordinator	0.040	1,834	Dec - May
Athletic Director - two release period	0.100	4,585	Included in salary
Baseball, Varsity	0.085	3,897	May
Baseball, Varsity Assist	0.040	1,834	May
Baseball, JV	0.070	3,209	May
Basketball, Varsity	0.085	3,897	Mar
Basketball, JV	0.070	3,209	Mar
Basketball, Frosh	0.060	2,751	Mar
Cross Country	0.070	3,209	Nov
(3) Field Hockey/Volleyball Varsity	0.085	3,897	Nov
Field Hockey/Volleyball JV	0.070	3,209	Nov
Field Hockey/Volleyball Frosh	0.060	2,751	Nov

Quality Criteria Twelve: Program Achievement

The Agriculture Program is excited to have finally met the program achievement quality criteria. This is going to continue to be a goal of Las Plumas Agriculture.

Evidence Documents Include:

- Quality Criteria 12 Check List

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
QUALITY CRITERION 12

Agricultural programs meeting all of the required Quality Criteria (Criteria 1-9) and Criterion 12 may qualify for an additional \$7,500. This form along with the appropriate verification must be attached to the Agricultural Career Technical Education Incentive Grant Application. The Incentive Grant application is due in the Regional Supervisor's office on June 30, 2017.

Number of Students on Previous Year's R-2 Report: 324

12A Leadership and Citizenship Development

Number of activities on the approved FFA Activity list in which the local chapter participated (must participate in at least 80 percent of 23 the activities)

12B Practical Application of Occupational Skills

Number of students who received the State FFA Degree (must be 17 at least 5 percent of the R2 number)

12C Qualified and Professional Activities

Number of teachers who attended a minimum of five professional inservice activities (must attach approved Inservice Activities 4 Verification Page)

12D Community, Business, and Industry Involvement

Number of meetings held by the local Agriculture Advisory 3 Committee (must be at least three, with minutes attached)

Name of Agriculture Advisory Committee Chair: Lyman Hagen

Phone Number of Agriculture Advisory Committee Chair: 530-514-7238

12E Retention

Number of students from the 2013 Freshman cohort who completed 3 or 4 years of Agriculture Education courses must be 30 at least 30% of the 2013 Freshman cohort

12F Graduate Follow-Up

41 Number of program completers graduating last year

Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up 33 report



Las Plumas High School - Oroville, California

**AGED 539 Project Report
Steer Pens & Show Ring Construction**

Richard Darrach

Before the Pens



These images show what the barn and cattle facilities looked like when I began working at Las Plumas in 2012. The inside of the barn was a large open area and the steers were housed outside in crude panel corrals. The covered pens were actually installed but had to be redone because the concrete foundation walls were poured incorrectly and were already breaking. The photo at bottom shows students moving the dirt pile that was used to raise the elevation of the steer pens before the fences were built.





The top image shows students flattening, moving and compacting the soil moved to raise the elevation of the steer pens. The bottom image shows the open trench for the French drain that was installed to move water away from the barn, which had a flooding issue after it was built. The dirt pad built by students can be seen to the right of the trench and the old steer pens can be seen to the left of the barn.





Community support was a major part of this project being completed successfully. In this picture Mr. Benedict and Mr. Earley are helping us to attempt digging post holes in the super hard dirt with a pressure washer and ditchwitch vacuum. Their advice and expertise was invaluable throughout the project.

Building The Pens



The process of building the pens was fairly straightforward and somewhat tedious. The posts had to be laid out, measured for height, saddle cut for the top rail, and rails welded on. While no good pictures can be found of the process, this picture shows the structure that illustrates the process.



After the runs were mostly built, the task of preparing for concrete at the bottom of the runs started with measuring, leveling and setting forms. Using builder's levels and a laser level, the students learned to easily check level over a large space. The 16' x 60' concrete slab was poured in a 4 hour time period with a crew of students who mostly had no experience with concrete.





After the concrete had cured all summer, the job of building the alley and feed bunks was started by installing the feed panels that were purchased and fabricating fence around them. This part of the project produced some challenges to customize mounting brackets and special fence panels to fit the whole thing together. In the background of the pens the water troughs can be seen, which also required custom construction since the troughs are positioned within the fence.



The Completed Project



I like to think of this project like Walt Disney described Disneyland. He stated something along the lines that Disneyland would never be complete, but change and progress as the years pass. This project can be seen in completion of the first major stage of construction, which was to get it in place. Since this report was started we have already begun building a roof over the part of the panel pens that stick out of the barn, in the left side of this picture. Sometime in the future the plan is to attach some paneling on the two pens in the background of this picture to accommodate sheep and goat projects as well. As it should be, this facility is not only a fully functional facility for housing and working cattle and other livestock, but also a facility that will continue to educate and teach real world skills to students in both the livestock and construction industries.