AGED 539: INTERNSHIP IN AGRICULTURE EDUCATION

VERONICA LEMUS
FILLMORE HIGH SCHOOL
SPRING 2019

SECTION 1: QUALITY CRITERIA STANDARDS

SECTION 2: PROJECT

SECTION 3: SUPPORTING COMPLETION MATERIALS

Quality Criteria 1: Curriculum and Instruction

The 2018-2019 school year has been a great year of transition for the Fillmore High School FFA Program in many aspects including curriculum and instruction. Currently, Fillmore High School employs two new agriculture instructors that have taken the place of two longtime agriculture teachers. As such, the two new instructors have worked to improve the program to meet the Ag Incentive Grant Criteria.

Both the 2018-2019 and future 2019-2020 courses meet the required components under Section 52454 of the Education Code. All agriculture courses are graded as such: 70% Classroom, 15% SAE, and 15% FFA Participation. Students meet the requirements for each portion of the grade by being actively involved in the classroom, having an active supervised agricultural experience project/maintaining an AET Record Book, and meeting the 100 Leadership Points requirement for FFA participation.

As of now, the courses have been restructured for the 2019- 2020 school year to meet sequential four-year pathways that address all necessary standards. They have been approved through the district and the UC System. The two agriculture teachers have worked with the counselors to promote the new courses:

Agriscience Pathway		Agriculture Mechanics Pathway	
2018-2019 School Year	2019-2020 School Year	2018-2019 School Year	2019-2020 School Year
Agriculture 1: Introduction to Agriculture, FFA, and Careers (G)	Agriculture 1: Introduction to Agriculture, FFA, and Careers (G)	Agriculture Mechanics 1 (G)	Agriculture 1: Introduction to Agriculture, FFA, and Careers (G)
Agriculture Soil and Chemistry (D)	Sustainable Agriculture: A Biological Approach to Industry Practices (D)	Agriculture Mechanics 2 (G)	Introduction to Agriculture Mechanics (G)
Ornamental Horticulture ROP (G)	Agriculture Soil and Chemistry (D)	Agriculture Mechanics and Fabrication ROP (G)	Advanced Agriculture Mechanics and Design (F)
Agriculture Business H ROP (G)	Agriculture Systems Management (D)		Agriculture Mechanics and Fabrication ROP (G)

All new courses have district and counselor support and are being promoted as scheduling occurs. They all meet high school graduation requirements and are now able to offer additional science and fine arts credit to students. Additionally, all courses offer the opportunity to attend FFA Leadership Conferences based on grade level. These leadership conferences include industry and university stops to locations such as Point Dexter Nut Packaging House, Cal Seedling Incorporated, Kelsay Farms, Otto and Son's Nursery, Beylik Farms, Cal Poly San Luis Obispo, UC Davis, Fresno State, Reedley College, and more. Guest speakers are encouraged and planned as the opportunity arises.

Quality Criteria 2: Leadership and Citizen Development

The Fillmore FFA Program offers students an abundance of opportunities to develop leadership skills and citizenship throughout the year. Officially chartered in 1939, Fillmore FFA has since been an active chapter that makes leadership part of the grading scale, offers the opportunity to hold chapter and sectional office, become a committee chair, attend conferences, and develop citizenship through community involvement!

In both the Agriscience and Agriculture Mechanics pathways, students must earn at least 100 Leadership Points through activities such as attending FFA Meetings (20 points), Conferences (50 points), Community Service (varies), competing in a Section Contest (30 points), or any other event that is pre-approved. This makes up 15% of their grade. All students are affiliated with the State FFA Association while enrolled in an agriculture-based class.

Fillmore FFA has a very active officer team of between 6-7 individuals that runs the chapter events. This year they have taken charge of events such as “Fall on the Farm” for Kinder, and “Spring on the Farm” for 7th Graders where they have led group tours to showcase the farm. Not only so, the chapter officers and committee chairs were also part of the recruitment effort at Fillmore Middle School where they led group discussions discussing the program. Outreach has been a integral part of this year’s officer team and advisor’s efforts.

Fillmore strives to encourage additional leadership participation as students have the opportunity to hold section office. This past year, we held the President position, and in past years have held 2-3 of the section officer positions. In addition to section leadership, the chapter has developed committee chair positions for additional members in the chapter. These are for the: Community Service, Farm, Apparel, Scrapbook, Flower Power, and Outreach Committees. These committees hold their own meetings and serve as additional leadership support to the officer team. They report at every FFA Meeting.

Furthermore, every year Fillmore FFA attends Greenhand Leadership Conference, Made for Excellence, Advanced Leadership Academy, State Convention, and National Convention (every other year)! Students must apply to attend a leadership conference and must participate in sectional public speaking events, have passing grades, and be an active FFA Member to qualify for these spots as they are limited.

Lastly, students are encouraged to build their citizenship by becoming involved in our community efforts. This past year, we passed out candy at Fillmore's First Annual "Trunk or Treat," popped free popcorn at the "Toy Drive Give Away," secured a position at "Adopt a Bike Path," and grew plants for the Vision 20/20 group! Fillmore FFA is currently working with the City of Fillmore Parks and Recreation Department to become more active in the community next year. All in all, Fillmore FFA members are striving to increase their leadership involvement and presence in the community.

Quality Criteria 3: Practical Application of Agriculture Skills

An integral part of Fillmore FFA is the Supervised Agricultural Experience making up 15% of their total grade. All students are mandated to participate in some level on a SAE Project. Students must have a completed Agricultural Experience Tracker (AET) by the end of each semester to earn the points for this assignment.

During a student's time in Agriculture 1: Introduction to Agriculture, FFA, and Careers (G), students will learn their username, password, and learn how to navigate the AET. Students will participate in practice AET projects, practice financial records, and practice SAE Agreements. They are exposed to the variety of possible SAE Projects they can participate and are encouraged to stay involved throughout the school year.

Fillmore FFA has a variety of different established SAE's varying from Greenhouse Management, Crop Production, Laying Hen Production, Equine, to our most popular - showing livestock for the Ventura County Fair. There are students' projects managing the small onsite greenhouse, growing a wholesale pumpkin patch, two separate laying hen projects, and more! For the 2018-2019 School Year, Fillmore FFA has 9 steers, 27 swine, 1 sheep, 1 goat, and 5 rabbit projects. Showmanship practice is held once a week from 4:30-5:30 for each species group. This popularity in livestock stems from the community support to 4H and FFA students at the fair with auction prices and because of the facilities at Fillmore High School.

Students have applied for proficiencies at the Chapter level with 11 students placing for a Chapter Proficiency this year. These proficiencies vary between SAE projects and public speaking. Fillmore FFA continues to strive to demonstrate the opportunities available to students as the transition between advisors occurs in the area of Supervised Agricultural Experiences.

In the future, Fillmore FFA has made a goal to open it's own student-run pumpkin patch managed by students and have two major plant sales a year with the completion of the new greenhouse. The purpose of these two projects is to provide students the opportunity to be involved in additional SAE Projects that are diversified.

Quality Criteria 4: Qualified and Professional Personnel

Fillmore FFA has a fully functional agriculture department with two full-time agriculture teachers that both possess the appropriate single subject agriculture credential and agriculture specialist credentials. One of the two teachers possesses a Bilingual Authorization, and shortly, both teachers will have their Master Degrees. The Agriculture Program is the most compliant CTE area on campus and has strived this year to ultimately strengthen the program in all aspects. The district also employs a full time, live on-site farm manager to run the fully functional school farm.

Each teacher is an active member of the California Agriculture Teachers Association and has attended fall, spring meetings, along with the summer conference. Each has sought out professional development such as New Professionals, mentoring, Induction, plans to attend NAAE, and additional professional development that becomes available. This is an important aspect, as both of the advisors are between years one through five of teaching, and strive to reach their highest potential as agriculture advisors. The key learnings at these conferences are brought back to the program and implemented in a way that is most effective for their classroom and courses.

Teachers meet once a month with the entire Career Technical Education Department, and meet on a daily basis with each other based on the upcoming FFA Activities. These meetings come on a day to day basis based on needs often meeting for 30 minutes to an hour after school. However, there is a highly active communication line established. Teachers meet every other Tuesday with the Director of Farm Maintenance and farm manager to discuss any needs or upcoming events for the program. Lastly, the agriculture teachers work in close contact with the site clerk to guarantee the proper reimbursement of all FFA, SAE, and classroom expenses.

The program is fully supported by the agriculture teachers, site administration, and district administration who have worked rigorously to update the pathways and facilities for the next school year.

Quality Criteria 5: Facilities, Equipment and Materials

Fillmore FFA is currently going through a transition period of facilities and equipment. The current agriculture building was built in the 1930's and is the oldest building on the campus. It has a basic classroom, lab, and welding and wood shop with less than half of the equipment being functional or outdated. The new agriculture building has been approved and is currently going through DSA. Demolition is estimated to occur during the summer of 2019 to make way for the new CTE Agriculture Building. The agriculture classrooms will be moved to a temporary space on campus. This new building will include fully equipped metal, wood, and welding shops on the first floor, along with a classroom. The second story will include a science classroom, lab, staff room, office space, and greenhouse. It will have an elevator to accommodate those who enroll in the agriculture classes. This new facility will have the necessary equipment to run a state of the art Agriculture Mechanics and Agriculture Science Pathway. This new building is necessary to match the efforts being put in to improve the agriculture program curriculum.

Fillmore School District currently has an 80-acre farm, fully functional with a highly maintained steer, swine, sheep, goat, poultry, and rabbit barns/units. It has two additional barns, as well as a newly constructed greenhouse with a shade space, and over five acres of accessible land for student crop production projects. In addition, it has lemon, orange, and avocado groves as well as a leased out area for herbs. In September 2019, a flex space classroom and bathrooms will be added to the site. The farm is abundant with opportunities for students to strive.

In addition to the new facilities being built and the additions to the school farm, the Fillmore FFA Boosters recently helped purchase two new vehicles for conferences, business travel, and to serve all needs of the program. The Fillmore FFA owns and maintains a 2017 Chevy Suburban and 2017 Chevy 2500. These vehicles are under warranty for the dealership and are regularly maintained as the need arises.

Fillmore FFA is excited for all the improvements, support, and facilities to come.

Quality Criteria 6: Community, Industry, and Business Involvement

The official three-ring model of agriculture education focuses on classroom, FFA, and SAE- however, community involvement is a fourth component that is just as critical. The Fillmore FFA Chapter is well established and respected in the community of Fillmore. Fillmore, a small town with a population of about 16,000 people is home to many alumni of the Fillmore FFA who are involved in the current Ag Advisory Board, Agriculture FFA Boosters, and Rotary Club of Fillmore. These members help connect their city connections to the programs through field trip opportunities, internships, scholarships, volunteering, and as the new teachers transition the program, more community service, and servant leadership activities.

The Agriculture Advisory Board is made up of roughly 16 administrators, local business owners, farmers, and alumni that have supported Fillmore FFA for years. The group meets at least two to three times a year. The Ag Advisory Board wrote letters of support that were critical in receiving the CTEFP and Strong Work Force Grants this year. Their input helped put together the equipment list for the new CTE Facility and helped guide the decisions for the updates made to the pathways. They are an essential part to the Fillmore Agriculture Program.

The Fillmore FFA Boosters is composed of members who are also part of the Ag Advisory Board, or parents with former students in the program. They are essential in helping run the Fireworks fundraiser, May Festival Pancake Breakfast fundraiser, Popcorn Sales fundraiser, Showmanship Day, and Fillmore Field Day. This group meets the second Thursday of every month and works on supporting the program in any way they can.

These community members, business owners, and alumni are an integral part to the success and growth of the program as it moves forward.

Quality Criteria 7: Career Guidance

Students in the Fillmore FFA Chapter receive career guidance throughout their time in the program at every possible opportunity. As freshman, students are enrolled in the Agriculture 1: Introduction to Agriculture, FFA, and Careers course (G) which has a whole unit dedicated to career exploration, graduation requirements, resume building and S.M.A.R.T Goals. In this unit, students explore different careers in agriculture, learn about the different available opportunities, and how they connect to other industries. Students develop a resume, create their "dream life," and research how they are going to make that dream life a reality. Students come up with short term and long term goals as they discover the opportunities available to them.

As often as possible, students are exposed to guest speakers, and are taken to college trips to expose them to the different colleges that have agriculture related majors. Sophomores and Juniors are selectively chosen to attend the "26 Hours of Science and Technology" event at Cal Poly San Luis Obispo. This two day workshop series is hosted by the Latinos in Agriculture Club on campus with the goal to expose students to the opportunities available at the college level. As the program transitions, it is incorporating college visits to colleges and universities such as Cal Poly San Luis Obispo, Modesto Junior College, Reedley College, Universal Technical Institute, UC Davis, and more to come.

Currently, the Applied Ag Business: Ornamental Horticulture ROP class, Agriculture Business Honors ROP Class, and Agriculture 1 class have associated certifications to the courses that students can add to their resume once they are completed. In these courses, career guidance is also co-curricular with the Career Guidance Unit which focuses on resume building, career exposure, job interview skills, and business etiquette. Students are also required to compete at the minimum in the chapter level, and beyond for additional leadership experience.

As seniors, students are also exposed to an additional unit related to breaking down life after high school. In this unit, students apply to colleges, financial aid, scholarships, and internships. Students are also given the opportunity to have an internship as the opportunity arises. With the community support established, this has created a great opportunity for all students. Currently, the Agriculture Fabrication ROP class of five works with the farm manager every Tuesday and Thursday.

In addition to the opportunities in class and college visits that promote career guidance, Fillmore FFA has the support of the counselors and Career Guidance counselor on site which helps bring to their attention the possible scholarships, internships, and work experience in the area.

With the updated AET Record Book, students are able to update their career plans on their profile, and build a resume online. This is a requirement for students in their SAE Grade that makes up 15% of their grade. Career guidance and college exposure is an important component of the Fillmore FFA Chapter that is revisited and required to cover every year.

Quality Criteria 8: Program Promotion

Bringing attention to the success of the students is a crucial component to helping them grow as leaders, and in keeping them motivated. Not only so, but it promotes the program in the opportunities available to students in the classroom, FFA, and SAE. As such, Fillmore FFA rebooted its entire program promotion this year. This year a website and an Instagram account was established, recruitment materials were updated, and a new take was used when recruiting.

The website was built to showcase the opportunities of Fillmore FFA and centralize the data and information in one place. It is currently built on Weebly and is being worked on to update continuously. This website provides descriptions of events, conferences, projects, applications for download, and links to websites that the teachers can update. The Instagram account @fillmore.ffa has been a great success with students, parents, and supporters providing a centralized place to showcase student achievements and classroom happenings.

In the area of recruitment, there are a few main recruitment efforts. During semester one, “Fall on the Farm” is held for kindergarten and first-grade students. During semester two, “Spring on the Farm” will be held for next year’s eighth graders. During these field trips, students showcase the opportunities at hand at the farm with different types of SAES. In addition, the advisors and officers traveled to the middle school to have an invitation lunch and classroom visit to discuss the program and interact with the officers. A “Parent Night” was attempted in both English and Spanish. New flyers and recruitment brochures have been created for this school year and the chapter had a booth at the FHS Open House event.

In the future, the establishment of some sort of mentorship program is being discussed between the 8th graders in the Natural Resources elective at Fillmore Middle School and the FFA Program.

Quality Criteria 9: Program Accountability and Planning

The Fillmore Agriculture Program partakes in regular assessment and updates to the program with the help and contribution of students, administration, Booster members, and Ag Advisory members. With the major changes and development occurring this year within the program curriculum and facilities, many assessments have been made during the school year.

Over the summer, the agriculture advisors met with the chapter officer team to explore traditions and new opportunities for the program. After every event, advisors held a reflection session for the officers to discuss the event. In December, advisors met with the same group and assessed the successes and failures for the semester as a whole. Student input is crucial in understanding what is the best way to move forward in both facilities and through graduate follow up performed.

With the many recent changes, it is important to assess every event as they move forward. Advisors also sat and came up with a vision for the program curriculum based on student interests, needs, and resources. Agriscience and Agriculture Mechanics remained the most popular pathways. Advisors and District members including the superintendent, Dr. Adrian Palazuelos, and CTE Coordinator, Tom Chan, visited successful agriculture programs such as Madera South and Clovis East to help move forward as facility and curriculum updates were assessed during the Fall.

Long term program planning is focused on the implementation of the updated pathways, construction of new facilities, and updates to the structures at the School Farm. Course approval has been submitted and will be implemented beginning the 2019-2020 School Year. During the summer, the plans for the new CTE Agriculture Building were finalized with the input of the Agriculture teachers and is currently going through Department of State Architecture. The five year plan for the farm includes the complete completion of the Greenhouse Unit, re-roofing the steer barns, full use of the existing “park” area, and renovation of the swine barn. With the flex

space and restrooms set to be finished in September 2019, everything's coming together and on track.

Ultimately, as the advisors go through their first year at Fillmore High School, they are focused in modernizing the program in every aspect of the three circle model and maximizing their efforts towards growth of the program in curriculum, facilities, and student achievement.

Quality Criteria 10: Student Teacher Ratio

Fillmore High School is dedicated in assuring that the student teacher ratio is considered and that all courses in the agriculture program are funded. Despite not entirely meeting the requirement of a maximum of 22 students enrolled, the agriculture program has maintained all courses for the 2018-2019 school year. This means that Agriculture Fabrication ROP was offered with five students enrolled and Agriculture Business H ROP was offered with eleven students enrolled. On the other hand, the Ornamental Horticulture class was offered with 34 students enrolled in the course. This course is flexible in the sense that it is a laboratory course and because it is plant based, it can maintain more students. However, shop courses average about 20 students.

There are a total of seven different agriculture courses being offered and they ultimately are maintained at lower numbers with other courses on campus having upward of 35 students in each class.

Quality Criteria 11: Full Year Employment

Both of the agriculture teachers are fortunate enough to have an extended contract with the district that employs them 223 days instead of 185 per school year. They are also provided a shared CTSO stipend through VC Innovates for teaching the ROP Courses and having an adjunct CTSO. Both agriculture teachers currently share the responsibility for all SAE projects involving animals and crop production. The Agriscience teacher supervises any greenhouse related projects and the Agriculture Mechanics teacher supervises any agriculture mechanics related projects.

Both teachers are fortunate to have a normal preparatory period in which they both share a first period window. This has been generously supported by the district in the case of any farm emergency or program business that may arise. The Agriculture Mechanics teacher is also the CTE Department chair and as such is given an additional preparatory period to cover CTE Department Chair responsibilities. As of now, the extended contract is set to be renewed for the 2019-2020 School Year.

Project Proposal

Name: Veronica Lemus
Address: 4972 Shenandoah Street
City, State, Zip: Ventura, CA 93003
Phone: (805) 990-3686
E-mail: vlemus@fillmoreusd.org

Project Proposal
(To be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: Quality Criteria 8: Program Promotion
Goal or Purpose of the Project: The purpose of this project is to improve the promotion of the Fillmore Future Farmers of America program (FFA) for recruitment purposes, while also maintaining a positive public relations image with the community to attract prospective students. The goal is to highlight daily student achievements while showcasing chapter events and opportunities available to students while they are in the program.

Specific Objectives to Accomplish (Be as detailed as possible):

Create and manage website for Fillmore FFA

Create and manage Instagram for Fillmore FFA

Send Articles to Fillmore Gazette promoting FFA Events

Manage existing Fillmore FFA Boosters Facebook Page

Create and use Fillmore FFA Brochure and flyers during recruitment at Fillmore Middle School

Implement and maintain throughout school year

Estimated number of hours on this project: 30
Estimated expenditures ($) on this project (your costs): $0
Proposed timeline for completion of the project: April 1st, 2019

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?

I will invite the Cal Poly faculty to follow our social media accounts to have access to daily updates and will attach a copy of the brochure and article for their viewing.

For Office Use Only:
Project Approved By: .
Date of Approval: .
Quarter student will enroll in AGED 539: .

Project Description

For my project, I identified an area of need in the program and decided this would be one of the most beneficial tasks I could do to instantly increase communication within the chapter and promote the program to potential students and the community. Fillmore FFA had a great foundation, but was lacking proper social media outlets that were keeping up with today's online presence. The use of social media and digital communications is a crucial part of the promotion and marketing of the program to prospective students and to the community.

To address this area, I decided to create and maintain a web page and Instagram for Fillmore FFA.

The website is www.fillmoreffa.weebly.com, and the Instagram handle is @fillmore.ffa. The main purpose of the website is to provide important information and updates happening within our program to students and parents. Students are able to read about upcoming events and find crucial updates regarding conferences, leadership, and livestock. In addition, this website also connects to a webpage for each teacher (Mrs. Klittich and Ms. Lemus) to post important classroom content or information.

The Fillmore FFA Instagram showcases daily student activities, accomplishments, highlights activities in the classroom, and allows the community to become involved and stay current with the chapter events. This promotes a positive image of the chapter. Together, the webpage and Instagram summarize Agriculture Education to the general public and students while introducing and highlighting our FFA Chapter.

I also created a brand new brochure with the most up to date coursework and opportunities we are offering through the Agriculture program. This brochure along with flyers was passed out during recruitment at the Fillmore Middle School in April. The purpose was to summarize and update potential students with the opportunities available to them as prospective students.

Included is the link to the website, link to FFA Instagram Page (see above), FMS Recruitment Brochure and Flyers.

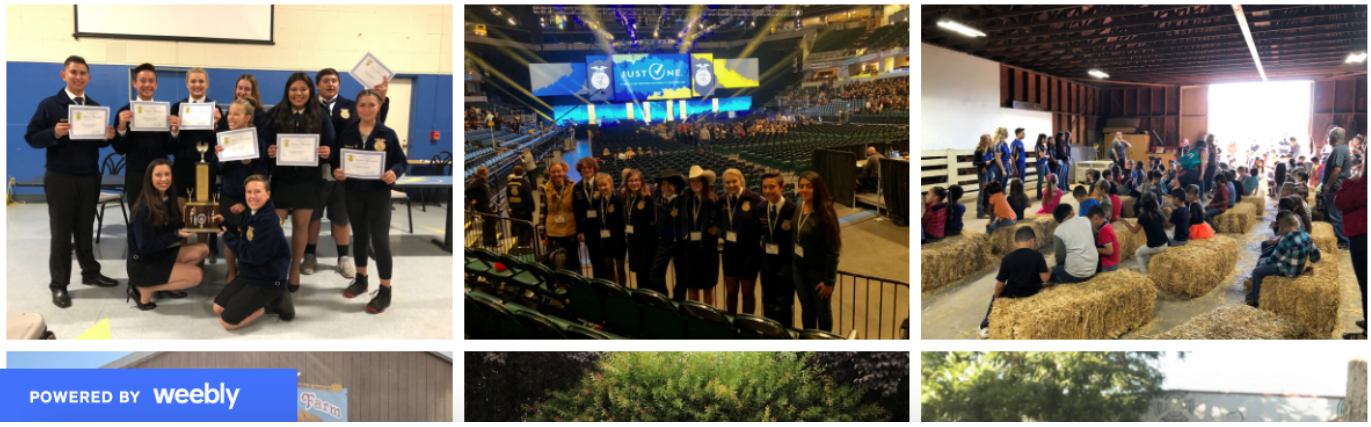
VZW LTE
1:59 PM
85%
fillmore.ffa
FILLMORE FFA
INVITES YOU TO ATTEND
THE ANNUAL
End of Year Banquet
MAY 16, 2019
VETERAN'S MEMORIAL BUILDING
511 SECOND STREET
FILLMORE, CA 93015-9700
DINNER STARTS AT 6:30 PM
FFA MEETING TONIGHT @ 6 PM - FARM!!!

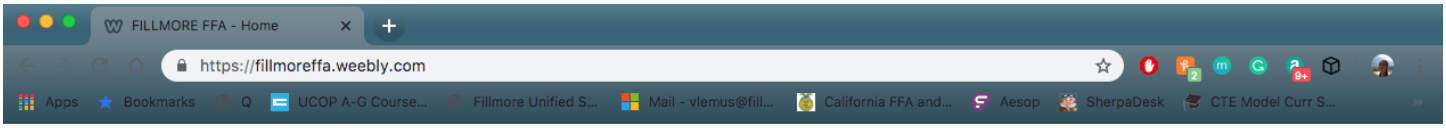
FILLMORE FFA

HOME CALENDAR OF EVENTS FFA FOCUS MORE...

We are Fillmore FFA!

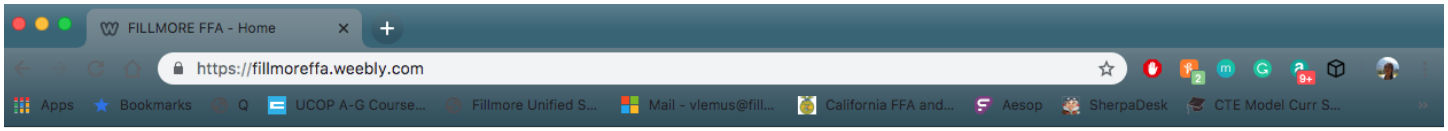
How will you make your mark this year?





FILLMORE FFA

HOME CALENDAR OF EVENTS FFA FOCUS MORE...



Pam Klittich is excited to be coming back to the Fillmore Ag program. She student taught under Bobbi and Joe in the fall of 2014. Since then she has taught Ag mechanics and Ag biology at Carpinteria High School and spent the past two years at Santa Paula High School teaching their Ag business pathway classes. She is a product of Santa Paula FFA having graduated in 2009, and earned her Bachelors in Ag Science with a concentration in Ag Mechanics, Single Subject Agriculture Credential, Ag Specialist Credential and as of this past week her Masters of Agricultural Education from Cal Poly San Luis Obispo. She has lived in Fillmore for the past four years with her husband Andy and daughter Doris. She is looking forward to working with such a great group of students in such a supportive community.

You can contact Pam by phone-call or text (805)758-0244 or through email pklittich@fillmoreusd.org.

POWERED BY weebly

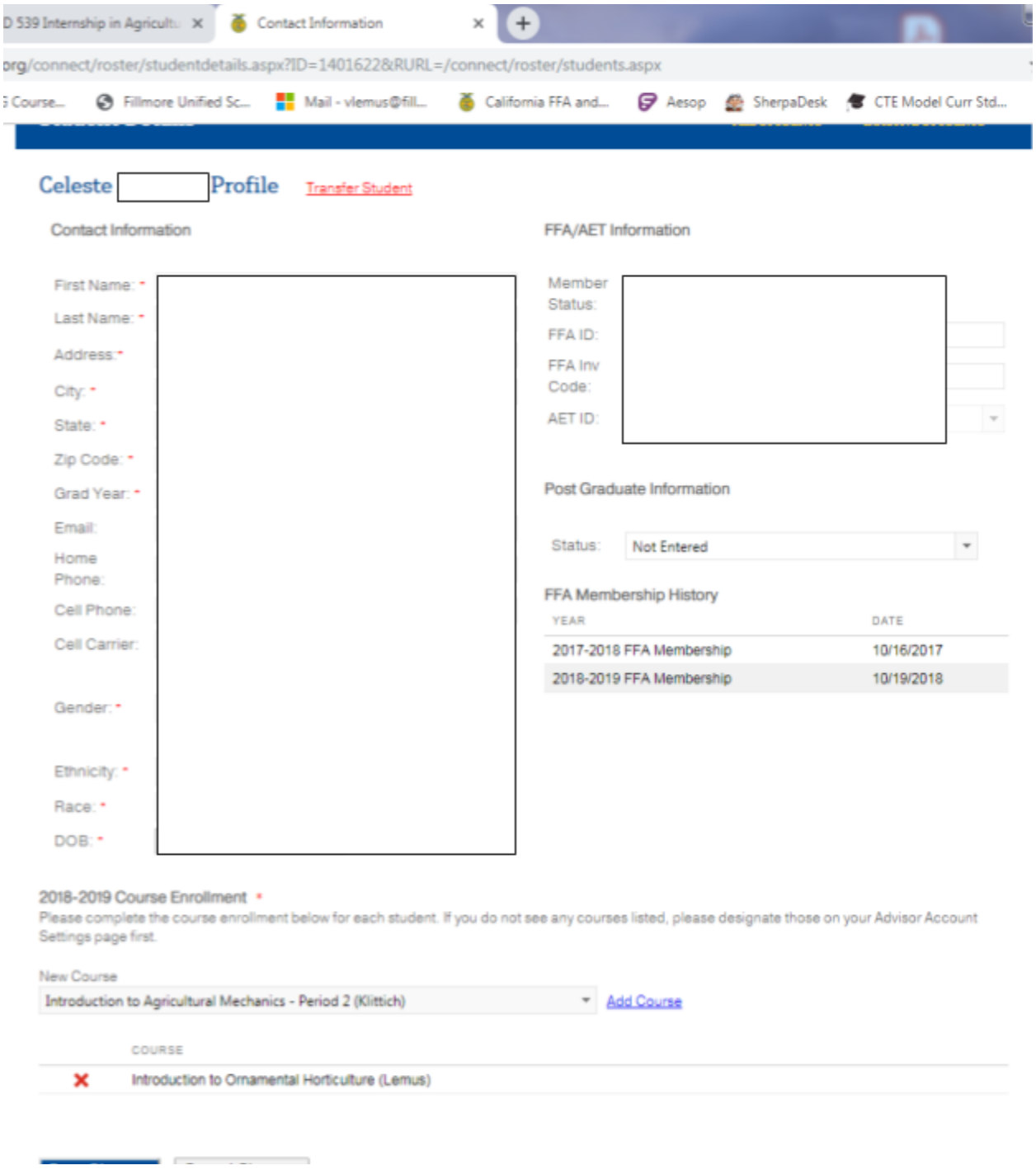
Hi! My name is Ms. Lemus and I am ecstatic to be one of the two agriculture teachers with Fillmore FFA this year! I teach Agriculture 1, Ag Soil and Chemistry, and Ag Business H, and Ornamental Horticulture in our program.

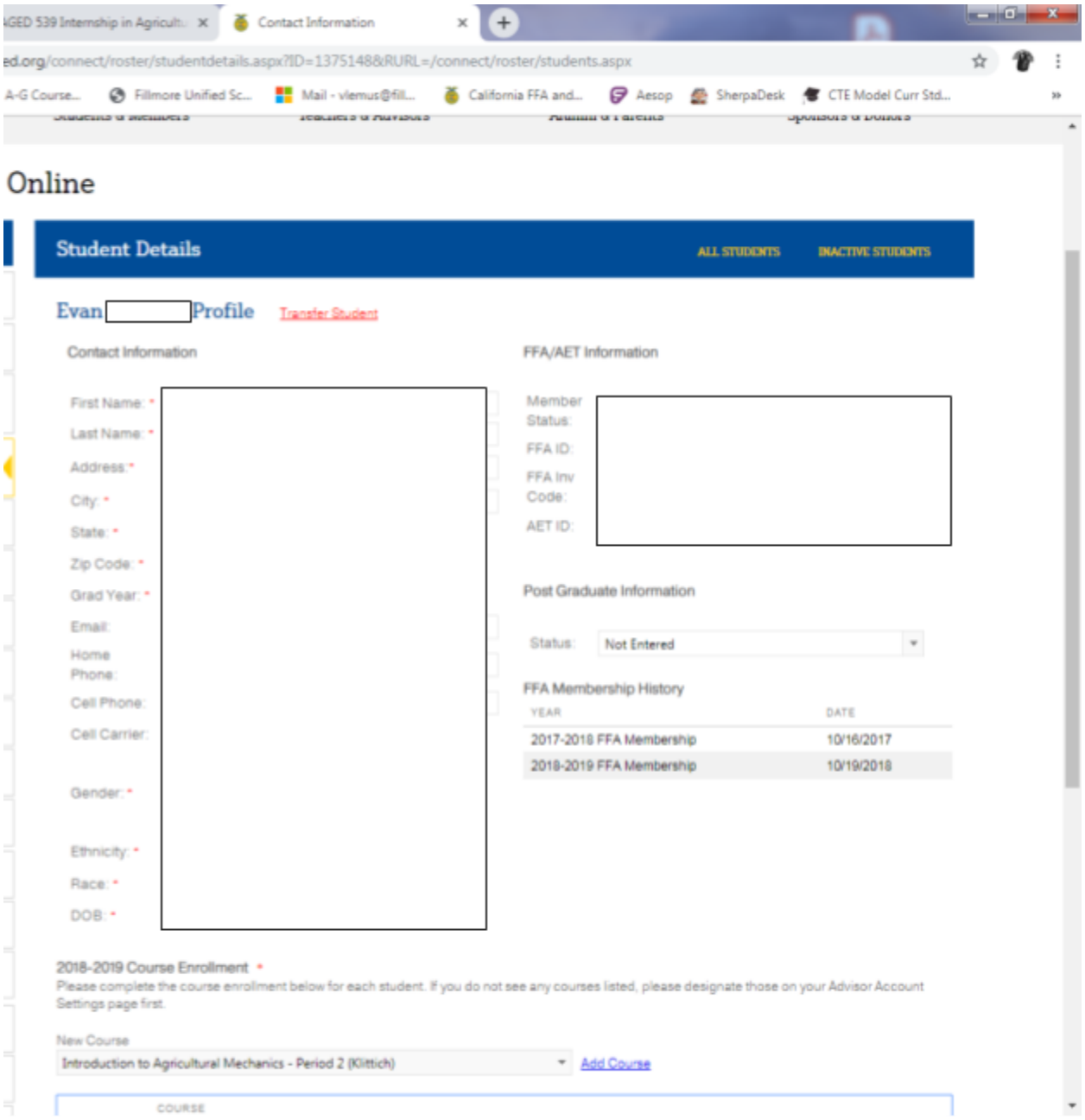
As a past FFA member myself, I am looking forward to a year of growth, adventure, and excitement as I co-coach students in public speaking contests, co-advise supervised agriculture projects, and help lead Fillmore FFA this year! Please feel free to reach out with any questions at vlemus@fillmoreusd.org!

Hola! Mi nombre es Ms. Lemus y estoy emocionada de ser una de las dos maestras aquí en el programa de agricultura de Fillmore! Las clases que enseño son Agricultura 1, Química/Tierra en Agricultura, y Negocios Agriculturales/Horticultura Ornamental. Como miembra pasada de FFA, veo hace adelante para un año lleno de crecimiento en el programa, aventura, y emoción en ser co-entrenadora a estudiantes compitiendo en competencias de hablar en público, y

Data Sheets

Attached are sample student data sheets from those enrolled in my taught courses.




GED 539 Internship in Agricult...
Contact Information
ed.org/connect/roster/studentdetails.aspx?ID=1375148&RURL=/connect/roster/students.aspx
A-G Course...
Fillmore Unified Sc...
Mail - vlemus@fill...
California FFA and...
Aesop
SherpaDesk
CTE Model Curr Std...
Online
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ALL STUDENTS
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Transfer Student
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Last Name: *
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Grad Year: *
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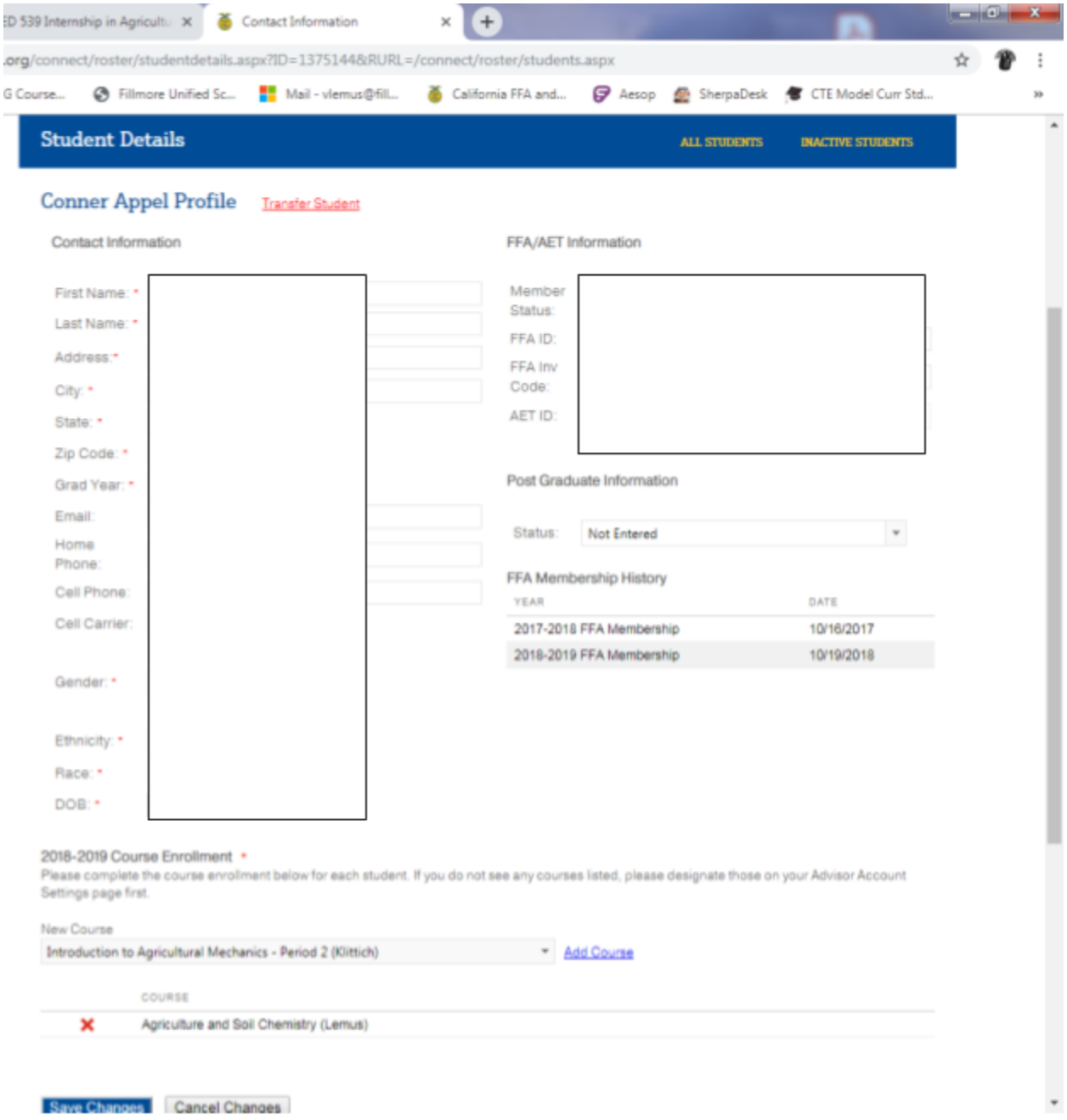
DOB: *
FFA/AET Information
Member Status:
FFA ID:
FFA Inv Code:
AET ID:
Post Graduate Information
Status:
Not Entered
FFA Membership History
YEAR
DATE
2017-2018 FFA Membership
10/16/2017
2018-2019 FFA Membership
10/19/2018
2018-2019 Course Enrollment *
Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.
New Course
Introduction to Agricultural Mechanics - Period 2 (Klittich)
Add Course
COURSE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Student Details
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Conner Appel Profile
Transfer Student
Contact Information
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Last Name: *
Address:*
City: *
State: *
Zip Code: *
Grad Year: *
Email:
Home Phone:
Cell Phone:
Cell Carrier:
Gender: *
Ethnicity: *
Race: *
DOB: *
FFA/AET Information
Member Status:
FFA ID:
FFA Inv Code:
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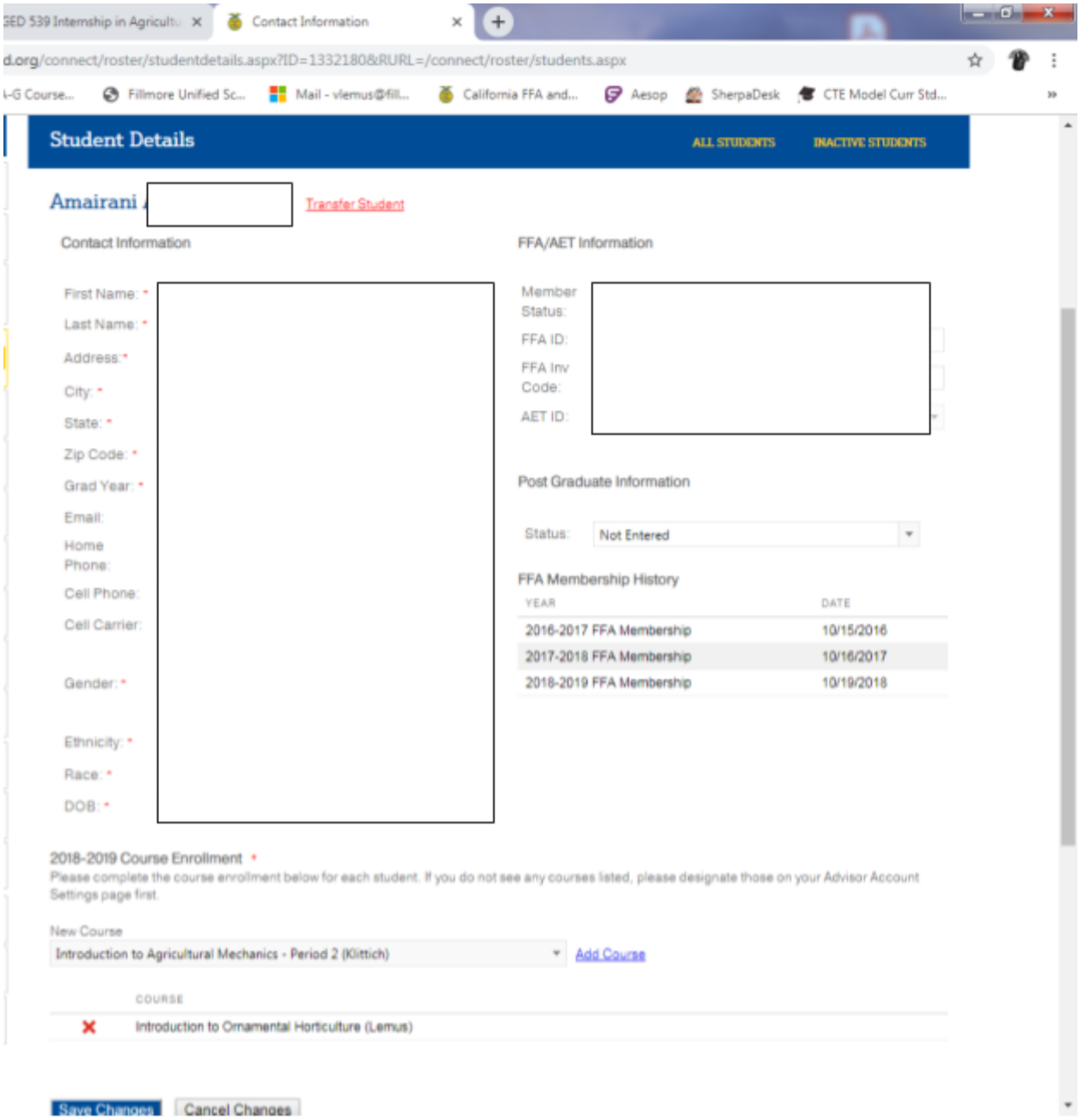
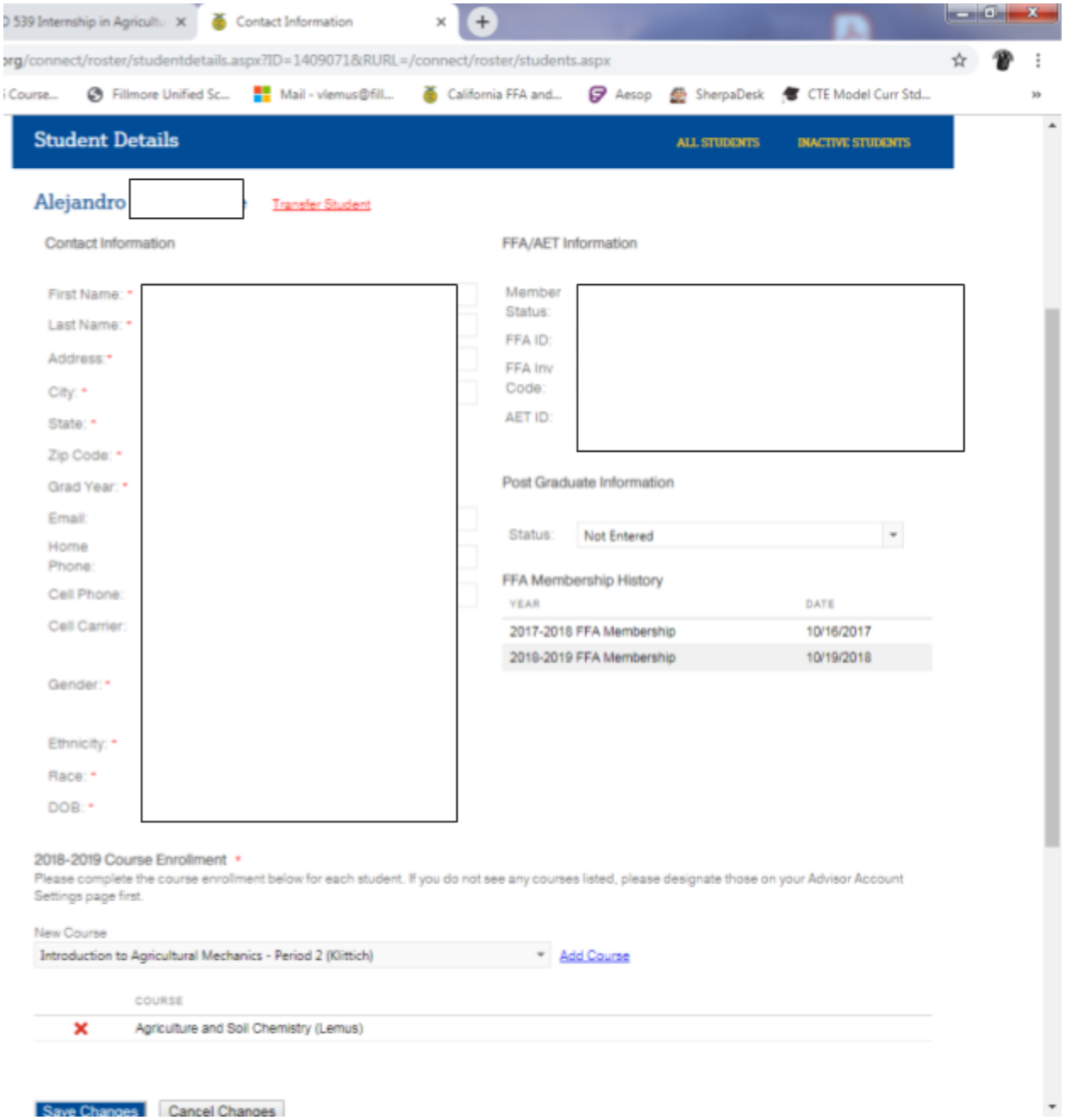
FFA Membership History
YEAR
DATE
2017-2018 FFA Membership
10/16/2017
2018-2019 FFA Membership
10/19/2018
2018-2019 Course Enrollment *
Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.
New Course
Introduction to Agricultural Mechanics - Period 2 (Klittich)
Add Course
COURSE
Agriculture and Soil Chemistry (Lemus)
Save Changes
Cancel Changes


GED 539 Internship in Agricult
Contact Information
d.org/connect/roster/studentdetails.aspx?ID=1332180&RURL=/connect/roster/students.aspx
I-G Course...
Fillmore Unified Sc...
Mail - vlemus@fill...
California FFA and...
Aesop
SherpaDesk
CTE Model Curr Std...
Student Details
ALL STUDENTS
INACTIVE STUDENTS
Amairani
Transfer Student
Contact Information
First Name: *
Last Name: *
Address:*
City: *
State: *
Zip Code: *
Grad Year: *
Email:
Home Phone:
Cell Phone:
Cell Carrier:
Gender: *
Ethnicity: *
Race: *
DOB: *
FFA/AET Information
Member Status:
FFA ID:
FFA Inv Code:
AET ID:
Post Graduate Information
Status:
Not Entered
FFA Membership History
YEAR
DATE
2016-2017 FFA Membership
10/15/2016
2017-2018 FFA Membership
10/16/2017
2018-2019 FFA Membership
10/19/2018
2018-2019 Course Enrollment *
Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.
New Course
Introduction to Agricultural Mechanics - Period 2 (Klittich)
Add Course
COURSE
Introduction to Ornamental Horticulture (Lemus)
Save Changes
Cancel Changes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Contact Information
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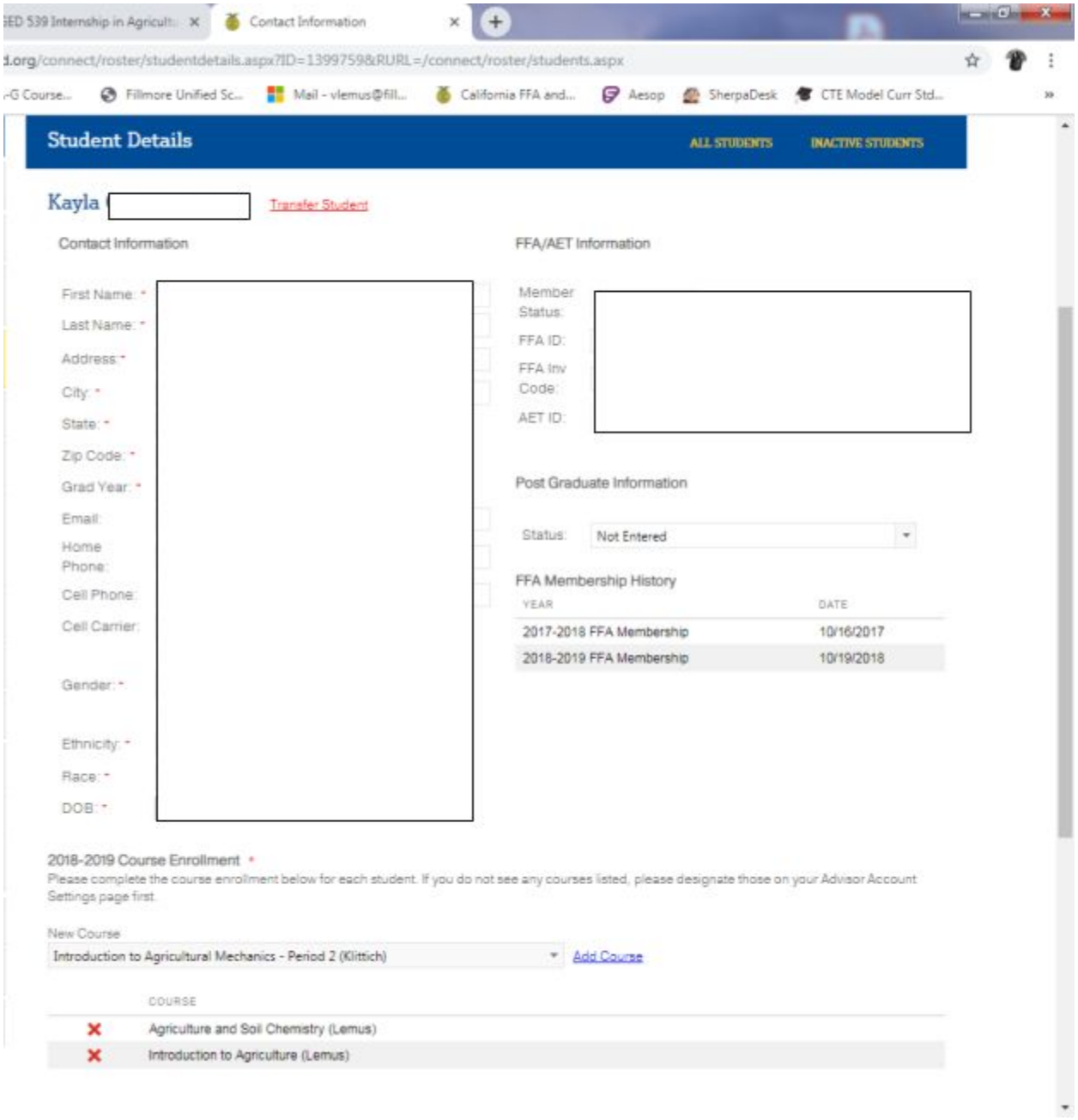
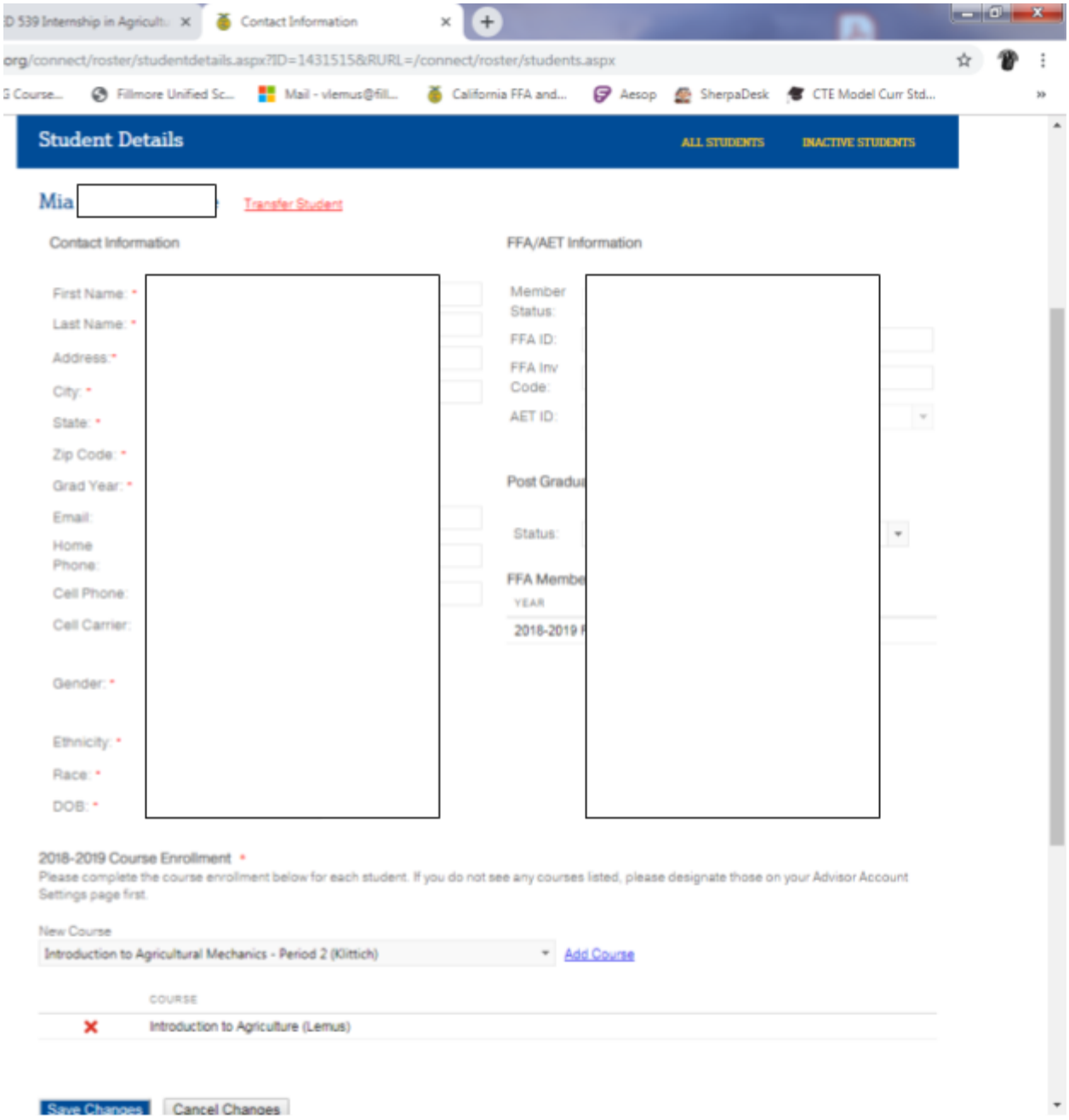
Course...
Fillmore Unified Sc...
Mail - vlemus@fill...
California FFA and...
Aesop
SherpaDesk
CTE Model Curr Std...
Student Details
ALL STUDENTS
INACTIVE STUDENTS
Alejandro
Transfer Student
Contact Information
First Name: *
Last Name: *
Address: *
City: *
State: *
Zip Code: *
Grad Year: *
Email:
Home Phone:
Cell Phone:
Cell Carrier:
Gender: *
Ethnicity: *
Race: *
DOB: *
FFA/AET Information
Member Status:
FFA ID:
FFA Inv Code:
AET ID:
Post Graduate Information
Status: Not Entered
FFA Membership History
YEAR
DATE
2017-2018 FFA Membership
10/16/2017
2018-2019 FFA Membership
10/19/2018
2018-2019 Course Enrollment *
Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.
New Course
Introduction to Agricultural Mechanics - Period 2 (Klittich)
Add Course
COURSE
Agriculture and Soil Chemistry (Lemus)
Save Changes
Cancel Changes


ED 539 Internship in Agricult...
Contact Information
d.org/connect/roster/studentdetails.aspx?ID=13997598RURL=/connect/roster/students.aspx
-G Course...
Fillmore Unified Sc...
Mail - vlemus@fill...
California FFA and...
Aesop
SherpaDesk
CTE Model Curr Std...
Student Details
ALL STUDENTS
INACTIVE STUDENTS
Kayla
Transfer Student
Contact Information
First Name: *
Last Name: *
Address: *
City: *
State: *
Zip Code: *
Grad Year: *
Email:
Home Phone:
Cell Phone:
Cell Carrier:
Gender: *
Ethnicity: *
Race: *
DOB: *
FFA/AET Information
Member Status:
FFA ID:
FFA Inv Code:
AET ID:
Post Graduate Information
Status: Not Entered
FFA Membership History
YEAR
DATE
2017-2018 FFA Membership
10/16/2017
2018-2019 FFA Membership
10/19/2018
2018-2019 Course Enrollment *
Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.
New Course
Introduction to Agricultural Mechanics - Period 2 (Klittich)
Add Course
COURSE
Agriculture and Soil Chemistry (Lemus)
Introduction to Agriculture (Lemus)


D 539 Internship in Agricult...
Contact Information
org/connect/roster/studentdetails.aspx?ID=1431515&RURL=/connect/roster/students.aspx
Course...
Fillmore Unified Sc...
Mail - vlemus@fill...
California FFA and...
Aesop
SherpaDesk
CTE Model Curr Std...
Student Details
ALL STUDENTS
INACTIVE STUDENTS
Mia
Transfer Student
Contact Information
First Name: *
Last Name: *
Address: *
City: *
State: *
Zip Code: *
Grad Year: *
Email:
Home Phone:
Cell Phone:
Cell Carrier:
Gender: *
Ethnicity: *
Race: *
DOB: *
FFA/AET Information
Member Status:
FFA ID:
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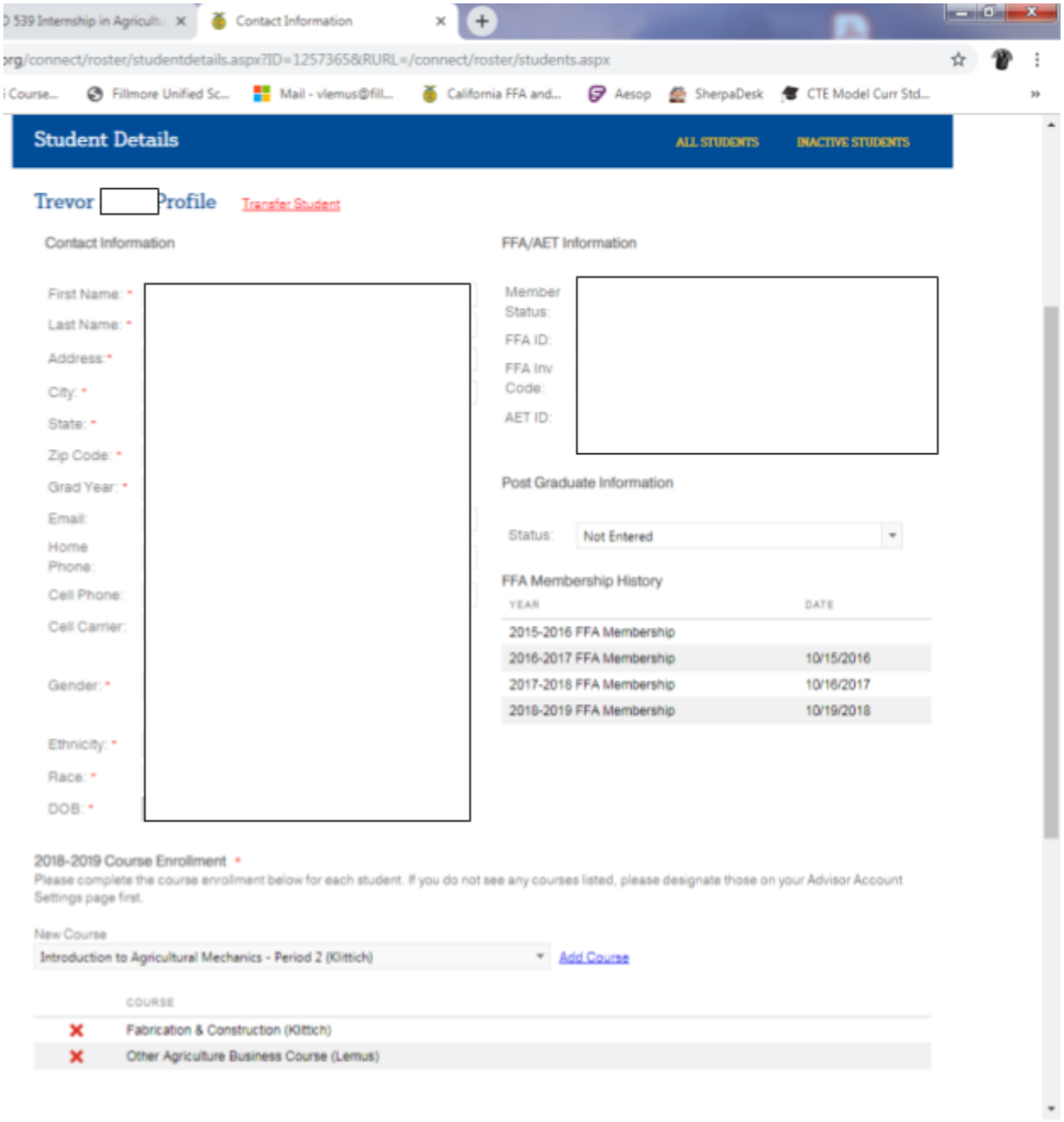
Post Gradu
Status:
FFA Membe
YEAR
2018-2019
2018-2019 Course Enrollment *
Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.
New Course
Introduction to Agricultural Mechanics - Period 2 (Klittich)
Add Course
COURSE
Introduction to Agriculture (Lemus)
Save Changes
Cancel Changes


539 Internship in Agricult
Contact Information
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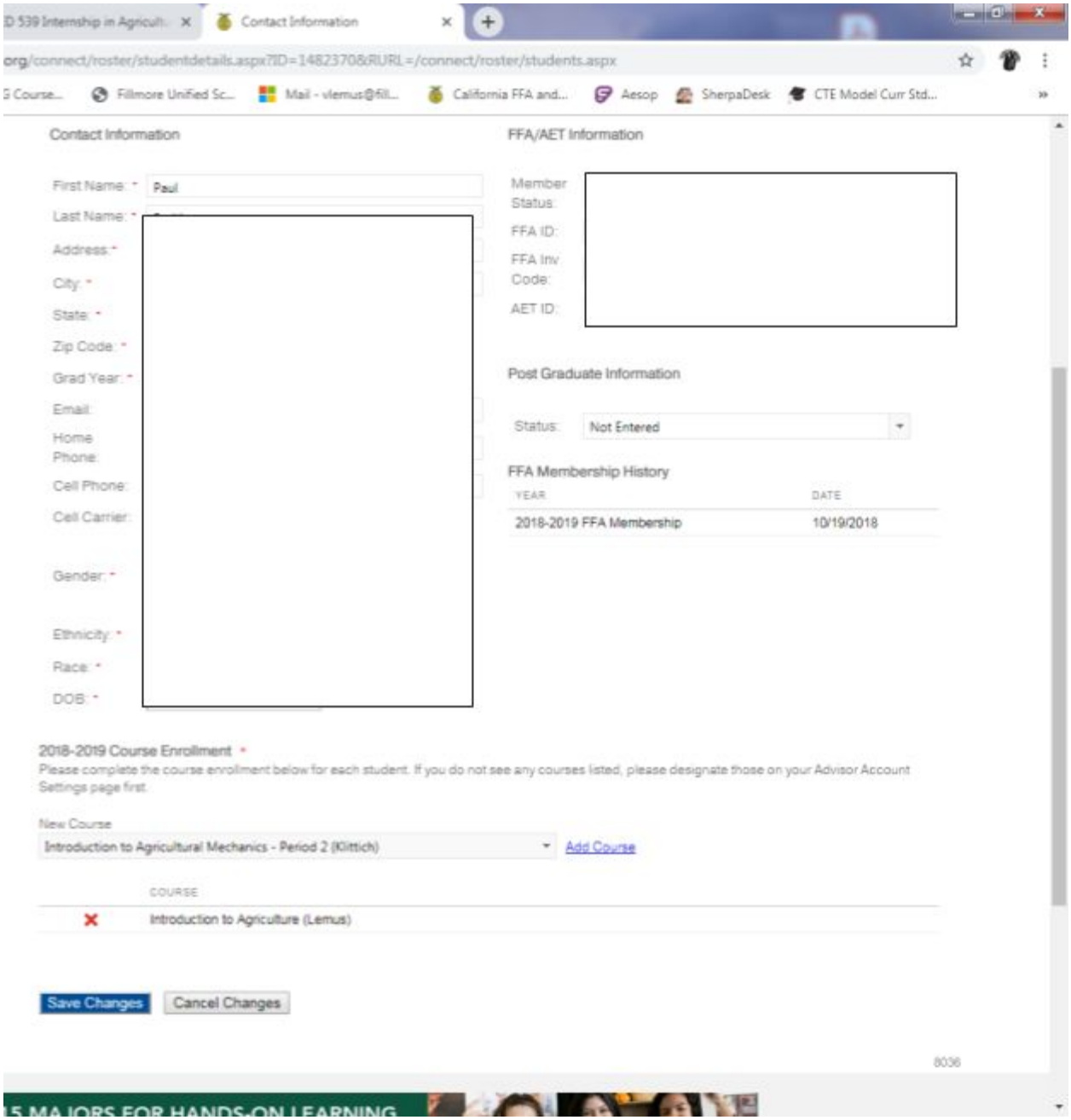
Course...
Fillmore Unified Sc...
Mail - vlemus@fill...
California FFA and...
Aesop
SherpaDesk
CTE Model Curr Std...
Student Details
ALL STUDENTS
INACTIVE STUDENTS
Trevor Profile
Transfer Student
Contact Information
First Name: *
Last Name: *
Address: *
City: *
State: *
Zip Code: *
Grad Year: *
Email:
Home Phone:
Cell Phone:
Cell Carrier:
Gender: *
Ethnicity: *
Race: *
DOB: *
FFA/AET Information
Member Status:
FFA ID:
FFA Inv Code:
AET ID:
Post Graduate Information
Status: Not Entered
FFA Membership History
YEAR
DATE
2015-2016 FFA Membership
2016-2017 FFA Membership 10/15/2016
2017-2018 FFA Membership 10/16/2017
2018-2019 FFA Membership 10/19/2018
2018-2019 Course Enrollment *
Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.
New Course
Introduction to Agricultural Mechanics - Period 2 (Klittich)
Add Course
COURSE
Fabrication & Construction (Klittich)
Other Agriculture Business Course (Lemus)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Fillmore Unified Sc...
Mail - vlemus@fill...
California FFA and...
Aesop
SherpaDesk
CTE Model Curr Std...
Contact Information
First Name: *
Paul
Last Name: *
Address: *
City: *
State: *
Zip Code: *
Grad Year: *
Email:
Home Phone:
Cell Phone:
Cell Carrier:
Gender: *
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AET ID:
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Status:
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FFA Membership History
YEAR
DATE
2018-2019 FFA Membership
10/19/2018
2018-2019 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.
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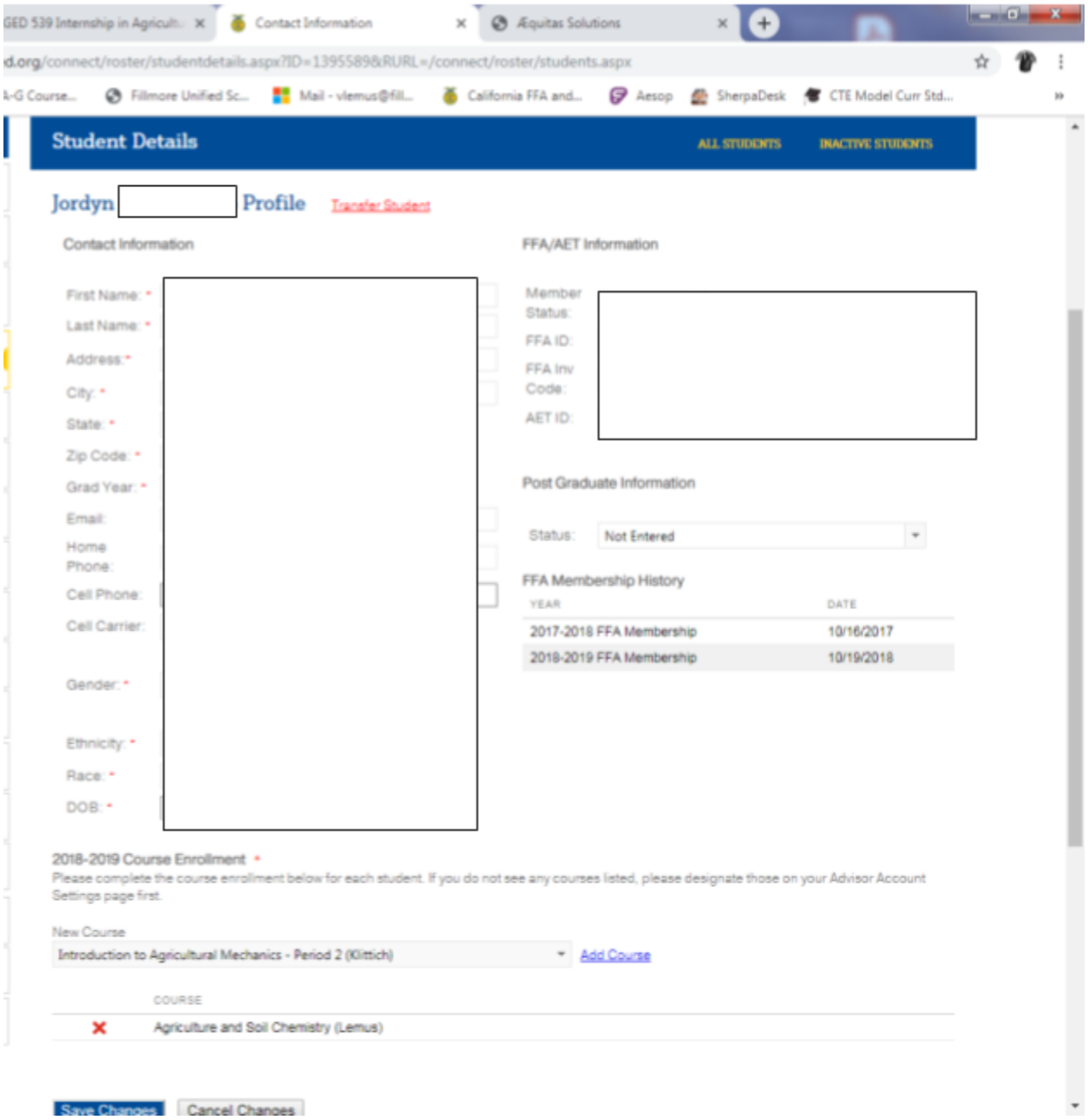
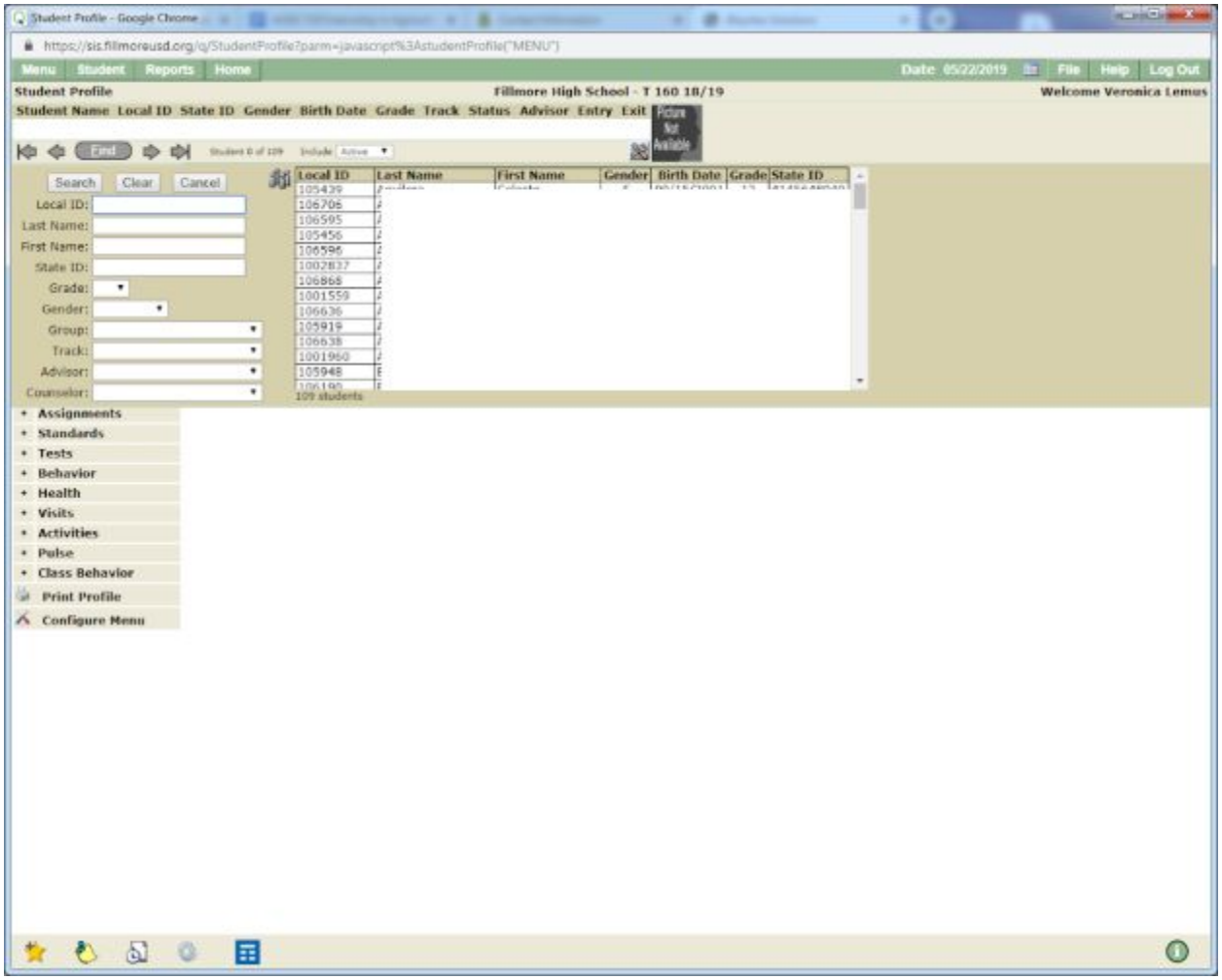
Add Course
COURSE
Introduction to Agriculture (Lemus)
Save Changes
Cancel Changes
8036


GED 539 Internship in Agricult...
Contact Information
Aequitas Solutions
d.org/connect/roster/studentdetails.aspx?ID=1395589&RURL=/connect/roster/students.aspx
A-G Course...
Fillmore Unified Sc...
Mail - vlemus@fill...
California FFA and...
Aesop
SherpaDesk
CTE Model Curr Std...
Student Details
ALL STUDENTS
INACTIVE STUDENTS
Jordyn
Profile
Transfer Student
Contact Information
First Name: *
Last Name: *
Address: *
City: *
State: *
Zip Code: *
Grad Year: *
Email:
Home Phone:
Cell Phone:
Cell Carrier:
Gender: *
Ethnicity: *
Race: *
DOB: *
FFA/AET Information
Member Status:
FFA ID:
FFA Inv Code:
AET ID:
Post Graduate Information
Status: Not Entered
FFA Membership History
YEAR
DATE
2017-2018 FFA Membership
10/16/2017
2018-2019 FFA Membership
10/19/2018
2018-2019 Course Enrollment *
Please complete the course enrollment below for each student. If you do not see any courses listed, please designate those on your Advisor Account Settings page first.
New Course
Introduction to Agricultural Mechanics - Period 2 (Klittich)
Add Course
COURSE
Agriculture and Soil Chemistry (Lemus)
Save Changes
Cancel Changes

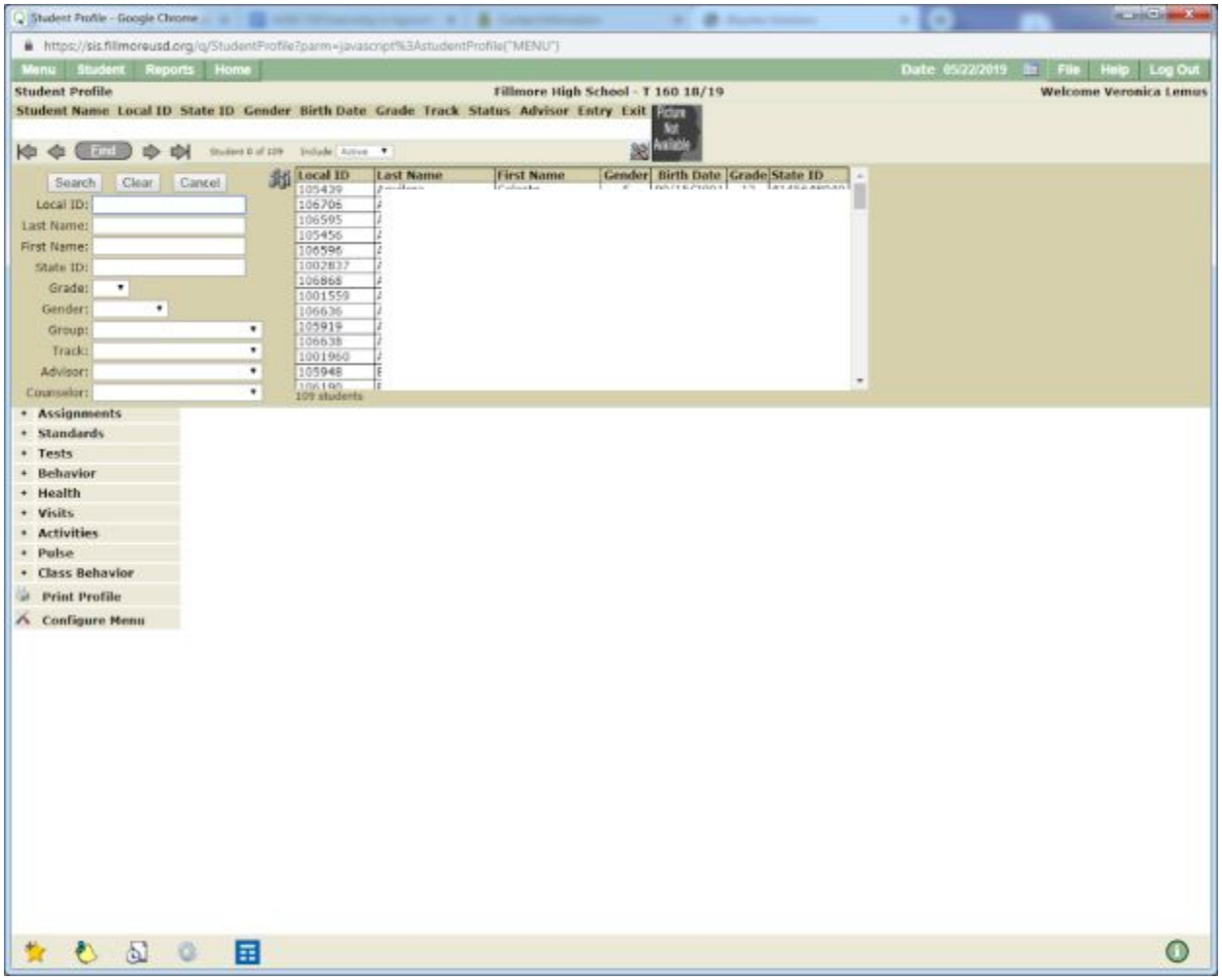
Permanent Student Files

A file system for each student is currently being established and will be official in the beginning of the 2019-2020 School Year. Student information is currently accessed on Calaged.org, www.theaet.com, and “Q” Data Base.



Permanent Student Files

A file system for each student is currently being established and will be official in the beginning of the 2019-2020 School Year. Student information is currently accessed on Calaged.org, www.theaet.com, and “Q” Data Base.



Period 2 9:12 - 10:08 am Room 12	**Agriculture 1** **2018-2019 School Year** Fillmore High School Agriculture Department	Ms. Lemus vlemus@fillmoreusd.org [redacted] www.fillmoreffa.weebly.com

Course Description

The Ag 1: Introduction to Agriculture, FFA, & Careers class provides students with the science skills necessary to be successful in an introduction course to agriculture. The course emphasizes detailed knowledge of the following topics: career exploration in agriculture, scientific methodology, relationships between living organisms and their environment, animal science and husbandry, plant/soil science, and basic agriculture mechanics. This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique.**Students enrolled in this course will be required to participate in leadership training activities, supervised agricultural experience program, community service and become active members in the FFA.**

Recommended Prerequisites: None
Grades: 9
Credit: Area G- Elective

Students will receive: ***Express Employment Professionals Career Preparedness Certification*** *at completion of this coursework.*

Textbook: Agriscience: Fundamentals and Applications, 5th Edition,
by L. DeVere Burton

Course Materials

Notebook - given in class, AGENDA

Grading

The grading scale in the course is as follows:

Classwork/Homework	45%
Assessments: Tests, Projects, Labs	25%
FFA	15%
SAE	15%

Letter grades will be earned as follows:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
59-0%	F

Class Rules & Policies

Rules

1. We respect the classroom, the teacher, and our peers.
2. We are always on time, and prepared.
3. We are responsible for our own learning and behavior.
4. Cell phones and electronic devices are not allowed without teacher permission.Will turn into office. (Refer to school policy)
5. Dress Code will be followed. (Refer to school policy)

Tardy Policy: A student is tardy when they are not in their assigned seat when the bell rings.
CHAMPS: Students will follow CHAMPS during class, activities, and field trips.
Late work Policy : Will ONLY be accepted **one (1) week past the due date**, and will be graded at half credit.
Make-up/Absent worky: It is the STUDENT'S RESPONSIBILITY to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed. *Make-up tests/labs will be decided at teacher's discretion.*

FFA & SAE Participation	Plagiarism and Cheating Policy
Students will engage in a Supervised Agricultural Experience project and record it in their AET record book for the duration of the school year. Students must participate in enough FFA activities per semester to earn **100 points** in order to receive full credit for the FFA portion of the grade. Students may earn extra points by participating in additional FFA activities. Point accumulations will be used in determining student eligibility for specific activities and applications.	Plagiarism is defined as the false presentation of another's work as one's own. Students who turn in any work "borrowed" from outside sources or fellow students are subject to the consequences listed below. **Cheating will not be tolerated.** Students who either provide or accept answers from fellow students on quizzes or tests will be subject to the following consequences: **1st offense- forfeit of all points, contact parent at teacher discretion** **2nd offense- Parent contact, forfeit all points and recommend to administration for suspension**

Science Activities

Over the course of the year, students will have the opportunity to experience many different aspects of agriculture science that they may not see otherwise. These activities MAY include, but are not limited too: docking, castrating, giving injections to animals, harvesting animals, animal restraint, and/or dissections. While we feel these are great experiences for the students, we realize not everyone feels the same so the following applies:

- No student is mandated to participate
- No student is forced to watch, touch, etc. They have the option of staying in an alternate location.
- Grades will not be affected by non-participation in these activities
- Any animal harvested is done so for a purpose. They are raised as market animals and need to be processed for a buyer.

Home Visits

Agriculture Education consists of three important components: Classroom, Leadership through FFA, and Supervised Agricultural Experiences.One of the best ways to ensure your student succeeds at school and in our classroom is for all three of us; parent(s)/guardian(s), student, and teacher to have a working relationship that promotes communication, understanding of responsibilities, and knowledge of opportunities offered. I am happy to announce that I will be conducting home visits this year in order to establish this line of communication, and provide information of all the opportunities your child will have while being a Fillmore FFA Student. More information about home visits will be sent home soon!

I have read and understand the above procedures and expectations and I agree to abide by them.

Parent Signature	Date	Student Signature	Date

PARENTS: If you would like to be included in email or text notifications regarding FFA Boosters or FFA students activities please complete the following information. Note: Your child is a member of Fillmore FFA by being enrolled in any agriculture course.

Name:	Email:	Phone Number:

Periods 3 & 6 Room 12	**Ag Soil and Chemistry** **2018-2019 School Year** Fillmore High School Agriculture Department	Ms. Lemus vlemus@fillmoreusd.org [redacted] www.fillmoreffa.weebly.com

Course Description

This course explores the physical and chemical nature of soil as well as the relationship between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research project to be conducted throughout the first semester of the course. Additionally, students will develop a capstone soil management plan for agricultural producers using the content learned in the course.
Students enrolled in this course will be required to participate in leadership training activities, supervised agricultural experience program, community service and become active members in the FFA.

Recommended Prerequisites:
Agriculture 1
Grades: 10- 12
Credit: Area D- Laboratory Science

Textbook: Plant and Soil Science: Fundamentals and Applications by Rick Parker

Course Materials

- Class Binder, AGENDA
- Tabs

Grading

The grading scale in the course is as follows:

Classwork	45%
Assessments: Tests, Projects, Labs	25%
FFA	15%
SAE	15%

Letter grades will be earned as follows:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
59-0%	F

Class Rules & Policies

Rules

1. We respect the classroom, the teacher, and our peers.
2. We are always on time, and prepared.
3. We are responsible for our own learning and behavior.
4. Cell phones and electronic devices are not allowed without teacher permission.Will turn into office. (Refer to school policy)
5. Dress Code will be followed. (Refer to school policy)

Tardy Policy: A student is tardy when they are not in their assigned seat when the bell rings.
CHAMPS: Students will follow CHAMPS during class, activities, and field trips.
Late work Policy : Will ONLY be accepted **one (1) week past the due date**, and will be graded at half credit.
Make-up/Absent worky: It is the STUDENT'S RESPONSIBILITY to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed. *Make-up tests/labs will be decided at teacher's discretion.*

FFA & SAE Participation	Plagiarism and Cheating Policy
Students will engage in a Supervised Agricultural Experience project and record it in their AET record book for the duration of the school year. Students must participate in enough FFA activities per semester to earn **100 points** in order to receive full credit for the FFA portion of the grade. Students may earn extra points by participating in additional FFA activities. Point accumulations will be used in determining student eligibility for specific activities and applications.	Plagiarism is defined as the false presentation of another's work as one's own. Students who turn in any work "borrowed" from outside sources or fellow students are subject to the consequences listed below. **Cheating will not be tolerated.** Students who either provide or accept answers from fellow students on quizzes or tests will be subject to the following consequences: **1st offense- forfeit of all points, contact parent at teacher discretion** **2nd offense- Parent contact, forfeit all points and recommend to administration for suspension**

Science Activities

Over the course of the year, students will have the opportunity to experience many different aspects of agriculture science that they may not see otherwise. These activities MAY include, but are not limited too: docking, castrating, giving injections to animals, harvesting animals, animal restraint, and/or dissections. While we feel these are great experiences for the students, we realize not everyone feels the same so the following applies:

- No student is mandated to participate
- No student is forced to watch, touch, etc. They have the option of staying in an alternate location.
- Grades will not be affected by non-participation in these activities
- Any animal harvested is done so for a purpose. They are raised as market animals and need to be processed for a buyer.

Capstone Assignments: AgriScience Research Project and Soil Management Plan

The AgriScience Research Project and Soil Management Plan assignments will be key and final assignments for the school year. Failure to participate and turn in above assignments may result in failure of the course. Class time will be provided, but will require time outside of the classroom.

I have read and understand the above procedures and expectations and I agree to abide by them.

Parent Signature	Date	Student Signature	Date

PARENTS: If you would like to be included in email or text notifications regarding FFA Boosters or FFA students activities please complete the following information. Note: Your child is a member of Fillmore FFA by being enrolled in any agriculture course.

Name:	Email:	Phone Number:

Period 4 11:24- 12:20 pm Room 12	**Ornamental Horticulture 2018-2019 School Year ROP** Fillmore High School Agriculture Department	Ms. Lemus vlemus@fillmoreusd.org [redacted] www.fillmoreffa.weebly.com

Course Description

This course will provide students the necessary entry-level techniques for a career in ornamental horticulture and the nursery industry. Topics include plant growth, plant physiology, plant reproduction, plant diseases and pests, and management practices. Other coursework includes units on plant identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design, and floral design. In addition, students will develop skills in agricultural leadership, cooperation, and record keeping through student projects and leadership as they are an integral part of the course. **Students enrolled in this course will be required to participate in leadership training activities, supervised agricultural experience program, community service and become active members in the FFA.**

Recommended Prerequisites: Ag Soil and Chemistry
Grades: 11-12
Credit: Area G- Elective

*Students will receive: **Bayer CropScience Plant Science Certification** at completion of this coursework.*

Textbook: Introductory Horticulture, 8th Edition by Carroll L. Shry and H. Edward Reiley

Course Materials

- **REQUIRED:Composition Book, AGENDA**
  - OR 2 subject notebook recommended for note taking

Grading

The grading scale in the course is as follows:

Classwork	45%
Assessments: Tests, Projects, Labs	25%
FFA	15%
SAE	15%

Letter grades will be earned as follows:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
59-0%	F

Class Rules & Policies

Rules

1. We respect the classroom, the teacher, and our peers.
2. We are always on time, and prepared.
3. We are responsible for our own learning and behavior.
4. Cell phones and electronic devices are not allowed without teacher permission.Will turn into office. (Refer to school policy)
5. Dress Code will be followed. (Refer to school policy)

Tardy Policy: A student is tardy when they are not in their assigned seat when the bell rings.
CHAMPS: Students will follow CHAMPS during class, activities, and field trips.
Late work Policy : Will ONLY be accepted **one (1) week past the due date**, and will be graded at half credit.
Make-up/Absent worky: It is the STUDENT'S RESPONSIBILITY to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed. *Make-up tests/labs will be decided at teacher's discretion.*

FFA & SAE Participation	Plagiarism and Cheating Policy
Students will engage in a Supervised Agricultural Experience project and record it in their AET record book for the duration of the school year. Students must participate in enough FFA activities per semester to earn **100 points** in order to receive full credit for the FFA portion of the grade. Students may earn extra points by participating in additional FFA activities. Point accumulations will be used in determining student eligibility for specific activities and applications.	Plagiarism is defined as the false presentation of another's work as one's own. Students who turn in any work "borrowed" from outside sources or fellow students are subject to the consequences listed below. **Cheating will not be tolerated.** Students who either provide or accept answers from fellow students on quizzes or tests will be subject to the following consequences: **1st offense- forfeit of all points, contact parent at teacher discretion** **2nd offense- Parent contact, forfeit all points and recommend to administration for suspension**

Science Activities

Over the course of the year, students will have the opportunity to experience many different aspects of agriculture science that they may not see otherwise. These activities MAY include, but are not limited too: docking, castrating, giving injections to animals, harvesting animals, animal restraint, and/or dissections. While we feel these are great experiences for the students, we realize not everyone feels the same so the following applies:

- No student is mandated to participate
- No student is forced to watch, touch, etc. They have the option of staying in an alternate location.
- Grades will not be affected by non-participation in these activities
- Any animal harvested is done so for a purpose. They are raised as market animals and need to be processed for a buyer.

Flower Power Club

As an enrolled student in the Ornamental Horticulture class, you are an automatic FFA Member and Flower Power Club Member. This organization will have as its purpose to sell flowers and plants to students, staff, and the public as directly approved by the student council and indirectly by the school site administrator and the governing board of the Fillmore Unified School District. *These fundraisers and events are, but not limited too- holiday arrangements, Mother's Day, Easter, Valentine's Day, and Dia de los Muertos.*

I have read and understand the above procedures and expectations and I agree to abide by them.

Parent Signature	Date	Student Signature	Date

PARENTS: If you would like to be included in email or text notifications regarding FFA Boosters or FFA students activities please complete the following information. Note: Your child is a member of Fillmore FFA by being enrolled in any agriculture course.

Name:	Email:	Phone Number:

Period 5 1:05 - 2:01 pm Room 12	**Ag Business H** **2018-2019 School Year** **ROP** Fillmore High School Agriculture Department	Ms. Lemus vlemus@fillmoreusd.org [redacted] www.fillmoreffa.weebly.com

Course Description

This course will assist students in the development of knowledge and skills in agricultural sales and marketing, commodity marketing, and agricultural economics. Students will be exposed to careers in the agriculture industry, resume and cover letter writing, job interview skills, and will have the opportunity to create a business, market, and sell a product. **Students enrolled in this course will be required to participate in leadership training activities, supervised agricultural experience program, community service and become active members in the FFA.**

Business Etiquette: Required Thursdays starting Week 3, students will be graded (10 pts per week counted into Classwork) for dressing in proper designated attire. Ex- Business casual, formal etc. Subject to change.

Recommended Prerequisites: Agriculture 1 or Ornamental Horticulture
Grades: 12
Credit: Area G - Elective
*Students will receive: **Southwest Airlines Professional Communications Certification** at completion of this coursework.*
Textbook: Agribusiness: Fundamentals and Applications, Second Edition, by Cliff and Cristina Ricketts

Course Materials

- Class Binder, AGENDA
- Tabs

Grading

The grading scale in the course is as follows:

Classwork	45%
Assessments: Tests, Projects, and Quizzes	25%
FFA	15%
SAE	15%

Letter grades will be earned as follows:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
59-0%	F

Class Rules & Policies

Rules

1. We respect the classroom, the teacher, and our peers.
2. We are always on time, and prepared.
3. We are responsible for our own learning and behavior.
4. Cell phones and electronic devices are not allowed without teacher permission.Will turn into office. (Refer to school policy)
5. Dress Code will be followed. (Refer to school policy)

Tardy Policy: A student is tardy when they are not in their assigned seat when the bell rings.
CHAMPS: Students will follow CHAMPS during class, activities, and field trips.
Late work Policy : Will ONLY be accepted **one (1) week past the due date**, and will be graded at half credit.
Make-up/Absent worky: It is the STUDENT'S RESPONSIBILITY to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed. *Make-up tests/labs will be decided at teacher's discretion.*

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FFA & SAE Participation Students will engage in a Supervised Agricultural Experience project and record it in their AET record book for the duration of the school year. Students must participate in enough FFA activities per semester to earn **100 points** in order to receive full credit for the FFA portion of the grade. Students may earn extra points by participating in additional FFA activities. Point accumulations will be used in determining student eligibility for specific activities and applications.	**Plagiarism and Cheating Policy** Plagiarism is defined as the false presentation of another's work as one's own. Students who turn in any work "borrowed" from outside sources or fellow students are subject to the consequences listed below. **Cheating will not be tolerated.** Students who either provide or accept answers from fellow students on quizzes or tests will be subject to the following consequences: **1st offense- forfeit of all points, contact parent at teacher discretion** **2nd offense- Parent contact, forfeit all points and recommend to administration for suspension**

Science Activities

Over the course of the year, students will have the opportunity to experience many different aspects of agriculture science that they may not see otherwise. These activities MAY include, but are not limited too: docking, castrating, giving injections to animals, harvesting animals, animal restraint, and/or dissections. While we feel these are great experiences for the students, we realize not everyone feels the same so the following applies:

- No student is mandated to participate
- No student is forced to watch, touch, etc. They have the option of staying in an alternate location.
- Grades will not be affected by non-participation in these activities
- Any animal harvested is done so for a purpose. They are raised as market animals and need to be processed for a buyer.

Marketing Plan

Creating an marketing plan and marketing tools such as an ad, commercial, flyer etc will be key a assignment for the school year. Participation in creating a TEAM Marketing Plan will be part of the second semester. Failure to participate and turn in above assignments may result in failure of the course. Class time will be provided, but will require time outside of the classroom.

I have read and understand the above procedures and expectations and I agree to abide by them.

Parent Signature	Date	Student Signature	Date

PARENTS: If you would like to be included in email or text notifications regarding FFA Boosters or FFA students activities please complete the following information. Note: Your child is a member of Fillmore FFA by being enrolled in any agriculture course.

Name:	Email:	Phone Number:

Grade Book Task Summary Spreadsheet

Fillmore High School

Class: AG003S2-1 - Agriculture 1 **Teacher: Lemus, Veronica (2001494)**
Period: 2 **Academic Grades for from 8/13/2018-6/7/2019** **Assignments From: 08/13/2018 - 05/22/2019**

Student (Ident)	8/13-6/7 Current Grade	Semester 1/7/19 10 E	DWU 198 1/18/19 10	Scientif 1/18/19 10	DWU 218 1/21/19 10	Creed P 1/22/19 10	Creed P2 1/29/19 10	Soil Pro 1/31/19 20	Intro to 2/1/19 26	Creed P.3 2/4/19 10	Respect 2/5/19 10	Creed Pa 2/8/19 10	Creed 5 C 2/18/19 10	DWU 23 2/19/19 10	5 Creed 2/19/19 10	F of F 3/1/19 10
[redacted]	A- (90.3%)		10	10	10	10	10	20	20	9	10	10	10	10	10	10
	A+ (101.2%)		10	10	10	10	10	20	20	10	10	12	10	10	10	10
	C (76.6%)		10	5	10	10	5	17	24	6	7	6.5	5	10	9	10
	D+ (69.7%)		10	5	10	5	5	17	20	5	10	6	9	10	0	
	C- (74.4%)		10	10	10	10	8	20	22	8	10	7	10	10	0	10
	D- (63.8%)		10	5	10	5	**	17	20	5	10	6		10	0	10
	F (37.8%)		10	10	10	5	0	20	20	5	10	0	10	10	0	10
	D+ (69.1%)		10	5	10	10	6	20	20	6	10	6	7	10	0	10
	A (92.4%)		10		10	10	8	20	18	8	10	7	0	10	7.5	10
	C (75.4%)		10	5	10	7	6	20	14	7	10	6.6	0	10	5	10
	C+ (79.1%)		10	10	10	10	8	15	26	10	10	5.5	7	10	7	10
	D- (61.1%)		10		10	10	7	20	18	3	10	7	4	10	8	10
	C- (73.8%)		10	10	10	5	5	20	18	7	10	9	10	10	6	10
	F (58.8%)		10		10	5	6	20	8	7	10	0		10	0	10
	D+ (69.5%)		10	10	10	10	8	15	20	8	10	9	10	10	9	10
	A (96.3%)		10	7	10	10	10	20	22	10	10	9.5	0	10	0	10
	C- (71%)		10	10	10	5	5	15	14		10 **	5	9	10	0	
	C (76.7%)		10	10	10	10	10	20	20	10	10	11	6	10	9	10
	C- (74.2%)		10	10	10	5	6	20	18	7	10	7	10	10	8	10
	C (77.8%)		10		10	7	7	17	22	7	10	6.5		10	7	10
	B+ (89%)		10	5	10	10	**	20	20	7	10	8	7	10	7	10
	F (56%)		7		10	7	5	20	24	6	10	6.5	6	10	7	
	C- (71.6%)		10	10	10	5	5	20	22	5	10	6		10	0	10
	F (36.1%)		10	10	10	5	0	20	14	5	10	0	10	10		**
	A- (90.7%)		10	10	10	10	8	20	20	10	10	10	**	10	**	10
Total Students: 25	**Averages:**		**9.8**	**8.3**	**10.0**	**7.8**	**6.4**	**18.9**	**19.3**	**7.1**	**9.8**	**6.6**	**7.0**	**10.0**	**4.7**	**10.0**

Assignment Heading Notations: E = Extra Credit | N = Not Graded

Grade Book Task Summary Spreadsheet

Fillmore High School

Class: AG003S2-1 - Agriculture 1 Teacher: Lemus, Veronica (2001494)
Period: 2 Academic Grades for from 8/13/2018-6/7/2019 Assignments From: 08/13/2018 - 05/22/2019

Student (Ident)	8/13-6/7 Current Grade	DWU 25 3/1/19 10	DWU 28/ 3/13/19 10	Stamp Sh 3/13/19 90	Ecology 3/13/19 35	Ecology 3/13/19 25	DWU 30/ 4/5/19 10	21 Day E 4/22/19 30	DWU 33/ 5/3/19 10	FFA Poin 5/5/19 100
[redacted]	A- (90.3%)	10	10	90	35	25	10	30	10	60
	A+ (101.2%)	10	10	90	35	25	10	30	10	110
	C (76.6%)	10	10	60	5	23	10		10	110
	D+ (69.7%)		10	70	6	21	10		10	100
	C- (74.4%)	10	10	90	32	25	10		10	30
	D- (63.8%)	10	10	75	6	25	10	30	10	20
	F (37.8%)	10			19	25			10	0
	D+ (69.1%)	10		90	35	21	10		10	30
	A (92.4%)	10	25	90	21	25	10	30	10	100
	C (75.4%)	10	10	75	1	20	10	30	10	80
	C+ (79.1%)	10	10	90	21	25	10	30	10	30
	D- (61.1%)	10	10	85		25	10	30		0
	C- (73.8%)	10	10	90	35	24	10	30	10	0
	F (58.8%)	10	10	35	5		10	30	10	80
	D+ (69.5%)	10	10	90	14	25	10		10	20
	A (96.3%)	10	10	90	35	25	10	30	10	110
	C- (71%)	10	15	90	35	25	10	30	10	20
	C (76.7%)	10	10	90	7	20	10	30	10	30
	C- (74.2%)	10	10	90	35	25	10	30	10	0
	C (77.8%)			50	20	25	10	30	10	110
	B+ (89%)	10	10	60	25	25	10	30	10	110
	F (56%)	10	10	35	4	25	10	30		30
	C- (71.6%)	10	10	75	5	25	10	30		60
	F (36.1%)	10	10		6	22	10		10	0
	A- (90.7%)	10	10	60	35	20	10	30	10	100
Total Students: 25	Averages:	10.0	10.9	76.5	19.8	23.7	10.0	30.0	10.0	53.6

Assignment Heading Notations: E = Extra Credit | N = Not Graded

Grade Book Task Summary Spreadsheet

Fillmore High School

Class: SC462S2-1 - Agriculture Soil and Chemistry — Teacher: Lemus, Veronica (2001494)
Period: 3 — Academic Grades for Assignments from 8/13/2018-5/22/2019 — Assignments From: 08/13/2018 - 05/22/2019

Student (Ident)	8/13-5/22 Current Grade	Semester 1/7/19 10 E	Nitrogen 1/16/19 15	DWU19& 1/18/19 10	Nitrogen 1/18/19 30	Nitrogen 1/18/19 5	Nitrogen 1/18/19 15	DWU 21& 1/21/19 10	NPK Lab 1/31/19 20	Chapter 1/31/19 50	Ch 7 Stu 1/31/19 30	Ag Issues 2/8/19 25	Ag Issue 2/12/19 10	DWU 23 2/19/19 10	Properti 2/23/19 15	Transpir 2/25/19 20
[redacted]	F (43.3%)		10	9	26	5	15	10	20	26.5	0		4	10	5	20
	A (96.2%)	10	10	10	26	5	15	10	20	46	30	25	10	10	9	20
	B (87.3%)	10	15	10	26	5	15	10	20	58.5	26	25	5	10	15	20
	A (94.4%)		10	10	26	5	15	10	20	51.5	30	25	9	10	15	20
	B- (84%)		15	10	26	0	15	10	20	45	30	25	7	10	15	20
	A (98.1%)		10	10	26	5	15	10	20	60	30	25	8	10	15	20
	D- (62.9%)			5	15	0	15	10	20	0	0	25	6	10		20
	F (25.7%)		10		26	5	15			35			5			
	C (78.6%)		15	10	26	5	15	10	20	41	30	25	4	10	12	
	B (85.3%)		15	10	26	5	15	10	20	47	30		10	10	15	20
	B+ (88.8%)		15	10	20	5	15	10	20	58	30	25	4	10	15	20
	B- (82.8%)		15	10	26	5	15	10	20	58.5	30	15	7.5		15	20
	B+ (88%)		15	10	26	5	15	10	20	47	30	25	9	10	15	20
	B+ (89.6%)		15	8	20	5	15	10	20	37	24	25	10	10	15	20
	C- (73.6%)		10	10	5	5	15	10	20	29.5	30	25	6	10	12	20
	B- (82.7%)		10	10	5	5	15	10	20	46	30	25	7	10	15	17
	A (94.8%)		15	10	26	5	15	10	20	54.5	30	25	10	10	15	20
	B- (81.6%)		15	10	20	5	15	10	20	47	30		7.5	10		
	B- (83.5%)			10	26	5	15	10	20	32	30	25	10	10	15	20
	F (59.8%)		10	10	5	5	15		20	29.5	25	25	**	10	15	20
	B (86.1%)		15	10	20	5	15	10	20	46	30	25	7.5	10	15	20
	B+ (89.6%)		15	10	26	5	15	10	20	42	30	25	9			20
	F (48.7%)		10	5	30	**	15	10	20	41	30	15	5 **			20
	B+ (88.8%)		10	10	26	5	15	10	20	50	15	25	12	10	15	20
	C (76.4%)			10	26	5	15	10	20	48	29	25	7	10		20
	B- (82%)		15	10	20	5	15	10	20	52	30		6.5		15	20
	A+ (100.4%)		15	10	26	5	15	10	20	53.5	30	25	10	10	15	20
	C- (73.4%)		10	9	26	5	15	10	20	43	30	25	8	10	15	20
	B- (84.7%)		15	10	26	5	15	10	20	44	30	25	10	10	15	20
Total Students: 29	Averages:	10.0	12.8	9.5	22.5	4.6	15.0	10.0	20.0	43.7	26.7	24.1	7.6	10.0	14.0	19.8

Assignment Heading Notations: E = Extra Credit | N = Not Graded

Grade Book Task Summary Spreadsheet

Fillmore High School

Class: SC462S2-1 - Agriculture Soil and Chemistry Teacher: Lemus, Veronica (2001494)
Period: 3 Academic Grades for Assignments from 8/13/2018-5/22/2019 Assignments From: 08/13/2018 - 05/22/2019

Student (Ident)	8/13-5/22 Current Grade	F of F 3/1/19 10	DWU 25 3/1/19 10	DWU 28/ 3/13/19 10	Stamp Sh 3/13/19 90	Ch. 9 Ex 3/13/19 34	Ch. 9 St 3/13/19 30	Home Dri 3/27/19 30	DWU 308 4/5/19 10	pg. 215 4/14/19 14	Power an 4/14/19 10	Home Dri 4/14/19 20	1 page E 4/15/19 25	DWU 33/ 5/3/19 10	FFA Poin 5/5/19 100
[redacted]	F (43.3%)		10	10	60	12.5		25							20
	A (96.2%)	10	10	10	70	27	30	30	10	14	10	20	25	10	110
	B (87.3%)	10	10	10	70	29.5	22		10	14	10	20	25	10	70
	A (94.4%)	10	10	10	90	24.5	30		10	14	10	20	25	10	110
	B- (84%)	10	10	10	90	21	30	30		14	10	20	25	10	30
	A (98.1%)	10	10	10	90	32	30	30	10	14	10	10	25	10	110
	D- (62.9%)	10	10	10	80	12			10		10	10	25	10	110
	F (25.7%)					16			10		10		25		20
	C (78.6%)		10	10	80	23.5	20	30		14	10		25	10	70
	B (85.3%)	10	10		80	25.5	25	30	10		**	10	25		110
	B+ (88.8%)	10	10	10	60	25.5	30	30	10	14	10	20	15		90
	B- (82.8%)		10	10	60	30.5	25		**	14		20	25		100
	B+ (88%)		10	10	80	30	30	30	10	14	10	20	25	10	50
	B+ (89.6%)	10	10	10	90	34	30	30	10	14	10	20	25	10	60
	C- (73.6%)	10	10	10	88	16		30			10	10	25	10	70
	B- (82.7%)	10	10	10	78	25.5	22	30	10	14	10	10	25	10	70
	A (94.8%)	10	10	10	90	28	30	30	10	14	10	20	25	10	70
	B- (81.6%)	10	10	10	80	27	30		10		10	20	25	10	110
	B- (83.5%)	10	10	10	90	27.5	30	30	10	14	10	20	25	10	30
	F (59.8%)	10	10	10	60	17		30	10	14	10		25	10	0
	B (86.1%)	10	10	10	80	30	25		10	14	10	20	25	10	70
	B+ (89.6%)			10	90	31	30	30	10	9		20	25	10	105
	F (48.7%)	10	10	10	10	2	6		10	14	5	10	25		10
	B+ (88.8%)	10	10	10	60	29.5	30	30	10	14		10	25	10	110
	C (76.4%)	10	10	10	60	14	12		10		10	10	25	10	110
	B- (82%)	10	10	10	80	25	25	27	10	14		10	25	10	80
	A+ (100.4%)	10	10	10	90	27.5	30	30	10	14	10	20	25	10	110
	C- (73.4%)	10		10	70	30.5	30		10	14	10	20	25	10	0
	B- (84.7%)	10	10	10	80	29	30	30	10	14	10	20	25	10	20
Total Students: 29	Averages:	10.0	10.0	10.0	75.2	24.2	26.3	29.5	10.0	13.7	9.7	16.4	24.6	10.0	69.8

Assignment Heading Notations: E = Extra Credit | N = Not Graded

Grade Book Task Summary Spreadsheet

Fillmore High School

Class: CT732S2-1 - ROP Applied Ag Bus: Ornamental — Teacher: Lemus, Veronica (2001494)
Period: 4 — Academic Grades for Assignments from 8/13/2018-5/22/2019 — Assignments From: 08/13/2018 - 05/22/2019

Student (Ident)	8/13-5/22 Current Grade	Semester 1/7/19	16 Plant 1/16/19	DWU19& 1/18/19	DWU 21& 1/21/19	Plant Gr 1/31/19	Plant Nu 2/3/19	Job Inte 2/8/19	DWU 23 2/19/19	F o F 3/1/19	DWU 25 3/1/19	DWU 28/ 3/13/19	Stamp Sh 3/13/19	DWU 30/ 4/5/19	Power an 4/14/19
		10 E	16	10	10	50	21	50	10	10	10	10	80	10	10
[redacted]	A+ (100%)	10	16	10	10	41	20	47	10	10	10	10	80	10	10
[redacted] 3	A (91.3%)	10	16	10	10	48	21	43	10	10	10	10	80	10	10
[redacted]	A (91%)		16	10	10	49.5	21	50	10	10	10	10	80	10	10
[redacted]	A (93.6%)	15	16	9	10	44	21	35	10	10	10	10	80	10	10
[redacted]	D (68.5%)		16		10	44.5	21	21	10	10		10	30	10	10
[redacted]	A (95%)		16	10	10	50	21	50	10	10	10	10	60	10	10
[redacted]	A (95.7%)	10	16	10	10	43.5	18	32	10	10	10	10	80	10	10
[redacted]	B (85.8%)	15		6	10	28.5	15	25	10	10	10	10	80		10
[redacted]	A (97%)	10	16	10	10	45.5	17.5	43	10	10	10	10	70	10	10
[redacted]	A (97%)		14	10	10	45	21	43	10	10	10	10	80	10	10
[redacted]	B- (82.4%)		16	9	10	38	21	30	10	10	10	10	80	10	10
[redacted]	B- (83.7%)		16	10	10	42.5	18	48	10	10	10	10	80		10
[redacted]	F (55.3%)			5	10	49	21	15	10	**				10	10
[redacted]	A+ (100.4%)	25	16	10	10	45.5	21	50	10	10	10	10	80	10	10
[redacted]	A (91%)	10	16	10	10	39	21	30.5	10	10	10	10	80		10
[redacted]	C- (73.8%)		16	9	10	42.5	20	34	10	10	10	5	65	10	10
[redacted]	B- (81.2%)	10	16	10	10	38	21	10	10	10	10	10	60	10	10
[redacted]	B (85.7%)		16	10	10	40	21	40	10	10	10	10	80	10	10
[redacted]	A (92.4%)		16	10	10	43.5	14	35	10		10	10	80	10	10
[redacted]	B- (80.2%)		16	10	10	36	13	27	10	10	10	10	80	10	10
[redacted]	A (98.2%)	10	16	10	10	40	21	43	10	10	10	10	80	10	10
[redacted])	A (96.9%)	10	16	10	10	39.5	21	43	10	10	10	10	80	10	10
[redacted]	B- (84.3%)		16		10	42.5	19	40	10	10	10	10	70		10
[redacted]	B (86.7%)		16	10	10	40.5	21	25	10	10	10	10	80	10	10
[redacted]	A (91.9%)	15	16	9	10	44	21	27	10	10	10	10	80	10	10
[redacted]	C (78.8%)			10	10	37	18	30	10	10	10	10	80	10	10
[redacted] 5	C (78.6%)		16	10	10	39		40	10	10	10	10	80	10	10
[redacted]	B (86.7%)		16	10	10	44	9	20	10	10	10	10	70	10	10
[redacted]	A (91.8%)		16	10		45.5	20	46		10	10	10	80	10	10
[redacted]	A (94%)		16	10	10	42	21	50	10	10	10	10	80	10	10
Total Students: 30	Averages:	12.3	15.7	9.5	10.0	42.3	19.3	34.8	10.0	10.0	10.0	9.8	75.3	10.0	10.0

Assignment Heading Notations: E = Extra Credit | N = Not Graded

Grade Book Task Summary Spreadsheet

Fillmore High School

Class: CT732S2-1 - ROP Applied Ag Bus: Ornamental Teacher: Lemus, Veronica (2001494)
Period: 4 Academic Grades for Assignments from 8/13/2018-5/22/2019 Assignments From: 08/13/2018 - 05/22/2019

Student (Ident)	8/13-5/22 Current Grade	Irrigati 4/14/19 10	Drip Irr 4/17/19 10	DWU 33/ 5/3/19 10	HOME Di 5/5/19 30	FFA Poin 5/5/19 100
[redacted]	A+ (100%)	10	10	10	25	110
	A (91.3%)	10	10	10	25	70
	A (91%)	10	10	10	25	110
	A (93.6%)	10	10	10	30	85
	D (68.5%)	10	10	10	15	110
	A (95%)	10	10	10	25	100
	A (95.7%)	10	10	10	30	100
	B (85.8%)	10	10	10	25	110
	A (97%)	10	10	10	25	110
	A (97%)	10	10	10	25	110
	B- (82.4%)	10	10	10	30	50
	B- (83.7%)	10	10	10	30	50
	F (55.3%)		10	10	25	100
	A+ (100.4%)	10		10	25	100
	A (91%)	10	10	10	25	100
	C- (73.8%)	10	10	10	20	35
	B- (81.2%)			10	27	100
	B (85.7%)	10	10	10	30	50
	A (92.4%)	10	10	10	30	100
	B- (80.2%)	10	10		25	110
	A (98.2%)	10	10	10	30	100
	A (96.9%)	10	10	10	25	110
	B- (84.3%)	10	10	10		100
	B (86.7%)	**	**			110
	A (91.9%)	10	10	10	15	100
	C (78.8%)	10	10	10	25	50
	C (78.6%)	10		10	25	50
	B (86.7%)		10	10	27	110
	A (91.8%)	10	10	10	25	95
[redacted]	A (94%)	10	10	10	15	100
Total Students: 30	Averages:	10.0	10.0	10.0	25.1	91.1

Assignment Heading Notations: E = Extra Credit | N = Not Graded

Grade Book Task Summary Spreadsheet

Fillmore High School

Class: AG102S2-1 - ROP Agricultural Business Honors Teacher: Lemus, Veronica (2001494)
Period: 5 Academic Grades for Assignments from 8/13/2018-5/22/2019 Assignments From: 08/13/2018 - 05/22/2019

Student (Ident)	8/13-5/22 Current Grade	Stamp Sh 3/13/19 70	Marketin 3/13/19 100	DWU 30/ 4/5/19 10	Presenta 4/8/19 30	Chapter 4/8/19 28	Chapter 4/8/19 50	Cheating 4/14/19 25	DWU 33/ 5/3/19 10	FFA Poin 5/5/19 100
[redacted]	[redacted]	50	70	**	20	19.5	37	**	10	50
		70	84	10	22	16.5	0	25	10	110
		60	67	10	10	19.5	0	25	10	60
		70	75	10	23	28	0	25	10	110
		70	88	10	25	17	0	25	10	90
		70	82	10	20	7	50	**	10	20
		70	101	10	20	23	0	25	10	110
		70	95	10	26	24.5	50	**	10	110
		70	98	10	26	27	0	25	10	110
		70	89	10	23	15.5	50	**	10	90
[redacted]	[redacted]	70	53	10	20	20.5	50	**	10	110
Total Students: 11	Averages:	67.2	82.0	10.0	21.3	19.8	21.5	25.0	10.0	88.1

Assignment Heading Notations: E = Extra Credit | N = Not Graded

Grade Book Task Summary Spreadsheet

Fillmore High School

Class: SC462S2-2 - Agriculture Soil and Chemistry — Teacher: Lemus, Veronica (2001494)
Period: 6 — Academic Grades for Assignments from 8/13/2018-5/22/2019 — Assignments From: 08/13/2018 - 05/22/2019

Student (Ident)	8/13-5/22 Current Grade	Semester 1/7/19 10 E	Nitrogen 1/16/19 15	DWU19& 1/18/19 10	Nitrogen 1/18/19 30	Nitrogen 1/18/19 5	Nitrogen 1/18/19 15	DWU 21& 1/21/19 10	Impromptu 1/31/19 25	NPK Lab 1/31/19 20	Chapter 1/31/19 50	Ch 7 Stu 1/31/19 30	Impromptu 1/31/19 10	DWU 23 2/19/19 10	Properti 2/23/19 15	Transpir 2/25/19 20
[redacted]		10	15	10	30	5	15	10	25	20	60	30	12	10	15	20
			15	10	15	**	15	10	25	20	0	0	12	10	15	20
		10	15	10	30	5	15	10	25	20	37	30	5	10		20
			15	10	27	4	15	9	25	20	39.5	30	6	9	7	20
			15	10	27	4	15	10	25	20	54.5	30	6	10	15	20
		30	15	10	30	5	15	10	25	20	0	0	0	10	15	20
			15	10	30	2	15	10	25	20	57	27	10	10	15	20
		10	15	10	27	5	15	10	25	20	47.5	30	10	10	15	20
		10	10	10	27	**	15	10	25	10	43	20	9	10	15	12
			15		30	5	15	10			42	20	0	10		
				8	20	2.5	15				23	0	5			
			15	7	20	2.5	15	8	25	20	0	0	10	8	15	19
		10	15	10	30	2	15	10	25	20	55	30	7.5	10	15	20
			15	10	30	2	15	10	25	20	59.5	30	11		15	20
		10	15	10	30	5	15	10	25		49.5		8	10	8	15
		10	15	10	30	5	15	10	25	20	55.5	30	12	10	15	20
Total Students: 16	Averages:	12.0	14.7	9.7	27.7	3.8	15.0	9.7	25.0	19.3	39.4	19.8	7.8	9.6	14.0	19.1

Assignment Heading Notations: E = Extra Credit | N = Not Graded

Grade Book Task Summary Spreadsheet

Fillmore High School

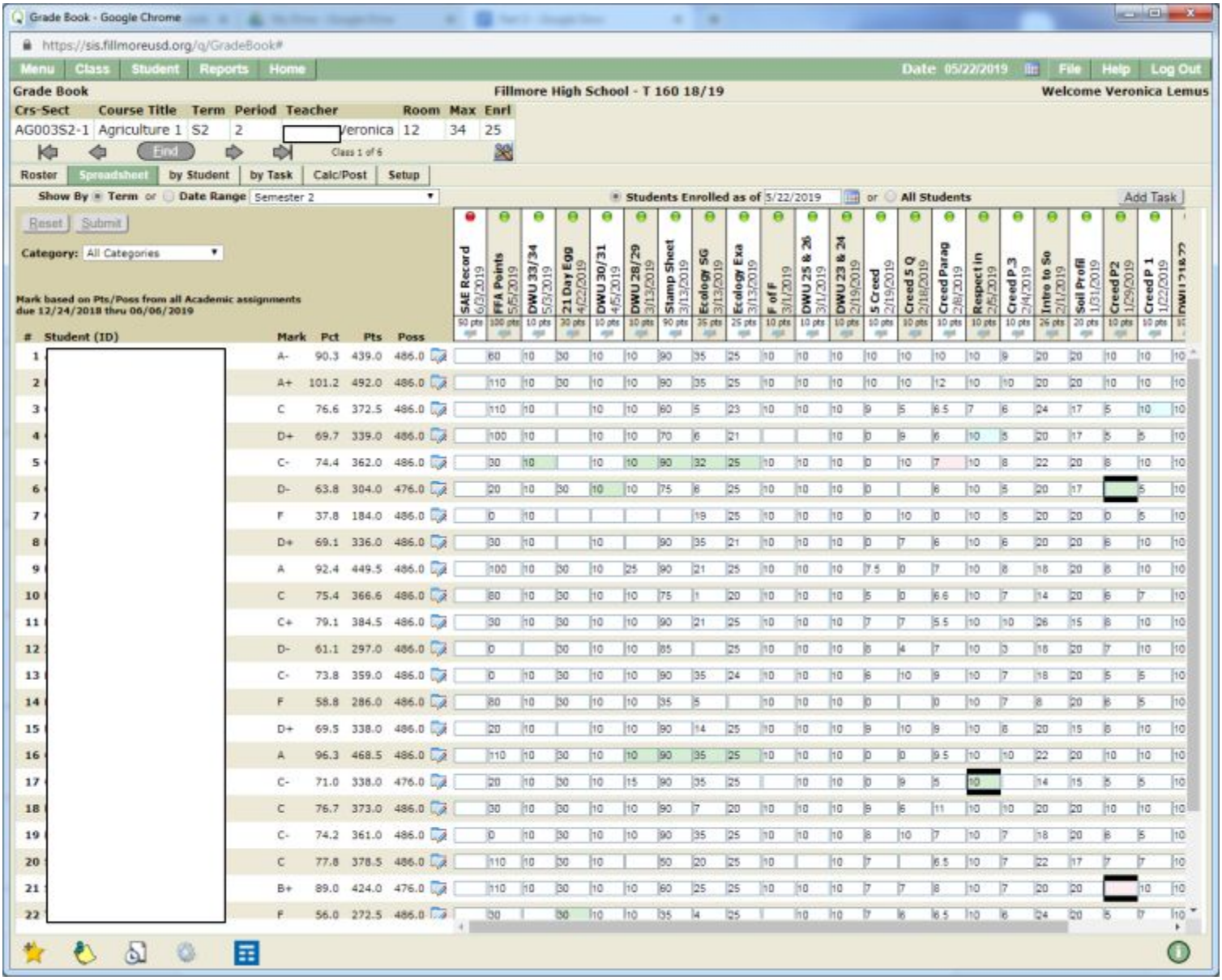
Class: SC462S2-2 - Agriculture Soil and Chemistry — Teacher: Lemus, Veronica (2001494)
Period: 6 — Academic Grades for Assignments from 8/13/2018-5/22/2019 — Assignments From: 08/13/2018 - 05/22/2019

Student (Ident)	8/13-5/22 Current Grade	F of F 3/1/19 10	DWU 25 3/1/19 10	DWU 28/ 3/13/19 10	Stamp Sh 3/13/19 90	Ch. 9 Ex 3/13/19 34	Ch. 9 St 3/13/19 30	Home Dri 3/27/19 30	DWU 30/ 4/5/19 10	pg. 215 4/14/19 14	Power an 4/14/19 10	Home Dri 4/14/19 20	DWU 33/ 5/3/19 10	FFA Poin 5/5/19 100
[redacted]		10	10	3	90	31	30	27	10	14	10	20	10	110
		10	10	10	70	33	30	15	10	14	10	20 **	10	100
		10			60	7		15	10		5	20	10	40
		10	10	10	80	22		27	10	14	10	20	10	100
		10	10	10	70	30.5	4	27	10	14	10	20	10	40
		10	10	10	90	27	30	27	10	14	10	20	10	0
		10	10	10	80	31.5	30	30	10	14	10	20	10	80
		10	10	10	90	21.5	22	27	10		10	20	10	75
		10	10	10	60	15.5	30	26	10	14	10	20	10	50
		10	10			14.5			10		10	20		0
						2						10		40
		10		10	50	21.5	10				10	20		30
		10	10	10	90	20		30	10	14	10	20	10	110
		**		10	80	24	21	30	10		10	20	10	110
		10	10	10	40	29	3	27	10			20	10	50
[redacted]		10	10	10	50	26			10	14	10	20	10	100
Total Students: 16	Averages:	10.0	10.0	9.5	70.6	22.6	19.7	25.6	10.0	14.0	9.6	19.4	10.0	64.6

Assignment Heading Notations: E = Extra Credit | N = Not Graded

Grade Book

Please see below for FFA Points and SAE Grades.
Each makes up 15% of total grade.



Home Visit

Student Name	Date
Natalie Parrish	4/10/19
Grade	**Length of visit**
11th	1 1/2 hours

Topics Covered

Swine SAE
- Weigh ins
- Showmanship practice

FFA Goals

- ~~FFA~~ President 2019-2020
- Swine Proficiency next year
- American Degree

SAE Goals

- FFA Grand Champion
- FFA Showmanship

Post-Secondary Goals

Career Goals

Follow Up

Schedule: SAE visit next time TBD

Student Signature: Natalie Parrish

Parent Signature: [signature]

Instructor Signature: V. Lewis

Home Visit

Student Name	Date
Jacey Warren	March 25, 2019
Grade	**Length of visit**
11	1 ½ hours

Topics Covered	FFA Goals
Lamb	- Chapter officer 2019-2020 school year
SAE Goals	**Post-Secondary Goals**
- Raise Lamb Str place in novice showmanship	Police officer in Jacksonville, Florida
Career Goals	**Follow Up**
- Police officer	- checking in with weigh ins and practice showmanship.

Student Signature: Jacey Warren

Parent Signature: Jacey Warren

Instructor Signature: V. Lewis

Home Visit

Student Name	Date
Connor Reiman	
Grade	**Length of visit**
10	2 hours

Topics Covered	FFA Goals
AET Record book	- Earn crop production proficiency - Earn State Degree
SAE Goals	**Post-Secondary Goals**
- Raise steer - pumpkin patch Field	- MSU Ag Systems Management
Career Goals	**Follow Up**

Student Signature: _____

Parent Signature: _____

Instructor Signature: V. Lewis

Home Visit

Student Name	Date
Jordyn Blankenship	4/19/19
Grade	**Length of visit**
10th	2 hours

Topics Covered	FFA Goals
- Giving SAE Projects - Feed Conversion	- Become FFA officer - Win Showmanship 2019 - Win FFA Grand Champion Swine 2019
SAE Goals	**Post-Secondary Goals**
- Excel in showmanship - Place in Agriscience Research project	Vet - UC Davis Cal Poly
Career Goals	**Follow Up**
Vet	need to schedule.

Student Signature: Jordyn Blankenship

Parent Signature: Mark Blankenship

Instructor Signature: V. Torres

INTRODUCTION

Revised 6/2018

This code contains rules and regulations governing the following Future Farmers of America functions:

- Official FFA Activities
- The California Leadership Conference
- Fairs and Shows
- State Championship Contests
- Contest Awards/Procedures

Other institutions or agencies conducting contests involving FFA members should attempt to adhere to these rules to insure uniformity between contests.

The rules and regulations of this Code are to be considered as a part of the Bylaws of CATA and can therefore be changed only as outlined in the CATA Bylaws or as indicated in this code.

General Rules

I. When any FFA member attends a FFA function, there shall be an instructor in attendance from the chapter or section to whom the student is responsible. Instructors shall not supervise students who are not members of their section.

II. When five or more students from one chapter attend an overnight FFA activity, they must be accompanied by a chaperone from that chapter. Under no circumstances should any chaperone be responsible for more than 15 FFA members. Any chaperones not possessing a valid teaching credential must be 23 years of age.

III. The group responsible for any activity shall be the State FFA Advisor and CATA Governing Board, or their designees.

IV. One or more persons shall be designated by the CATA State President as a representative of the CATA in charge of each approved function on the State level (State Finals Judging Contests, State FFA Convention, and others). One or more persons shall be designated by the Regional or Sectional CATA President of the area as in charge at each approved event below the State level. The individual(s) in charge will specify when lights are to be turned out, when curfew time is to be set and will set up a patrol of responsible individuals.

V. Prior to entering a FFA activity governed by these rules, each FFA member shall read a copy of the rules and sign a statement indicating intent to follow prescribed rules. The statement and signature shall be in the possession of the accompanying instructor and must be available to the discipline committee on request. Additional rules may be imposed for specific activities. It will be the responsibility of the advisor to bring such rules to the attention of the participants.

VI. General Rules of Conduct apply to all FFA activities and are as follows:

   A. No smoking or use of tobacco will be permitted by Future Farmers while wearing any item that identifies the person as a FFA member or while participating in any FFA activity.
   B. Drinking or possession of alcoholic beverages or drugs shall not be tolerated. Violation of this rule will cause immediate suspension from the activity.
   C. Proper conduct is expected from Future Farmers at all times. Obscene language and roughhousing will not be tolerated at any time.
   D. Instructors and advisors in charge of Future Farmers shall be responsible for their conduct at all times. They shall prevent misconduct such as destruction of property.
   E. Any display of overly affectionate attention between members shall be discouraged by advisors. Persistent abuse of this rule shall be cause for suspension from the FFA activity.
   F. No vehicles are to be used at any time without the approval of the instructor in charge.

G. No individual shall be allowed, under any circumstance, to interfere, or to act in an unprofessional manner, such as verbal abuse or any action which may be interpreted as intrusive, with anyone involved with the administration of any FFA activity.

VII. Disciplinary Action

A. FFA members who have been found to have violated any of the above rules VI Section A - G will be subjected to disciplinary action by a committee composed of: the individual in charge, a State Staff member designated by the State FFA advisor, the ranking FFA officer present, the advisor of the chapter involved and a representative of the sponsoring institution.

B. This committee stated in VII section D will determine what action is necessary, and its decision or decisions will be final concerning violations on the General Rules of Conduct.

C. Disciplinary action for advisors and other adults in violation of rule VI section G may be initiated by writing a letter of concern, describing the incident, to the CATA State President, with a copy to the State FFA Advisor.

D. If deemed necessary, a committee may be formed to review each incident. This committee will consist of:
   1. CATA State President
   2. State FFA Advisor
   3. State Staff person in charge of the activity where the incident occurred.
   4. Ethics Committee Chair of the region of the offender.

E. This committee will determine what action is necessary, and its decision(s) will be final concerning these violations. Disciplinary action may include:
   1. Letter of reprimand.
   2. Disbarment of the offender(s) from the activity.

Dress Code Summary

I. The official FFA uniform will consist of the following: (Hats are not a part of any official uniform.)

Boys - Official FFA jacket, zipped to the top, worn with a white, collared, dress shirt, an official FFA necktie, black slacks, black socks, and black dress shoes.

Girls - Official FFA jacket, zipped to the top, worn with a white, collared, dress blouse, an official FFA scarf, appropriate women's hose, neutral in color, without design or pattern, a black skirt of knee-length or longer, or slacks, and black dress shoes.

II. The official uniform is to be worn by all FFA members at official FFA activities or at the following FFA contests:

A. Creed Recitation
B. Parliamentary Procedure and Debate
C. Prepared Public Speaking
D. Extemporaneous Public Speaking
E. Job Interview

III. The official uniform for State Judging Finals for contests, other than Creed, Parli-Pro, Prepared Public Speaking, Job Interview, and Extemporaneous Public Speaking will be:

Boys - Official FFA jacket, zipped to the top, white shirt and official FFA tie.

Girls - Official FFA jacket, zipped to the top, white blouse, and the official FFA scarf.

Adaptation of the uniform may be made during the contest; i.e., tie taken off, jacket taken off, overalls put on. The official dress will be required for registration and acceptance of awards. Any FFA member not in uniform, as described above, will be ineligible to participate or receive awards. A three-fold committee of one representative from the State Staff, one from the CATA and one from the FFA will be in charge of enforcing rules concerning dress at State FFA contests.

IV. The official FFA show uniform for fairs and shows will be:

Boys - White pants, white shirt, FFA tie, official FFA jacket, zipped to the top or FFA patch attached to the white shirt.

Girls - White pants, white blouse, FFA scarf, official FFA jacket, zipped to the top or FFA patch attached to the white blouse.

V. The reference for the official FFA Show Uniform is in the State FFA Constitution.

California Leadership Conference

I. All FFA members attending the California Leadership Conference, along with his/her parents or guardian, and agriculture instructor, must sign an agreement to abide by the Code Rules of Conduct.

Fairs and Shows

I. Preparation and presentation of the FFA entries during any fair or show shall be limited to junior exhibitors with entries in that show or fair.

II. Future Farmers are allowed to continue showing in fairs during one calendar year after graduation from high school, but only if they have completed their senior year enrollment in agricultural education as a Future Farmer (Calendar year means Jan 1 to Dec 31).

III. A student prescheduled in agriculture is allowed to show at any summer fair immediately prior to entering seventh grade, provided the project supervision and record book were started 60 days (120 days for market beef) before the fair, he/she is affiliated with the local, State and National FFA organization. Under no circumstances however, may a student exhibit as an FFA member prior to official completion of the sixth grade.

State Championship Contests

I. General Information

A. The CATA recognizes the following types of competitive contests as being sufficiently well-established to warrant holding a state championship contest yearly.

Revised June 2018

California State Champion Career Development Contest Site, Coordinator, Advisor, and Mediator Chart

Contest	State Champion Host Site	State Champion CDE Host Contest Coordinator	State Champion CDE CATA Approved Contest Advisor	State Finals CDE State Staff Arbitrator
Agricultural Issues Forum	C.P.S.U., SLO	Lynn Hamilton		Jill Sperling
Agricultural Mechanics	C.P.S.U., SLO	Dr. Greg Schwartz		Rosco Vaughn
Agricultural Pest Control	C.S.U., Fresno			
Agricultural Sales Contest	Cosumnes River College	Jeanette Lowe		Jeanette Lowe

Revised June 2018

California State Champion Career Development Contest Site, Coordinator, Advisor, and Mediator Chart

Contest	State Champion Host Site	State Champion CDE Host Contest Coordinator	State Champion CDE CATA Approved Contest Advisor	State Finals CDE State Staff Arbitrator
Agricultural Welding	Cuesta College	Rob Thoresen		Greg Beard
Agriculture Experience Tracker (AET) Farm Record Book	C.P.S.U., SLO	Dr. Tim Delbridge		Hugh Mooney
Agriscience Fair	C.S.U., Fresno	Lynn Martindale		Matt Patton
Agronomy	C.P.S.U., SLO	Mike Bush		
Best Informed Greenhand	C.P.S.U., SLO	Ann DeLay		Ann DeLay
Citrus Judging	C.S.U., Fresno	Jim Farrar		Charles Parker
Computer Applications	C.S.U., Fresno	Arun Nambiar		
Cotton	C.S.U., Fresno	Bruce Roberts		Charles Parker
Creed Recitation	C.S.U., Fresno	Greg Beard		Greg Beard
Dairy Cattle Judging	C.P.S.U., SLO	Rich Silacci		Charles Parker
Extemporaneous Public Speaking	C.S.U., Fresno	Jack Havens		Jack Havens
Farm Business Management	C.P.S.U., SLO	Dr. Cristina Connolly		Hugh Mooney
Farm Power & Machinery	C.S.U., Fresno	Ken Heupel		Jack Havens
Floriculture	C.P.S.U., SLO	Virginia Walter		Hannah Garrett
Forestry	C.P.S.U., SLO	Dr. Samantha Gill		Josh Soderlund
Fruit Tree Judging	C.S.U., Fresno	Bruce Roberts		
Fruit Tree Pruning	C.S.U., Fresno	Bruce Roberts		Charles Parker
Grapevine Judging	C.S.U., Fresno	San Liang Gu		
Grapevine Pruning	C.S.U., Fresno	Sonet Van Zyl		Charles Parker
Impromptu Public Speaking	C.S.U., Fresno	Hannah Garrett		Hannah Garrett
Job Interview	C.S.U., Fresno	Jill Sperling		Jill Sperling
Light Horse Judging	C.P.S.U., SLO	Pete Agalos		Josiah Mayfield
Livestock Judging	C.P.S.U., SLO	Al DeRose		Steve Rocca
Marketing	C.P.S.U., SLO	Dr. Xiaowei Cai		Lloyd McCabe
Marketing Plan	C.P.S.U., SLO	Dr. Christiane Schroeter		
Meat Judging	C.P.S.U., SLO	Andrew Hosford		Jerry Clark
Milk Quality & Dairy Foods	C.P.S.U., SLO	Dr. Vincent Yeung	Steve DeRose	Steve DeRose
Natural Resource Management	Reedley College	Kent Kinney		Charles Parker
Nursery/Landscape	C.P.S.U., SLO	Dr. Ben Hoover		Brad Dodson/Glen Casey
Parliamentary Procedure & Debate	C.S.U., Fresno	Hugh Mooney		Hugh Mooney
Poultry Judging	C.P.S.U., SLO	Dr. Bob Spiller		Cindy Brown
Prepared Public Speaking	C.S.U., Fresno	Charles Parker		Charles Parker
Small Engines	C.S.U., Fresno	John Williams		Jack Havens
Soil and Land Evaluation (Part#1)	C.S.U., Fresno	Dr. Sharon Benes		Lynn Martindale
Soil and Land Evaluation (Part#2)	C.P.S.U., SLO	Dr. Karen Vaughan		Lynn Martindale
Vegetable Crop Judging	C.P.S.U., SLO	Launnie Ginn		Jack Havens
Veterinary Science	C.P.S.U., SLO	Dr. Jennifer Stainic		Greg Beard

B. The "California State Champion Career Development Contest Site, Coordinator, Advisor, and Arbitrator Chart" (above) must be updated by the State FFA Advisor with the approved/confirmed State Finals CDE CATA Approved Contest Advisor by December 31st for the following year's judging season and state finals contests. The chart would be shared at the annual CATA Winter Governing Board for final approval and distributed to host contest sites and state staff. This provides the host site and state staff with the opportunity to provide a contest advisor contact to any current/new contest coordinator for that upcoming year (if needed). The chart will be updated, revised, and kept current through the CATA office. All changes/revisions for host site and coordinators must be made by the host site prior to the state finals contest. All state staff changes/revisions must be made by the State FFA Advisor before the state's state finals contest.

C. The CATA recognizes the following competitive contests as being trial contests and they will be reviewed for three years to determine if they are sufficiently well-established to warrant holding a state championship contest yearly.

Contest	State Champion Host Site	Year Established	State Champion CDE Host Contest Coordinator	State Champion CDE CATA Approved Contest Advisor	State Finals CDE State Staff Arbitrator
Food Science & Technology	U.C., Davis	2016			
Agricultural Communications	C.P.S.U., SLO	2018			

D. The time and place for holding State Championship Contests shall be determined by the State FFA Advisor.

E. A "State Finals CDE Host Contest Coordinator" for each of the state's CDE state finals contests must be designated/updated/approved yearly as needed. This person will be selected/approved by the host state finals contest site and the State FFA Advisor. The State Champion CDE Host Contest Coordinator would be responsible in the organizing, preparation, and implementation of their designated CDE contest. This includes all aspects of the contests (materials, judges, etc.) within the Curricular Code.

F. A"State Finals CDE State Staff Arbitrator" for each of the state's CDE state finals contest must be updated/approved yearly as needed. This person will be selected by state staff and serve as a liaison and arbitrator in the event there is any discrepancy/issues between/within the contest, contest coordinators, advisors, or coaches. Final verdict/decisions/authority will be made by the State FFA Advisor.

G. A "State Finals CDE CATA Approved Contest Advisor" will be selected/approved each year by the contest's top five team CDE coaches each year following the state's contest finals. The winning CDE coach of each contest will communicate with the other four coaches and current standing advisor to approve/confirm another year of service. The advisor approved/selected must agree to the position and must be able to attend the following year's state finals contest at the host site. The State Champion CATA Approved Contest Advisor's primary responsibility is to assist the coordinator in the organization, preparation, and implementation of the contest and to ensure the contest is within the quality, standards, and parameters of the Curricular Code. The designated/approved State Champion CATA Approved Contest Advisor can also serve as the State Champion CDE Host Contest Coordinator approved by the host site and State FFA Advisor if approved by the CATA (Top five coaches of CDE state finals), host site, and state staff.

H. There will be no State FFA Novice Judging Finals Contests, except Parliamentary Procedure and Agriscience Fair.

I. Each contest area has the flexibility to charge what is needed to run their contest in order to cover expenses.
J. Whenever there is a rule contradiction between a specific contest rule and General Contest Rule, in the Curricular Code, the General Rule will take precedence.
K. To promote a positive environment and reduce potential negative perceptions, individuals, who have coached, helped train or provided direct guidance to a school/team, within 90 days, should not be considered when selecting those to serve as official judges.
L. In the year in which a contest is up for review, the State Ag Ed Staff, along with the CATA Executive Director, shall review each contest for relevance. The State Ag Ed Staff will then make a recommendation to the CATA Governing Board at the meeting prior to the CATA State Conference.

II. The format of information (rules) of state finals contests shall include:
A. Purpose and Standards – Each contest shall include a brief introduction to include purposes of the contest and the foundation, agricultural and academic standards addressed by the contest.
B. Contestants – The number of contestants allowed per chapter and the number used to determine the team score. Eligibility requirements (if any) for the team or contestants should be listed here.
C. Classes – A simple listing of all the classes and the maximum score of each class. Team events scores would be shown here as well.
D. Tie Breaker – A list of the classes or methods used to break ties.
E. Requirements for the Host School – List any notification requirements for the host school such as class types, tools, engine types. Include the notification methods (email or website preferred) and the notification time. List any equipment that must be provided by the host school such as calculators. List any contest materials that are to be returned (Ex. Farm Power, Ag. Mechanics) to the contestants.
F. Rules governing the contest.
G. Any materials that may be deemed useful to contestants or contest host.
H. Contest score cards to be completed by contestants used for all state finals contests will be posted on the web at least 30 days prior to the date of the event. Directions as to how the cards should be marked are encouraged. Such posting will supersede any samples found in specific event rules. Common standardized forms such as those created by Scantron may be referenced by name.
I. Specific CDE rules will describe how cards are to be scored (for example formulas, weighing, Hormel method, etc.).

III. Team Participation
A. Only one team per school may participate at any State Finals Contest except for the Creed Recitation, Prepared Public Speaking, Extemporaneous Public Speaking, Job Interview, and Impromptu Public Speaking. Regional Participation in these contests, including Parli Pro, at the State level, will be limited to a maximum of four (4) per region.
B. State final contests that qualify teams to compete at a National Contest, will consist of the number of contestants specified in the National Contest rules. The National Contests currently are:

Agricultural Issues	3-7
Agricultural Mechanics	4
Agricultural Sales	4
Creed	1
Dairy Cattle Evaluation	4

Dairy Foods	4
Extemporaneous Public Speaking	1
Farm Business Management	4
Floriculture	4
Food Science & Technology	4
Forestry	4
Horse Evaluation	4
Job Interview	1
Livestock Evaluation	4
Marketing Plan	3
Meats Evaluation	4
Natural Resources (Natural Resources & Environmental Science)	4
Ornamental Horticulture (Nursery/Landscape)	4
Parliamentary Procedure	6
Poultry Evaluation	4
Prepared Speaking	1

C. The State FFA Advisor is empowered to find an alternate location for a state finals contest if the hosting school is not willing to facilitate the contest with 4-person teams.
D. State final team contests, that end at the State level, will consist of the number of members specified in the CATA rules for that contest and the team will be scored as described in the rules for the specific contest.
E. The minimum team size will be the number of team members that make up a team score. For example, if a contest specifies a team size of four with four members making up the team score then the minimum team size will be four. If a contest specifies a team size of four with three members making up the team score then the minimum team size will be three members.
F. A list of contests which allow partial teams must be listed in the official, written, State Finals announcement.
G. At the discretion of the contest advisor, alternates may be allowed to participate. The number of alternates per contest is also at the discretion of the contest advisor. These decisions MUST be made prior to and MUST appear in the official **written State Finals announcement for those contests.**
H. ALL students participating in a state finals contest shall be eligible for individual awards.
I. Teams competing in a State Finals contest may be assessed an entry fee to be established by the State FFA Advisor.
    1. Fees will be based on the date registration is received for each team.
    2. Teams whose entries are received at least 14 days in advance will be charged the established fee, per team.
    3. Teams whose entries are received from 8 to 13 days prior to the State Finals will be charged three times the established fee, per team.
    4. Teams whose entries are received within 7 days of the States Finals will be charged five times the established fee, per team.
    5. Chapter entry (all teams) will not be considered complete if full payment is not received prior to the start of the State Finals. Payment may be by cash, check, or official district PO. Chapters without a complete entry (registration and payment) may be disqualified or not allowed to compete at the State Finals.
    6. THESE RULES WILL BE STRICTLY ENFORCED!

J. All entries for State Championship Contests must be accompanied by a signed copy of the **Agriculture Teachers and Coaches Code of Conduct for CDEs** (see page 13)**,** signed by the coach of each team entered at State Finals and the site Principal of that school or have accepted the conditions of the Agriculture Teachers and Coaches Code of Conduct for all coaches and principal as certified in the registration process.

K. When the official announcement of judging contests to be held is issued, all contests listed will be held regardless of the number of teams actually entered on the day of judging. However, if less than five (5) teams participated in a contest in one year, that contest will be placed on probation for one year, at which time five (5) teams must be have participated in the State Finals contest. The contest will be discontinued until such time as sufficient interest is indicated to guarantee at least five (5) participating teams.

L. Late Arrivals at the Contest - Teams arriving after the Official Dress check or failure to check in prior to when the contest commences, will NOT be scored for official placing.

M. In a contest where three, four or five team members start and one or more members are unable to continue due to sickness or accident, the remaining member(s) are still able to continue and compete for individual awards.

IV. Student/Advisor Participation

A. Each student entering a competitive contest must:

1. Be an official FFA member.
2. Be regularly enrolled member of a agricultural education class in high school or have completed the equivalent of a years worth of agriculture course instruction during the current year if taking classes in a block or trimester system.
3. Be enrolled at a high school and taking course(s) receiving high school graduation credit.
4. Not have been a member of a state championship team or represented California in the National FFA Career Development Event finals or the Soils Contest in Oklahoma, in the type of contest he/she is entering. For clarification: the State Champion team includes **all** members that participated in the state contest.
5. Be in official uniform.
6. In the event a student is eligible for membership in two or more chapters; the students can be a member of one chapter only and complete for that chapter during the school year.
7. No student or instructor will be allowed to practice or familiarize themselves with the animals or materials to be used in the state final contest within 90 days of the contest. Violation of the above rule will result in disqualification of the team and its members from the State Level Competition for the year the violation occurs.
8. No contact is to be made to any state final contest advisor 30 days prior to that activity. The only exception to this would be if a meeting of CATA contest representatives was called during that time. The only contact to be made within the 30 day period will be through the State FFA Advisor's office. Any violation may jeopardize the possibility of participating in the state final contest.
9. All coaches, alternates and visitors must remain away from the contest site during the competition, except as provided by the individual Curricular Code Contest Rules. Violations will result in the disqualification of the team from the school(s) involved.
10. When a student is registered as a contest participation in any State Contest, the teacher's signature on the entry form shall be considered a certification that the student has received training and safety instruction for that contest. When, in the judgment of a contest official, a participant in any state final contest shall

demonstrate incompetence or operate in a manner considered hazardous to himself/herself or others, that participant may be removed from the contest. The judgment of the official shall be final.

11. Judging Cards – Contestants filling out placing cards that have irregularities or are undecipherable or incorrectly marked will be given the lowest possible score on the Hormel Computer.
12. Contestants turning in a judging card that has no mark on it shall be scored a zero.
13. Use of Communication devices will not be permitted in a designated contest area/building. This would include, but not limited to cell phones, MP3's, IPODS, etc. Violation will result in immediate removal from the contest he/she competed in and will become ineligible for any awards. Any devices collected prior to the start of the contest will not be returned until all competitors have completed the contest.
14. Students are not allowed to remove or copy/remove any contest materials from the contest site without the expressed consent of the contest advisor. Any violation will result in the disqualification of the individual(s) and team(s) involved and barring of the individual(s) from participation in any Career Development Event for a period of one year and barring of the chapter from participation in that Career Development Event for a period of one (1) year. Unless specified in the rules of a particular contest, the only materials allowed to be taken into a contest by a contestant shall be:
    a) a notebook containing blank paper (lined or unlined).
    b) a writing instrument (pen or pencil)
    c) silent battery operated non-programmable calculators
    d) Students giving oral reasons may take notes while judging the class, but these notes cannot be used while presenting their oral reasons.
15. Time Limit – Time limit for reasons in each contest will be two minutes and any action taken on this will be left to the discretion of the judges.
16. A copy of any written exam and key shall be available upon request after the contest.
17. Any written materials turned in to be judged will be returned to the contestant upon completion of the contest, or handed back to the contestant in that contestants school's tabulations packet.
18. Student may enter only one speaking contest in the same year above the section level.

V. Awards and National Contest Representation

A. Awards will be given to first, second, third, fourth and fifth place teams and individuals in each section of each contest, and to the first, second, third, fourth and fifth high teams and individuals in each contest.
B. The contest results as announced and presented at the Awards Assembly will be considered UNOFFICIAL. Protests which question the calculation/scoring of tabulations of the contest and which may have an effect on the final placing of the OVERALL TOP FIVE TEAMS, OR TOP FIVE INDIVIDUALS, must be filed, in writing, with a member of the State Ag Ed Staff assigned to the State Finals Contest supervision/coordination or the State FFA Advisor by 1:00 p.m. on the Friday following the State Final Competition.
C. CATA will assign a member(s) to EACH State Finals Contest site, to receive complaints and distribute protest forms.
D. The team certified by the State FFA Advisor shall be eligible to represent the State of California in the official national competition. For a team to be certified, the team must be

made up of not less than a majority of the members allowed on a team at national competition and be from the students who made up the team at the state qualifying competition.

E. Any member of a team participating in a National Finals contest shall be ineligible to participate in that state final contest thereafter.

F. Members of the announced State Champion team may only compete in the same contest, in subsequent year(s), upon being re-certified as eligible for competition, by the state FFA advisor. Members of state champion teams include all members of the team competing regardless of whether the member(s) score counted toward the official team score. If ineligible students are entered in the same contest, in which they were a state winner, at any field or judging day, the team of which they are a member shall be declared ineligible.

VI. Curricular Code Rule Changes

A. All Curricular Code Activities Judging Contests will be divided into three groups and each group will be reviewed once every three years. Contests in List A will be reviewed at Summer Conference in 2020 and every third year there-after. Contests in List B will be reviewed in 2021 and every third year thereafter. Contest in List C will be reviewed in 2019 and every third year thereafter. Any trial contest may be reviewed annually for three years and then placed in a normal rotation once it becomes an official state contest. Trial contest proposals must be submitted to the CATA Governing Board prior to their annual Winter Governing Board meeting. Proposals should contain an analysis of the costs associated with putting on the trial contest and a statement from the prospective contest administrator or institution indicating a willingness and ability to provide the resources to conduct the contest. Proposals submitted to the CATA Governing Board will be circulated to the membership at Spring Regional meetings in a manner similar to CATA resolution process. Final approval for trial contests will be granted by majority vote at the CATA Summer Conference.

<u>List A</u>
Agriscience Fair
Best Informed Greenhand
Citrus
Creed Recitation
Dairy Cattle Judging
Farm Power and Machinery
Forestry
Fruit Tree Judging
Impromptu Public Speaking
Livestock Judging
Marketing
Parliamentary Procedure and Debate Contest
Poultry Judging

<u>List B</u>
Agricultural Issues Forum
Agricultural Sales
Extemporaneous Public Speaking
General Rules
Grapevine Judging
Land Judging
Meat Judging

Milk Quality & Dairy Foods
Natural Resource Management
Nursery/Landscape
Prepared Public Speaking
Small Engines
Vegetable Crop Judging
Veterinary Science

List C

Agricultural Mechanics
Agricultural Pest Control
Agricultural Welding
Agronomy
Computer Applications
Cotton
Farm Business Management
Farm Record Book
Floriculture
Fruit Tree Pruning
Grapevine Pruning
Job Interview
Light Horse Judging
Marketing Plan

List D – Trial Contests

Agricultural Communications
Food Science & Technology

VII. CATA Curricular Code rules relating to contests will be made in the following manner:

A. Procedure - Upon completion of any State FFA Finals, any CATA member may make a proposal for changing the rules. All proposed changes must be received in the Executive Director's office by June 1st in electronic format (i.e. emailed, sent on disk) and a typed hard copy. The Executive Director will send copies to the Operations Division Chairperson, Curricular Code Chairperson, and the individual contest chairpersons.
B. Chairperson - The coach of the first place FFA team in the current state finals contest shall act as chairperson of the committee to review and act on any suggested changes for that contest.
C. Secretary - The secretary of the committee shall be a CATA member who coached a team that participated in those State Finals contest. The chairman may choose any coach desired.
D. Committee - The committee shall consist of all CATA members who coached a team that participated in a FFA contest.
E. No Suggestions - If there are no suggested rule changes, it will be posted to the CATA website that there are no proposed rule changes.
F. The contests open for revision, whether or not they are on the list or are opened only by the Governing Board, may make changes only to that portion or portions of the contest that were submitted for revision.
G. Faculty Advisor - The faculty advisor of the university that sponsors the contest will be asked to sit on the committee in an advisory capacity. It will be the chairman's responsibility to notify the faculty advisor if rule changes are being considered and to advise him/her of the meeting date and time.

H. Meeting - The committee shall meet during a scheduled time at Summer Conference to review and act on any rule changes suggested. In order to reduce the likelihood of conflicts, several different meeting times will be scheduled for each of the different contests in order that a coach may attend meetings of more than one contest.
I. Proxy - Any coach of a team participating in any FFA contest that is unable to participate in the meetings may designate a proxy by writing to the chairman.
J. Conflict - If the coach of the winning team is unable to attend Summer Conference to act as chairman of the committee, the chairmanship shall be passed in descending order of placing, i.e., 2nd place coach, 3rd place coach until an available coach is located. It will be the responsibility of the chairman of the Operations Division to see that a chairman is located.
K. Final Authority for Changes - The judging committees will formulate the changes on the one third of the contests being reviewed. Their report will be presented directly to the general assembly for discussion, amendments and final approval. The final authority for Curricular Code changes will be in the CATA Conference General Assembly and will require a majority vote.
L. Any request to open contests for changes outside their normal rotation must be submitted to the Executive Director, in both electronic and typed hardcopy format, and received by June 1st. By majority vote of the Governing Board, a portion or portions of the Curricular Code may be opened for consideration and changed during conference.

VIII. Corrections in Code

A. Typographical errors, misspellings and/or omissions can be changed or corrected on a yearly basis. Any changes should be submitted to the State CATA Executive Director, who will contact the State FFA Advisor. A memo will be sent out to notify the membership.

Agriculture Teachers and Coaches Code of Conduct for CDEs

School Name _____

As an educator and role model, agriculture teachers and coaches shall maintain a high level of professionalism at the Career Development Events (CDEs).

Before a contest, every coach of each career development team shall:
1.1 Inform students of contest rules;
1.2 Be aware of schedules;
1.3 Make sure their chapter is in good standing with the FFA;
1.4 Prepare students for contest content and safety guidelines;
1.5 Be a good adult role model.

During a contest every coach of a career development team shall:
2.1 Assist contest officials when needed;
2.2 Abide by rules and expectations for that particular event including but not limited to rules regarding physical location;
2.3 Ensure student cell phones are not in use;
2.4 Act in a professional and ethical manner.

After the contest every coach of a career development team shall:
3.1 Conduct themselves in a professional manner during critique and awards;
3.2 Treat contest officials and other field days committee members with respect;
3.3 Be a good role model for their team;
3.4 Model good sportsmanship;
3.5 Present any protests or inquiries in written form;
3.6 The coach shall attend curricular code revisions if possible.

At any time in relation to CDEs, coaches shall:
4.1 Behave in a professional manner;
4.2 Refrain from knowingly providing misleading or incorrect information
4.3 Avoid creating or taking part in confrontational situations involving contest officials or field day committee members;
4.4 Follow contest rules or guidelines;
4.5 Avoid encouraging or allowing any student to break contest rules;
4.6 Avoid communicating with students during the contest;
4.7 Avoid intentionally putting a student or another person in harms way.

If a contest supervisor finds a coach to be in violation of the Code of Conduct, the said contest supervisor may take immediate action to ensure that inappropriate conduct cease, up to and including banning that coach from being present at any State Finals Contest site for the remainder of the school year. The contest supervisor, in consultation with the State FFA Advisor and State CATA President, will inform the coach, department head, and regional supervisor of the action taken. In addition, the contest supervisor will submit an official letter to the CATA Governing Board, informing them of the infraction and resultant action taken regarding this matter. The matter may be taken up by the CATA Governing Board at their June meeting, and if warranted, the CATA Governing Board could take additional action, which may include banning that coach from all State Finals the following school year as well.

_____	_____	_____
Ag. Instructor	Principal	Coach

Contest(s)

_____ _____
_____ _____

School Board Approved Policies

See attached Curricular Code and Syllabi highlighted for School Board Approved Policies and Statement regarding FFA/SAE Policies.

Period 2 9:12 - 10:08 am Room 12	**Agriculture 1** **2018-2019 School Year** Fillmore High School Agriculture Department	Ms. Lemus vlemus@fillmoreusd.org [redacted] www.fillmoreffa.weebly.com

Course Description

The Ag 1: Introduction to Agriculture, FFA, & Careers class provides students with the science skills necessary to be successful in an introduction course to agriculture. The course emphasizes detailed knowledge of the following topics: career exploration in agriculture, scientific methodology, relationships between living organisms and their environment, animal science and husbandry, plant/soil science, and basic agriculture mechanics. This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique.**Students enrolled in this course will be required to participate in leadership training activities, supervised agricultural experience program, community service and become active members in the FFA.**

Recommended Prerequisites: None
Grades: 9
Credit: Area G- Elective

Students will receive: ***Express Employment Professionals Career Preparedness Certification*** *at completion of this coursework.*

Textbook: Agriscience: Fundamentals and Applications, 5th Edition,
by L. DeVere Burton

Course Materials

Notebook - given in class, AGENDA

Grading

The grading scale in the course is as follows:

Classwork/Homework	45%
Assessments: Tests, Projects, Labs	25%
FFA	15%
SAE	15%

Letter grades will be earned as follows:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
59-0%	F

Class Rules & Policies

Rules

1. We respect the classroom, the teacher, and our peers.
2. We are always on time, and prepared.
3. We are responsible for our own learning and behavior.
4. Cell phones and electronic devices are not allowed without teacher permission.Will turn into office. (Refer to school policy)
5. Dress Code will be followed. (Refer to school policy)

Tardy Policy: A student is tardy when they are not in their assigned seat when the bell rings.
CHAMPS: Students will follow CHAMPS during class, activities, and field trips.
Late work Policy : Will ONLY be accepted **one (1) week past the due date**, and will be graded at half credit.
Make-up/Absent worky: It is the STUDENT'S RESPONSIBILITY to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed. *Make-up tests/labs will be decided at teacher's discretion.*

FFA & SAE Participation	Plagiarism and Cheating Policy
Students will engage in a Supervised Agricultural Experience project and record it in their AET record book for the duration of the school year. Students must participate in enough FFA activities per semester to earn **100 points** in order to receive full credit for the FFA portion of the grade. Students may earn extra points by participating in additional FFA activities. Point accumulations will be used in determining student eligibility for specific activities and applications.	Plagiarism is defined as the false presentation of another's work as one's own. Students who turn in any work "borrowed" from outside sources or fellow students are subject to the consequences listed below. **Cheating will not be tolerated.** Students who either provide or accept answers from fellow students on quizzes or tests will be subject to the following consequences: **1st offense- forfeit of all points, contact parent at teacher discretion** **2nd offense- Parent contact, forfeit all points and recommend to administration for suspension**

Science Activities

Over the course of the year, students will have the opportunity to experience many different aspects of agriculture science that they may not see otherwise. These activities MAY include, but are not limited too: docking, castrating, giving injections to animals, harvesting animals, animal restraint, and/or dissections. While we feel these are great experiences for the students, we realize not everyone feels the same so the following applies:

- No student is mandated to participate
- No student is forced to watch, touch, etc. They have the option of staying in an alternate location.
- Grades will not be affected by non-participation in these activities
- Any animal harvested is done so for a purpose. They are raised as market animals and need to be processed for a buyer.

Home Visits

Agriculture Education consists of three important components: Classroom, Leadership through FFA, and Supervised Agricultural Experiences.One of the best ways to ensure your student succeeds at school and in our classroom is for all three of us; parent(s)/guardian(s), student, and teacher to have a working relationship that promotes communication, understanding of responsibilities, and knowledge of opportunities offered. I am happy to announce that I will be conducting home visits this year in order to establish this line of communication, and provide information of all the opportunities your child will have while being a Fillmore FFA Student. More information about home visits will be sent home soon!

I have read and understand the above procedures and expectations and I agree to abide by them.

Parent Signature	Date	Student Signature	Date

PARENTS: If you would like to be included in email or text notifications regarding FFA Boosters or FFA students activities please complete the following information. Note: Your child is a member of Fillmore FFA by being enrolled in any agriculture course.

Name:	Email:	Phone Number:

Fillmore FFA

Program of Activities 2018-2019

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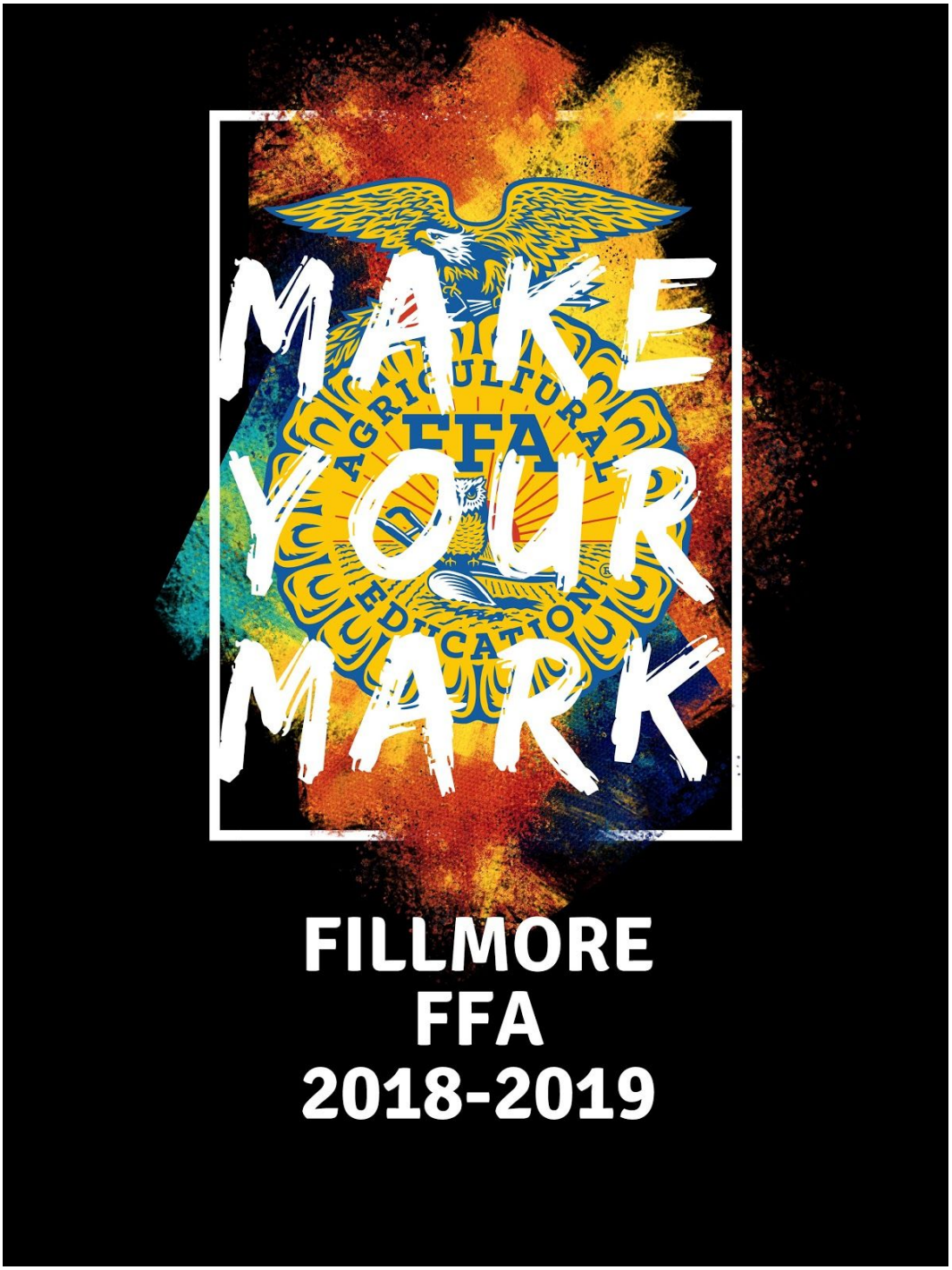
Chapter Theme, Goals and Objectives

Chapter Theme
The theme of the Fillmore FFA for the 2018-2019 school year is “Make Your Mark” to encourage members to be their best selves and celebrate the diversity of talents and skills found in the Fillmore FFA.



Chapter Goals

1. To increase events and activities to promote FFA to the younger students in the Fillmore Union School District.
2. To hold more social events to encourage other FFA members to get more involved in the chapter activities.
3. To increase the chapter's social media presence with the purpose of promoting chapter events, activities, and student success.
4. To offer more LDE workshops/seminars to make members more comfortable and confident in leadership skills.

Chapter Objectives

Officer Team

President: Kate Johnson

Hi! I'm Kate Johnson. This year, I am serving as your Chapter President. I love to be involved in FFA whether it's helping out with the Pancake Breakfast, going to FFA Conferences, or participating in competitions. I can't wait to see what's in store for the 2018 - 2019 school year!

Vice President: Alexis Van Why

My name is Alexis VanWhy, and I am your 2018 - 2019 Chapter Vice President. I am a senior and have been involved with FFA for 5 years, starting when I was in eighth grade. I raise pigs for my SAE project and participate in many public speaking contests. I am looking forward to working with you!

Secretary: Reanne Guerra

My name is Reanne Guerra and I am a senior at Fillmore High School currently serving as your 2018 - 2019 Chapter Secretary. I have raised market swine for seven years now, and started my time with FFA when I was in eighth grade. Among FFA, swim and cheer are also a big part of my life. My activities keep me busy and active in the community. FFA brought me out of my comfort zone, and I hope to help others find their way like I did.

Reporter: Natalie Parrish

Hello, my name is Natalie Parrish. I'm a junior at Fillmore High School, and am currently serving as your Chapter Reporter. I have been raising market swine for the Ventura County Fair for 3 years. In 2017, I won showmanship for the novice division. A few things I enjoy doing is being with my friends, cheerleading, and school. My goal in office is to have every member have fun!

Treasurer: Evan Alamillo
Hey, my name is Evan Alamillo. I am your Chapter Treasurer, and a sophomore at Fillmore High School. I participate in raising and showing market swine for the Ventura County Fair. I also participate in public speaking contests. My ambition this year is to make it fun and exciting for everyone.

Sentinel: Charlize Virto
Hello, my name is Charlize Virto and I am your 2018 - 2019 Chapter Sentinel. I am currently a senior and have been involved with FFA for four years. I have also raised market swine for two years. My highest achievement in FFA is my State Degree. Other activities I enjoy are cheer. I am on the pep squad and on a competitive cheer team. My goal this year as an officer is to make everyone feel welcomed and enjoy our chapter. With that being said, let's make this year one of the best!

Historian: Michael Frost

Hi everyone! My name is Michael Frost and I am your Historian! I am a sophomore in FFA, and I have raised 4 pigs and am raising a steer this year! I play football as well. This year I am excited to be an officer and look forward to earning my chapter degree!

2018- 2019 Officer Team

Section, Region and State Officers

Ventura Section

President: Kate Johnson
Vice President: Emily Ruiz
Secretary:Julia Fernandez
Treasurer:Sarah Anguiano
Reporter: Jasmine Plascencia

South Coast Region

President: Lili Steel
At Large Vice President: Levi Bradley
Santa Clara Vice President: Samuel van Rhijn
Monterey Bay Vice President: Mackenzie Hearne
San Luis Obispo Vice President: Dean Hill
Santa Barbara Vice President: Kayla Zalesny
Ventura Vice President: Andrew Arroyo
Secretary: Jennifer De Leon
Treasurer: Jarad Mandrell
Reporter: Savanna Souza

California State Association

President: Matt Rosa
Vice President: Kyler Vernon
Secretary: Alexias Woolf
Treasurer: Devin Griffith
Reporter:Kyle Dayton
Sentinel: Orrin Jones

Chapter History

2017-2018

2018 Ventura County Fair
Jordyn Blankenship-Overall Reserve Market Swine Champion
Alexis Van Why-Market Barrow Champion
Mariah Gonzales-Pen of 3 Champion
Brenden Baker-Pen of 3 Champion
Dylan Crawford-Pen of 3 Champion
Erin Berrington-FFA Champion & Overall Reserve Market Steer Champion

National Convention
Michael Frost
Jacey Warren
Alexis VanWhy
Evan Alamillo
Charlie Daudette
Kate Johnson

Reedley Novice Field Day
Colby Stafford & Jordan Pillado-19th
Jacey Warren & Paul Smith-33rd

Ventura Section BIG Contest
Joey Holladay-3rd

MFE
Bailey Reed
Jordyn Blankenship
Ivory Zavala
Kaeleigh Ellis
Nora Gutierrez
Alex Avila

ALA
Yasmin Rincon
Lorenia Valdez
Natalie Parrish
Jada Plummer
Jacey Warren

Ventura Section Opening
Closing Contest
Officer Team-1st
Michael Frost-Outstanding Historian
Ryan Gonzales-1st Open President
Colby Stafford-1st Open Treasurer

GLC
Jacob Aguilera
Yazmeen Gonzalez
Fabian Estrada
Evelyn Santa Rosa
Victor Jimenez
Mia Carrillo
Camren Orozco
Bethany DeLeon
Paul Smith
Anahi Hernandez
Thalia Avila
Jaydyn Brant
Veronica Arroyo
Ariana Felix

National FFA

FFA Mission Statement

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

FFA Motto

Learning to Do, Doing to Learn, Earning to Live, Living to Serve

FFA Creed

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

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

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

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

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

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

FFA Official Dress

The uniform worn by FFA members at Local, State and National functions is called the Official FFA Dress. This provides identity and gives a distinctive and recognizable image to the organization. The official dress for female members is a black skirt, white blouse with official FFA blue scarf, nude or black nylons, black shoes, and the official FFA jacket zipped to the top. For traveling and outdoor activities such as judging contests and camping, black slacks may be worn. The official dress for male members is black slacks, white dress shirt, official FFA tie, black shoes, black socks, and official FFA jacket zipped to the top.

Proper Use of the FFA Jacket

The FFA jacket is the most recognizable symbol of the organization. As a member, one of your responsibilities is to ensure its proper use. Specific guidelines are outlined below:

The jacket is to be worn only by members.
The jacket should be kept clean and neat.
The jacket should have only a large emblem on the back and a small emblem on the front. It should carry the name of the State Association and the name of the local chapter, district or area on the back and the name of the individual and one office or honor on the front.
The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions
where the Chapter or State association is represented. It may be worn to school and other appropriate places.
The jacket should only be worn to places that are appropriate for members to visit.
School letters and insignia of other organizations should not be attached to or worn on the jacket.
When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
The emblems and lettering should be removed if the jacket is given or sold to a non-member.
A member always acts like a lady or gentleman when wearing the jacket.
Members should refrain from use of tobacco and alcohol while wearing the FFA jacket or officially representing the organization.
All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.

FFA Emblem

The emblem of the FFA is significant and meaningful in every detail. It is made up of the five symbols: the owl, the plow, and the rising sun, within the cross section of an ear of corn, which is all surrounded by the American eagle. Upon the face of the emblem appear the words "Agricultural Education", and the letters "FFA". The owl is the symbol of wisdom and knowledge; the plow is the symbol of labor and tillage of the soil, the rising sun is a token of the progress and the new day that will dawn when all farmers are trained and have learned to cooperate; the cross section of the ear of corn represents common agriculture interests since corn is native to America and is grown in every state; the eagle is the indication of the national scope of the organization.

FFA Colors

As the blue field of our nation’s flag and the golden fields of ripened corn unify our country, the FFA colors of NATIONAL BLUE and CORN GOLD give unity to the organization. All FFA functions and paraphernalia should proudly display the colors.

Calendar of Activities

Fillmore FFA Semester 1 Calendar 2018

August	
6-12	Ventura County Fair
7	Freshman Orientation
8	10-12 Grade Registration
16	First Day of School
17	FFA Popsicle Party & Football Popcorn
23	Booster Meeting
29	Back to School Night
28	FFA Meeting
31	Football Popcorn
September	
3	Labor Day-No School
6	Buyer's Banquet
7	Barn Dance @ Farm
8/9	Sectional Officer Leadership Conference
12	Sectional Industry Tours
13	Booster Meeting
21	Football Popcorn
25	FFA Meeting
27/28	Greenhand Leadership Conference
28	Football Popcorn
29	Casino Night
October	
11	Booster Meeting
13/14	Chapter Officer Leadership Conference
19	Reedley College Novice Field Day & Football Popcorn
20	Sectional "Haunted Farm"
23-28	National Convention
26	Football Popcorn
30	Pumpkin Patch & FFA Meeting
November	
1	Staff Development-No School
3	Ventura Farm Day
6-8	Sectional Project Competition
8	Booster Meeting
12	Veterans Day-No School
14	Novice Parli-Pro Workshop
21-23	Thanksgiving Break-No School
27	FFA Meeting
28	Sectional Project Competition Banquet

December	
13	Booster Meeting
14	FFA Movie Night
18	FFA Meeting

August		Activity Info (Who, Where, When)
6-12	Ventura County Fair	Students with market livestock projects
7	Freshman Orientation	Freshman 8-2:30 in Gym
8	10-12 Grade Registration	Sophomores/Juniors/Seniors 9-2:30 in Cafeteria & Library
16	First Day of School	Bell rings at 8:00!
17	FFA Popsicle Party & Football Popcorn	All FFA members at lunch in Room 14 & Popcorn sales 4-9 pm
23	Booster Meeting	Parents meeting 6 pm in Room 12
29	Back to School Night	For Parents and students 5:30
28	FFA Meeting	All FFA members 5:30 in cafeteria
31	Football Popcorn	Popcorn sales 4-9
September		
3	Labor Day-No School	
6	Buyer's Banquet	Livestock students 5:00 at Farm
7	Barn Dance @ Farm	All FFA members 7:00 at Farm
8/9	Sectional Officer Leadership Conference	Sectional Officers-overnight in Atascadero
12	Sectional Industry Tours	Sophomores/Juniors/Seniors all day field trip around county
13	Booster Meeting	Parents meeting 6 pm in Room 12
21	Football Popcorn	Popcorn sales 4-9 pm
25	FFA Meeting	All FFA members 5:30 in cafeteria
27/28	Greenhand Leadership Conference	Application-Freshman 12:30-5 overnight to San Luis Obispo
28	Football Popcorn	Popcorn sales 4-9 pm
29	Casino Night	For parents, alumni, & community members (no students)
October		
11	Booster Meeting	Parents meeting 6 pm in Room 12
13/14	Chapter Officer Leadership Conference	Chapter Officers overnight in Hollister
19	Reedley College Novice Field Day	Application All FFA members all day field trip to Reedley College
20	Sectional "Haunted Farm"	All FFA members 8 at Farm
22	Farm Day	All FFA members all day activity on Farm
23-28	National Convention	Application-closed 5 day trip to Indianapolis
26	Football Popcorn	Popcorn sales 4-9 pm
30	Pumpkin Patch & FFA Meeting	Pumpkin Patch all day for Preschool-K FFA Meeting at Farm 5:30
November		
1	Staff Development-No School	
3	Ventura Farm Day	All FFA members all day field trip around county
6-8	Sectional Project Competition	Application Sophomores/Juniors/Seniors SAE presentation
8	Booster Meeting	Parents meeting 6 pm in Room 12
12	Veterans Day-No School	
14	Novice Parli-Pro Workshop	All FFA members after school field trip to SP
21-23	Thanksgiving Break-No School	
27	FFA Meeting	All FFA members 5:30 in Room 12
28	Sectional Project Competition Banquet	Sophomores/Juniors/Seniors who competed in project comp.

December		
13	Booster Meeting	Parents meeting 6 pm in Room 12
14	FFA Movie Night	All FFA members 8 at Farm
18	FFA Meeting	All FFA members 5:30 in cafeteria

Chapter Budget

2018-2019 Fillmore FFA Budget

Income		**Expenses**	
Carry Over from 2017/2018	2549.24	FFA Week	500
Calendar Sponsor (12x$150)	1800	Scrapbook	500
Calendar Sales	2000	Popcorn Supplies	429.24
Chapter T-Shirt Sales (100x10)	1000	Calendar Printing	2500
Popcorn Sales	2000	Banquet Awards	700
		Chapter Meetings (10x$100)	1000
		Chapter T-Shirts	1000
		Popcorn Sales to Student Accounts	350
		Calendar Sales to Student Accounts	1000
		Sectional FFA Dues	250
		Adviser Expenses	500
		COLC	120
Total Income	9249.24	Total Expenses	9249.24

Chapter Committees

DIVISION: Alumni Relations

PURPOSE: Members will participate in activities, which will involve alumni members in the FFA program.

ACTIVITIES	GOALS
1. Alumni Guest Speakers	a. Contact potential alumni b. Seek approval c. Publicize activity d. Send Thank-you letters
2. Alumni as consultants	a. Contact potential alumni b. Determine areas of expertise c. Ask for assistance
3. Calendar Page	a. Contact potential alumni b. Collect photographs c. New business

DIVISION: Community Service

PURPOSE: Each member will take part in activities to improve their homes, school and communities.

ACTIVITIES	GOALS
1. Garden	a. Produce vegetable crops b. Donate to charity c. Maintain garden d. Obtain materials as needed e. invite preschoolers to garden
2. Blood Drive	a. Arrange with school nurse and Red Cross b. Publish c. Select a chairperson d. Arrange a schedule for student volunteers
3. Toy Drive/ Popcorn	a. Hand out bags of popcorn for free b. Community service
4. Fall on the Farm	

	a. Provide fun educational activities for Kindergarteners b. Give away pumpkins to each child c. Develop student leadership skills are group and station leaders
5. Trunk or Treat	a. Hand out candy for free b. Develop public speaking skills with community
6. Bike Path Clean- Up	a. Maintain a clean public area and bike path b. Encourage community pride

DIVISION: Conduct of Meetings

PURPOSE: To Increase the chapter membership, participation to surpass that of the previous year, and outline the criteria for membership.

ACTIVITIES	GOALS
1. Chapter Meetings	a. Hold monthly chapter meetings at 7PM b. Executive committee will meet when called weekly at lunch c. Notify members: Bulletin, Fliers, and on classroom boards d. Official Opening/Closing Ceremonies at each meeting e. Serve refreshments/snacks f. Give leadership points g. Officers in full uniform 1 hour before h. Plan activities and business meeting during officer meetings i. Provide a list of important dates j. Make up meetings one in Fall and one in Spring k. Repeated announcement of phone regulations before all meetings: a. Give warning b. Take away cell phone- returned at the end of the meeting c. After two warnings the phone will be taken away consequently before every meeting and will be returned after the meeting d. If the member refuses to give cell phone no credit will be earned from attending the meetings
2. Parliamentary Procedure	a. Teach a unit in class b. Organize teams for sectional competition c. Set up times for practice and invite all students

3. Opening/Closing Ceremonies	a. Teach unit in class b. Organize teams for sectional competition c. Pre- judging is done by the principle
4. Chapter Officers	a. All interested members submit an Application. b. All applications are reviewed and screened by an administrator or committee of seniors and the advisor. c. Interview potential officer candidates with a selected nomination committee of advisors and retiring officers. d. Establish screening questions and scoring rubric e. Member voting if necessary f. Official Installation of officers at the banquet

DIVISION: Cooperation

PURPOSE: To encourage chapter members to work cooperatively.

ACTIVITIES	GOALS
1. Football Concessions	a. Set time blocks for student and parent volunteers b. Give leadership points c. Give community service d. Reward top sellers with a prize
2. Showmanship Day	a. Set date in summer b. Arrange for judges c. Arrange for awards d. Publicize activity e. Give leadership points f. Set up a work day for clean up before the contest
4. FFA Week Activities	a. Set committees for selected activities b. Seek permission from the administration c. Publicize activities: banners, bulletin, PA announcements d. Giver leadership points e. Activities: Dress up days, games during lunch, BBQ, FFA fact of the day, and section activity

DIVISION: Earnings and Savings

PURPOSE: Each FFA member will develop a plan for personal earning, saving and budgeting. Each member will have involvement in the chapter budget, fundraising and spending plans.

ACTIVITIES	GOALS
1. Football Concessions	a. Members sell popcorn at the games b. Organize time blocks for members and Booster to work c. Give leadership points d. Give community service e. Reward top sellers with a prize at the end of the session
2. Fair Landscape	a. Select a design b. Locate and borrow materials c. Install the design
3. Pig Raffle	a. Select date and print tickets b. Raise, butcher and cut and wrap pig c. Pick two winners d. First 5 tickets sold to the student account
4. SAE Loans	a. Provide loans to students and information b. Complete an application for the loan c. Students repay loans at close of project d. Hold auction checks until loans are paid
5. Calendar Sales	a. Arrange tours with different agricultural industries b. Take pictures and use them to design a Calendar c. Print calendar and give to the students to sell e. Seek sponsorships and give to the students to sell f. Thank companies for sponsoring a page.
8. Pancake Breakfast Tickets	a. Design tickets and give to give to students to sell b. Keep record of how many each person sold c. Reward the top seller with a prize d. First 5 tickets sold goes to the boosters, the remainder of the students get 50% while 50% goes to the boosters.

DIVISION: Leadership

PURPOSE: To provide each FFA member with opportunities to take part in leadership development activities.

ACTIVITIES	GOALS
1. Participation Credit	a. Select leadership activities b. Earn leadership points towards class grade – 300 points (150 earned in the Fall and 150 earned in the Spring) c. Advisors approval d. Establish a activity calendar and point chart

2. Public Speaking	a. Encourage participation in competitions b. Write class speeches c. Present speeches
3. Leadership Conferences	a. Seek district approval b. Select members to represent the chapter c. Complete applications to attend conferences (GLC/MFE/ALA/State) d. Seek transportation
4. Committee Work	a. Select leadership activity b. Appoint committee members c. Member reports to executive committee d. Earn leadership points
5. Greenhand Bootcamp	a. Taken place in the freshman classes b. Select a date during the fall
6. FFA Field Day	a. Station Rotations b. Individual groups: steer, swine, sheep, small livestock (rabbits and poultry), and horticulture
7. Farm Tour	a. Introduction of FFA to Middle Schoolers, specifically 7th and 8th graders.

DIVISION: Public Relations

PURPOSE: Members will take part in activities to inform parents, other students, the community, school administrators and staff, as well as the general public about Carpinteria FFA and Agriculture.

ACTIVITIES	GOALS
1. Publish Chapter Activities	a. Publish in the school bulletin, FFA New Horizons, Instagram, a web page, and local paper
2. Community Service	a. Provide members with opportunities
3. State Officer Visit	a. Secure date every 3rd year b. Organize activities and housing c. Send a thank-you
4. Awards Banquet	a. Secure a date b. Send invitations c. Obtain awards d. Elect and install officers e. Guest speaker f. Arrange food service

	g. Arrange decorations
5. FFA Shirts	a. Shirts will be made yearly and handed out at fair week b. Fees may apply if shirts are not donated
6. Middle School Presentations	a. Arrange a date and time b. Visit science classes c. Powerpoint presentation d. Chapter officers present
7. Farm day for 7th and 8th graders	a. Find a date and time b. Find out what type of presentations

DIVISION: Recreation

PURPOSE: To set out activities and recreation for participants interested in learning about agriculture.

ACTIVITIES	GOALS
1. BBQ's	a. Establish dates b. Announce to members and parents c. Seek approval d. Establish a committee e. Send Thank-you
2. Barn Dance	a. Set date, time and location b. Announce to members c. Parent permission d. Sectional
3. Movie nights	a. Set date, time and a location b. Vote on a movie c. Chapter event

DIVISION: Supervised Agricultural Experience

PURPOSE: FFA members will maintain a SAE and can qualify for various FFA degrees, awards and scholarships.

ACTIVITIES	GOALS
1. Tour Agriculture Industries	a. Schedule dates b. Schedule locations

	c. Organize students and drivers
2. Tour Universities and Colleges	a. Schedule dates b. Schedule locations
3. Each student with a SAE Second year members	a. Keep project records b. Spend at least 150 hours for first and c. Spend at least 225 hours of labor for third and fourth year members d. Participate in project competition
4. Apply for Degrees/Awards	a. Complete record books b. Complete applications c. Submit applications for review

DIVISION: Financial Support/ Scholarships

PURPOSE: Members can apply for financial help with enterprise projects and conferences and students will be required to uphold the rules set up by Fillmore FFA Boosters.

ACTIVITIES	GOALS
1. Fillmore FFA Boosters Financial Support	a. GPA of 2.0 or higher b. Good standings in the chapter c. Students may ask Boosters privately d. May be used for conferences or enterprise projects

DIVISION: State and National Activities

PURPOSE: Members will participate in State and National Activities.

ACTIVITIES	GOALS
1. FFA Week	a. Utilize the FFA how to booklet b. Publicize activities: Bulletin, Fillmore Gazette c. Plan activities d. Organize committees
2. State Convention	a. Select officers and members to represent the chapter. b. Select delegates c. Officers on committees d. Submit applications for review e. Provide scholarships for members f. Pay for delegates registration g. Students must have a minimum 2.0 GPA to attend h. Students must participate in a public speaking activity with advisors approval i. Seek district approval

j. Seek drivers/chaperones

3. State Degree/Proficiency Applications
   a. Submit applications and record books
   b. Recruit and recognize

4. Spring Regional Meeting
   a. Select two voting delegates

5. Leadership Conferences
   a. Give students an application
   b. Provide scholarships for conference registration
   c. Seek drivers/approval
   d. Recruit

6. Greenhand Conference
   a. Get 1st year members to sign up
   b. Provide a scholarship for members
   c. Seek Drivers/approval
   d. Give more information to members and parents

7. National Convention
   a. Send students if funds are available
   b. Seek approval, secure reservations
   c. Notify students to fundraise $1000
   d. Fundraisers

Chapter Constitution and Bylaws

The Official Constitution of the Fillmore FFA Chapter

Article I. Name and Purposes

Section A. The name of this organization shall be the Fillmore FFA Chapter.

The letters “FFA” will be used to designate the chapter, its activities and Members.

Section B. The purpose for which this chapter is formed by is as follows:

1. To develop agricultural leadership skills among all members.
2. To develop a global awareness of agricultural.
3. To bestow confidence among agricultural students and their work.
4. To promote agriculture career opportunities through hands on training.
5. To develop competencies in communication, human relation, and social abilities.
6. To build cooperative attitudes among agricultural students.
7. To encourage improvement in scholastics.
8. To provide organized recreational activities for agriculture students.

Article II. Organization

Section A. The Fillmore FFA Chapter chartered local entity of the Fillmore FFA Chapter is a chartered local entity of the Ventura Section of the California FFA made up of local members.

Section B. This chapter accepts in full the provision in the constitution and bylaws of the California Association of the FFA as well as those of the National FFA Organization.

Article III. Membership

Section A. Membership is limited to students enrolled in the Agriculture Program at Fillmore High School.

Section B. Membership of graduates is limited to students that were active members in high school.

Section C. The Fillmore FFA is 100% affiliated chapter with every student becoming a member of the FFA when they enroll in an agriculture class.

Section D. No student may participate in any FFA activities unless they are members and in good standing with the chapter.

Section E. The FFA advisors, at their own discretion, have the right to dismiss any member from the FFA organization at any time with approval of the administration.

Section F. Membership in this chapter shall be three kinds

1. Active
2. Alumni
3. Honorary-

As defined by the National FFA Constitution.

Section G. The regular work of this chapter shall be carried on by the active membership.

Section H. Honorary membership in the chapter shall be limited to Honorary FFA Degree.

Section I. There shall be four levels of active membership in the chapter.

The levels are:

1. The “Greenhand’s” FFA Degree
   - All “Greenhands” are entitled to wear the regulation bronze emblem charm.
2. The Chapter FFA Degree
   - All members holding the degree of Chapter FFA are entitled to wear the regulation silver emblem charm.
3. The State FFA Degree
   - All members holding the degree of State FFA are entitled to wear the regulation gold emblem charm.
4. The American FFA Degree
   - All members holding the degree of American FFA are entitled to wear the regulation gold emblem key.

Section J. Greenhand FFA Degree: Minimum qualifications for election:

1. Must be enrolled in agriculture education and have satisfactory plans for a supervised agricultural program.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA Jacket.
5. Demonstrate knowledge of history of the organization, the Chapter. Constitution and Bylaws, and the Chapter Program of Activities.
6. Have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit written application for the Greenhand FFA Degree.

Section K. Chapter FFA Degree: Minimum qualifications for election:

1. Must have the Greenhand FFA Degree.
2. Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.
3. Participate in planning and conducting of at least three official chapter functions.
4. Have earned at least $150.00 or worked at least 45 hours and have developed plans for the growth of the SAEP.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of procedure law.
7. Shows progress towards individual achievement in the FFA Awards Programs.
8. Have satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

Section L. State FFA Degree: Minimum qualifications for election:

1. Qualifications for the State FFA Degree as those set forth in the constitution of the National FFA Organization.

Section M. American FFA Degree: Minimum qualifications for election:

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

Section N. Special committees shall review the qualification of members and make recommendations to the chapter concerning degree achievements.

Article IV. Officers

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

1. President
2. Vice President
3. Secretary
4. Treasurer
5. Reporter
6. Sentinel
7. Historian
8. Advisor
   - The local advisors shall be the teachers of the agricultural education in the school where the chapter is located.

   - The officers shall perform the usual duties of the respective officers as outlined in the Official FFA Manual.
   - Applications, slating, and interviews are to be completed before the State Conference, held in April.
   - The official election shall be on the May meeting with the members.

Section B. President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian shall be elected or confirmed by a majority vote of the active members with the exception of the advisors who shall be the agriculture program instructors.

The candidates ranking 1, 2, 3, by vote, for office of chapter president shall be elected as president, vice president, and 2nd vice president, respectively.

Section C. The nominating committee shall be composed of the 12th grade chapter officers and after reviewing officer applications for chapter office, will slate candidates on the ballot.

Section D. All officer vacancies, during the time of office, shall be filled by a majority vote of the officers with the exception of the president whose vacancy shall be filled by the vice president. The president (officers, not president) shall nominate candidates for the committee's consideration.

The candidates will perform a speech to the officer team. The officers will vote to fill the vacancy of the future officer team.

Section E. Officer's Eligibility: Minimum qualifications to run for chapter office:

1. Must have and maintain a 2.0 GPA. If you are below a 2.0, you are on academic probation and on a contract for one Quarter of the Semester.
2. For offices of president and vice president, the applicant must have already completed a minimum of two years of Ag class, and/or hold the Chapter FFA Degree, unless the ballot cannot be filled with other applicants.

3. Other offices require that they have completed a year of an Ag class, and hold the Greenhand Degree, unless the ballot cannot be filled with other applicants.

Article V. Impeachment of Officers

Section A. Immediate Impeachment

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

Section B. Steps of Impeachment

1. Any FFA Chapter Officer not fulfilling the duties of the office as described by this constitution.
2. Written plan for improvement will be drawn up by the advisor based on the conversation of the meeting in Step 1, and will be confirmed and signed by the advisor, FFA President, Vice President, and the officer in question.
3. If the officer in question still does not fulfill his/her duties, a 2/3 vote of the executive committee will remove that officer from office.

Article VI. Executive Committee

Section A. Meetings shall be held before chapter meetings when called by an executive board member. The exact date will be set by the advisor of member calling meeting.

Section B. Standard meeting paraphernalia shall be used at each meeting. All special meetings shall open and close using official ceremony. Paraphernalia shall be used at each meeting. All special meetings shall open and close with the official ceremony. Parliamentary Procedure shall be used in transacting all business at each meeting.

Section C. Hats shall not be worn in the meeting.

Section D. Cell phones shall not be used in the meeting room, with the exception of entering FFA events in calendars. If used for other reasons it will be confiscated without warning until the meeting is closed.

Section E. Poor conduct will result in that member being dismissed from the meeting room with no credit for that meeting given.

Section F Delegates go through an application process headed by the Ag staff to be able to represent the chapter at the State Convention. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the state.

Articles V. Dues

Section A. As long as Incentive Grant funds are available dues shall be paid for all members through those sources.

Article VI. Eligibility

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

Section B. Members must maintain a 2.0 GPA overall to be eligible to participate above the chapter level.

Section C. At FFA events, members must follow all of the school rules, FFA Code of Conduct, and illegal activities- drugs and/ or alcohol. Active membership shall be suspended if the member should disobey this procedure.

Article VII. Amendments

Section A. To amend the constitution, a majority vote of the active members is required.

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

Article VIII. Ratification of the Constitution

Section A. This constitution shall become effective when passed by a majority vote of the members voting.

Recruitment

- Fillmore Middle School Lunch - start their interests with overall presentation made by advisors.
- Fillmore Middle School- Classroom visit- Officers have “stations” where they talk to students more in detail about the program.
- “Fall on the Farm” / “Spring on the Farm” - field trips to Fillmore School Farm where our students have different stations for the students to learn more about the program and have hands on learning.

FIRST ANNUAL FILLMORE FFA

Spring on the Farm

AG MECH

ANIMALS

PLANTS

FUN

LEADERSHIP

TOUR

MAY 30, 2019

FILLMORE SCHOOL FARM
277 CHAMBERSBURG ROAD

FILLMORE MIDDLE SCHOOL 7TH GRADE

INTERESTED IN AGRICULTURE, TRAVEL, AND LEADERSHIP?

MFE/ALA & Cal Poly Tour, January 2019

2018 - 2019 FFA Officer Team

Join the agriculture program next year!

The agriculture program offers: **A-G college-bound courses,** opportunities to visit universities and colleges, leadership opportunities, and a chance to gain experiences through agriculture projects!

LET'S CONNECT:

(805) 524- 6100
X 8415 or X8412
pklittich@fillmoreusd.org
vlemus@fillmoreusd.org

FILLMORE FFA

FILLMORE HIGH SCHOOL

555 Central Avenue
Fillmore, CA 93015

WHY JOIN AG?

- A - G College Courses
- Visit universities
- Industry Tours
- Travel statewide
- Gain leadership and public speaking skills
- Raise livestock for fair
- Community Service Opportunities
- Learn hands-on skills
- Build memories!

Fillmore FFA Agriculture Education

PATHWAYS

Ag Mechanics **Agriscience**

Agriculture 1: Introduction to Agriculture, FFA, and Careers (9th- G)

- Introduction to Agriculture Mechanics (10th-G)
- Sustainable Agriculture: A Biological Approach to Industry Practices (10th- D)
- Advanced Agriculture Mechanics and Design (11th-F)
- Agriculture Soil and Chemistry (11th - D)
- Agricultural Fabrication (OSHA 10 for General Industry) (12th - ROP)
- Agriculture Systems Management (Plant Science by Bayer) (12th - D/ROP)

Certifications, Industry Experience, Leadership Skills, SAEs, & College Ready!

> I joined the ag program because I wanted unique opportunities such as traveling, competing, and meeting new people- Kate, 12th Grade

> Being in the ag program has taught me how to be a good leader and role model for those around me, - Alexis, 12th Grade

Greenhand Leadership Conference, 2018

Fall on the Farm, October 2018

Public Speaking Contest, October 2018

FILLMORE FFA

APPLICATION

Name: _____

Address:

_____

_____

Parent's Names/ Number:

_____

_____

Parent Email:

_____

Why are you interested in joining FFA/Ag?

Check all that apply:

___ raise an animal

___ travel to conferences

___ A-G Classes offered

___ Leadership Skills

___ Previous Ag Experience

Other: _____

FILLMORE FFA

APPLICATION

Name: _____

Address:

_____

_____

Parent's Names/ Number:

_____

_____

Parent Email:

_____

Why are you interested in joining FFA/Ag?

Check all that apply:

___ raise an animal

___ travel to conferences

___ A-G Classes offered

___ Leadership Skills

___ Previous Ag Experience

Other: _____

FILLMORE FFA

APPLICATION

Name: _____

Address:

_____

_____

Parent's Names/ Number:

_____

_____

Parent Email:

_____

Why are you interested in joining FFA/Ag?

Check all that apply:

___ raise an animal

___ travel to conferences

___ A-G Classes offered

___ Leadership Skills

___ Previous Ag Experience

Other: _____

Scrapbook

I am in charge of the Scrapbook Committee and will resume scrapbook advisors next year after a year of transition for the program.

Veronica Lemus, Contacts, Livestock, Master's Assignments, FFA, FHS, Holidays in United States

Jul 2018 (Pacific Time - Los Angeles)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 Independence Day	5	6	7
8	9	10 4pm - VCF Meeting	11	12 6pm - Booster	13	14
15	16 10am - Officer	17	18	19	20 3pm - Jordyn B. 4:30pm - Natalie P	21 Fillmore
22	23 2pm - Principal	24	25 7pm - Steer Meeing	26	27	28
29	30 Officer Retreat	31	1 7pm - Fair Meeting	2	3 Fair Prep & AET Day	4

Veronica Lemus, Contacts, Livestock, Master's Assignments, FFA, FHS, Holidays in United States

Aug 2018 (Pacific Time - Los Angeles)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30 Officer Retreat	31	1 7pm - Fair Meeting	2	3 Fair Prep & AET Day	4
5	6 Fair	7	8	9	10	11
12 Fair Sectional Fair Week 1	13 Staff Development	14	15 Teacher Work Day	16 First Day of School	17 FFA Social Event 5pm - Football vs	18
19 Week 2	20	21	22 8am - Architect	23 6pm - Booster	24 Welcome Back Rally 8am - Grant Meeting 9am - School Farm	25
26 Week 3	27	28 5:30pm - FFA	29 Back to School Night	30 3pm - Leadership	31 5pm - Football vs	1

Veronica Lemus, Contacts, Livestock, Master's Assignments, FFA, FHS, Holidays in United States

Sep 2018 (Pacific Time - Los Angeles)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26 Week 3	27	28 5:30pm - FFA	29 Back to School Night	30 3pm - Leadership	31 5pm - Football vs	1
2 Week 4	3 Labor Day No School	4	5	6 Buyer's Banquet	7 Sectional Farm 8am - Grant Meeting	8 SOLC 8am - Post Fair
9 SOLC Week 5	10	11	12 Sectional Industry	13 Clovis East Program 6:30am - Clovis East 6pm - Booster	14 Progress Reports 8am - Grant Meeting	15 Homecoming
16 Week 6	17	18	19 7:30am - BA504	20 7:30am - Madera 3pm - Leadership	21 8am - Grant Meeting 12:30pm - CEC ROP 5pm - Football vs	22
23 Week 7	24	25 5:30pm - FFA	26 7pm - Farm Bus Day 7pm - The Steer	27 3pm - CTE	28 GLC 8am - Grant Meeting 5pm - Football vs	29
30 Week 8	1 Ag Administrators 2pm - BPIEP	2	3 8am - VC Innovates	4 5:30pm - Steer Work	5 Senior Ball 8am - Grant Meeting 1pm - Freshman Fun 4pm - COLC	6

Veronica Lemus, Contacts, Livestock, Master's Assignments, FFA, FHS, Holidays in United States

Oct 2018 (Pacific Time - Los Angeles)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30 Week 8	1 Ag Administrators 2pm - BPIEP	2	3 8am - VC Innovates	4 5:30pm - Steer Work	5 Senior Ball 8am - Grant Meeting 1pm - Freshman Fun 4pm - COLC	6
7 Leti Lemus's Week 9	8 Columbus Day	9	10 Opening/Closing 1pm - Opening and	11 3:30pm - Dentist 6pm - Booster	12 Minimum Day Quarter Ends	13 COLC
14 COLC CATA Fall Meeting 1pm - COLC	15 Fall Recess	16	17	18 5pm - FAFSA	19 Reedley Novice 1pm - Reedley Field 5pm - Football vs	20 9:10pm - The Hate U
21 Week 10	22	23 National FFA Convention	24 1pm - Nationals	25 1pm - Nationals 3pm - Leadership	26 9am - Earthquake 1pm - Nationals 5pm - Football vs	27 1pm - Nationals
28 National FFA Week 11 1pm - Nationals	29 7:30am - Farm Bus	30 Pumpkin Patch 7:30am - Farm Bus 5:30pm - FFA	31 Halloween	1 Staff Development-	2 College of the	3 Ventura County

Veronica Lemus, Contacts, Livestock, Master's Assignments, FFA, FHS, Holidays in United States

Nov 2018 (Pacific Time - Los Angeles)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28 National FFA Week 11 1pm - Nationals	29 7:30am - Farm Bus	30 Pumpkin Patch 7:30am - Farm Bus 5:30pm - FFA	31 Halloween	1 Staff Development-	2 College of the	3 Ventura County
4 Daylight Saving Week 12	5	6 Sectional Project Competion 10am - Observation	7 New Proffesionals 4pm - Observation	8 LA Section O/C	9 4pm - Renaissance	10
11 Veterans Day Week 13	12 No School Veterans Day 3pm - Veteran's Day	13 4pm - Fair Livestock	14 Imagineers Day Novice Parli-Pro 6:30am - Farm Bus	15 6:30am - Farm Bus 3pm - Leadership 6pm - Booster	16 6:30am - Farm Bus	17
18 Week 14	19 3:30pm - Dentist	20 Progress Reports 10:30am - Lock-	21 Thanksgiving Break	22 Thanksgiving Day	23 Black Friday	24
25 Week 15	26 3pm - Program	27 5:30pm - FFA	28 Sectional Project 4pm - Dentist	29	30	1 Come visit Leti

Veronica Lemus, Contacts, Livestock, Master's Assignments, FFA, FHS, Holidays in United States

Dec 2018 (Pacific Time - Los Angeles)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
25 Week 15	26 3pm - Program	27 5:30pm - FFA	28 Sectional Project 4pm - Dentist	29	30	1 Come visit Leti
2 Come visit Leti Week 16	3 10:30am - Dental 4pm - Dentist	4	5 3pm - Program Plan 11pm - ale guest	6 3pm - Dept Meeting	7 5pm - Sectional	8 7pm - Holiday Party
9 Week 17	10 4pm - Dentist	11 3:30pm - Christmas	12 3:30pm - Maintenan 6pm - Booster	13 3pm - Staff Meeting 4:15pm - K.B	14 Movie Night @ Farm 7am - Farm Bus Day 7:30am - Mrs.	15 Toy Give Away 7pm - Ag Incentive
16 Week 18	17 Regional Road Show	18 3:30pm - Mtg. 5:30pm - FFA	19 12:30pm - FFA	20 3pm - Leadership	21 Grades Due Semester Ends	22
23	24 Winter Break Christmas Eve	25 Christmas Day	26	27	28	29
30 Winter Break 9pm - New Years Leti	31 New Year's Eve	1 New Year's Day	2	3 10:30am - Dentist	4	5

Veronica Lemus, Contacts, Livestock, Master's Assignments, FFA, FHS, Holidays in United States

Jan 2019 (Pacific Time - Los Angeles)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30 Winter Break 9pm - New Years Leti	31 New Year's Eve	1 New Year's Day	2	3 10:30am - Dentist	4	5
6 Week 19	7 Induction 4pm - Dentist	8 3:30pm - School	9 7:30am - AH IEP	10 3pm - CTE 4:30pm - Dentist 6pm - Boosters	11 3:20pm - Mentor	12 10am - Brace Day
13 Week 20	14 3:30pm - Goal 6:30pm - Dinner @	15	16 7am - Rotary Event	17 3pm - Leadership 5:30pm - Parks and	18 4:30pm - Boys	19 7:30am - Angel 504
20 Week 21 5:30pm - Glass	21 Martin Luther King No School	22 Interview DUE 3:30pm - School 5pm - Steer Practice	23 Imagineers Day 6pm - Livestock	24 MFE/ALA 3pm - Faculty	25	26 10pm - Drink
27 Week 22	28 6pm - Dogs Park,	29 3pm - Mentor 5pm - Steer Practice	30 State Degree	31 3pm - CTE	1	2 Winter Formal 1pm - Tattoo- Art by

Veronica Lemus, Contacts, Livestock, Master's Assignments, FFA, FHS, Holidays in United States

Feb 2019 (Pacific Time - Los Angeles)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27 Week 22	28 6pm - Dogs Park,	29 3pm - Mentor 5pm - Steer Practice	30 State Degree	31 3pm - CTE	1	2 Winter Formal 1pm - Tattoo- Art by
3 Week 23	4	5 All Awards Due Evaluation of Course 11:30am - Fire Drill 5pm - Steer Practice	6 Proficiency Scoring	7 3pm - CTE 4:30pm - Observatio 6pm - Booster 6pm - Booster	8 Progress Reports	9 11am - Steer 1:30pm - Dentist 8pm - Calibre 50
10 Week 24	11 No School	12 3:30pm - School 5pm - Steer Practice	13 Farm Show	14 Valentine's Day 3pm - Leadership	15	16 6pm - Barn Dance
17 FFA Week Week 25	18 No School Presidents' Day 11:10am - Eye	19 5pm - Steer Practice	20 SLE Sectional LDE	21 Wilbur Observe P.2 4:30am - Eye Doctor 3pm - Faculty	22 Powder Puff Game	23 Ventura Section
24 Regional Officer Week 26	25 CATA Spring	26 Teaching 3:30pm - School 5pm - Steer Practice	27 3pm - IEP Meeting	28 5pm - YQCA Training	1 UC Davis Parli Pro	2 UC Davis Field Day

Veronica Lemus, Contacts, Livestock, Master's Assignments, FFA, FHS, Holidays in United States

Mar 2019 (Pacific Time - Los Angeles)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
24 Regional Officer Week 26	25 CATA Spring	26 Teaching 3:30pm - School 5pm - Steer Practice	27 3pm - IEP Meeting	28 5pm - YQCA Training	1 UC Davis Parli Pro	2 UC Davis Field Day
3 Week 27	4	5 State Officer Technology 5pm - Steer Practice	6 Sectional Parli-Pro	7 Possible 3pm - Leadership 5pm - YQCA Training	8	9 Chico Field Day Monica's & Leo's 9am - Dentist
10 Daylight Saving Turkey Hatch Date Week 28	11 Greenhand Week Regional Parli-Pro	12 2pm - STEAM 3:30pm - School 5pm - Steer Practice	13 9am - STEAM 5pm - Ag Advisory	14 26 Hours Trip 3pm - CTE 6pm - Booster	15 Grades Due Quarter Ends 11am - Earthquake 6pm - 26 Hours	16 Merced Field Day Sadie Hawkins
17 St. Patrick's Day 7:30pm - Work on Master's	18 Spring Break	19 Teaching Philosophy 5pm - Steer Practice	20	21	22 CATA Spring Regional Public	23 Modesto Field Day 8am - Year 1
24 Farm Clean Up Day Week 29	25	26 3:30pm - School 4pm - Sheep/Goat 5pm - Steer Practice 5:30pm - FFA	27 FMS Lunch	28 10am - Grafting @ 3pm - Faculty 4pm - Meat Pen 5pm - Swine	29 Ag Career Fair	30 Reedley Field Day
31 Turkey Hatch Date Week 30	1	2 4pm - Sheep/Goat 5pm - Steer Practice	3 FMS Parent Night	4 3pm - CTE 4pm - Meat Pen 5pm - Swine	5 8:30am - Blood	6 South Coast 8am - VCF Steer

Veronica Lemus, Contacts, Livestock, Master's Assignments, FFA, FHS, Holidays in United States

Apr 2019 (Pacific Time - Los Angeles)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31 Turkey Hatch Date Week 30	1	2 4pm - Sheep/Goat 5pm - Steer Practice	3 FMS Parent Night	4 3pm - CTE 4pm - Meat Pen 5pm - Swine	5 8:30am - Blood	6 South Coast 8am - VCF Steer
7 State Degree Week 31	8	9 3:30pm - School 4pm - Sheep/Goat 5pm - Steer Practice	10 3:30pm - Natalie 3:30pm - Parks +	11 3pm - CTE 4pm - Meat Pen 5pm - Swine	12 8:30am - Lock-Down	13 Fresno Field Day 9am - Dentist
14 Week 32	15 Tax Day	16 CAASP Proctoring 4pm - Sheep/Goat 5pm - Steer Practice 6pm - Booster	17	18 3pm - Faculty 4pm - Meat Pen 5pm - Swine	19 No School-Holiday?	20 Clovis Welding 1pm - Branding
21 Easter Sunday Week 33 6:15pm - The Curse	22 Easter Monday 3:30pm - Irene/Gisel	23 CAASP Proctoring 3:30pm - School 3:30pm - Termite 4pm - Sheep/Goat 5pm - Steer Practice	24 Open House State Speaking 1am - Cap and gown	25 State Conference State Parli-Pro 3pm - Leadership 4pm - Meat Pen 5pm - Swine	26 Progress Reports	27 Prom
28 Week 34	29 3:30pm - Induction	30 4pm - Sheep/Goat 5pm - Steer Practice	1 Farm Credit Contest	2 Dewormer-pigs 4pm - Meat Pens 5pm - Swine	3 FFA Movie Night	4 State Finals

Veronica Lemus, Contacts, Livestock, Master's Assignments, FFA, FHS, Holidays in United States

May 2019 (Pacific Time - Los Angeles)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28 Week 34	29 3:30pm - Induction	30 4pm - Sheep/Goat 5pm - Steer Practice	1 Farm Credit Contest	2 Dewormer-pigs 4pm - Meat Pens 5pm - Swine	3 FFA Movie Night	4 State Finals
5 Cinco de Mayo Week 35	6	7 4pm - Fair 4pm - Sheep/Goat 5pm - Steer Practice	8 4pm - Ag Advisory	9 3pm - CTE 4pm - Meat Pens 5pm - Swine 6pm - Booster	10	11 Plant Sale 10:30am - Dentist
12 Mother's Day Week 36	13 ILP Cycle of Master's Written 7pm - Banquet	14 3:30pm - School 4pm - Sheep/Goat 5pm - Steer Practice	15 1pm - CTSO DATA 7pm - Banquet	16 3pm - Leadership 4pm - Meat Pens 5pm - Swine 6:30pm - Chapter	17	18 May Festival
19 Chicken Hatch Date Week 37	20	21 4pm - Sheep/Goat 5pm - Steer Practice	22 Sectional Planning	23 Rabbit Birth Day 3pm - CTE 4pm - Meat Pens 5pm - Swine	24	25
26 Week 38	27 Memorial Day No School	28 2pm - Master's Oral 3:30pm - School 4pm - Sheep/Goat 5pm - Steer Practice	29 Sectional Officer	30 Ivomec-Pigs Senior Grades Due 3pm - Faculty 4pm - Meat Pens 4:30pm - Dentist 5pm - Swine 6pm - 7th Farm Day	31	1 8am - VCF Tag-In @

Veronica Lemus, Contacts, Livestock, Master's Assignments, FFA, FHS, Holidays in United States

Jun 2019 (Pacific Time - Los Angeles)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26 Week 38	27 Memorial Day No School	28 2pm - Master's Oral 3:30pm - School 4pm - Sheep/Goat 5pm - Steer Practice	29 Sectional Officer	30 Ivomec-Pigs Senior Grades Due 3pm - Faculty 4pm - Meat Pens 4:30pm - Dentist 5pm - Swine 6pm - 7th Farm Day	31	1 8am - VCF Tag-In @
2 Week 39	3	4 4pm - Sheep/Goat 5pm - Steer Practice	5 4:30pm - CEC 4:30pm - CEC	6 Last Day of School 4pm - Meat Pens 5pm - Swine	7 Grades Due Teacher Work Day 3pm - Raquelin's	8 10am - Dentist
9	10	11 3:30pm - School 4pm - Sheep/Goat 5pm - Steer Practice	12	13 Eli Flores Graduation 4pm - Meat Pens 5pm - Swine 6pm - Booster	14	15
16 Eli Flores Father's Day 5pm - Master's	17	18 Officer Retreat (Tentative) 4pm - Sheep/Goat 5pm - Steer Practice	19	20 4pm - Meat Pens 5pm - Swine	21	22 5pm - Steer Show
23 CATA Conference	24	25 3:30pm - School 4pm - Sheep/Goat 5pm - Steer Practice	26	27 4pm - Meat Pens 5pm - Swine	28	29
30 4pm - AIG	1	2 4pm - Sheep/Goat 5pm - Steer Practice	3	4 Independence Day Safegurad-feed-pigs 4pm - Meat Pens 5pm - Swine	5	6

Fillmore FFA Graduate Survey

Please answer the following questions regarding your post secondary career goals and information.

* Required

1. **What is your name?** *

2. **What is your address?** *

3. **Phone Number** *

4. **Date of Graduation** *

5. **How many years were you enrolled in an FFA Class?** *
   Mark only one oval.

   - ◯ 1
   - ◯ 2
   - ◯ 3
   - ◯ 4
   - ◯ 5

6. **Did you earn your FFA State Degree?** *
   Mark only one oval.

   - ◯ Yes
   - ◯ No

7. **What are your plans after high school?** *
   Mark only one oval.

   - ◯ Attend college/univeristy
   - ◯ Enter work force
   - ◯ Attend Trade School
   - ◯ Entering US Defense Branch
   - ◯ Other:

8. **I plan to attend college/university at:**

_____

9. **What is your major course of study?**

_____

10. **I plan to work at:**
Mark only one oval.

 Option 1

11. **How would you rate your training that you received in the agriculture program?** *
Mark only one oval.

	1	2	3	4	5	
Excellent						Very Poor

12. **How would you rate the career guidance and counseling you received in the agriculture program?** *
Mark only one oval.

	1	2	3	4	5	
Excellent						Very Poor

13. **FFA: Please check the following areas you feel are valuable components of the FFA?** *
Check all that apply.

- [ ] Officer Experience
- [ ] Public Speaking Competitions
- [ ] Advanced Degrees/Proficiency Awards
- [ ] Chapter Activities
- [ ] Livestock Projects/Fair Shows
- [ ] Other: _____

14. **SAE: What were the most valuable aspects of your SAE?** *
Check all that apply.

- [ ] Learning skills related to future Ag employment
- [ ] Development of responsiility
- [ ] Learning record keeping
- [ ] Other: _____

15. **Facilities/Equipment: Please rate facilities used in the agriculture program?** *
Mark only one oval.

	1	2	3	4	5	
Modern	◯	◯	◯	◯	◯	Out of Date

16. **Facilities/Equipment: Please rate the equipment used in the agriculture program?** *
Mark only one oval.

	1	2	3	4	5	
Modern	◯	◯	◯	◯	◯	Out of Date

17. **Please note any suggestions you have from improving the instructional program, including the following areas: classroom, shop, greenhouse, school farm, FFA, supervised projects, teaching methods used in facilities and equipment.** *

Powered by
Google Forms

Timestamp	What is your name?	What is your address?	Phone Number	Date of Graduation	How many years were yo
5/23/2019 20:12:59	[redacted]			june 6th 2019	4
5/23/2019 20:13:00				6/06/19	4
5/23/2019 20:14:12				06/06/19	4
5/23/2019 20:14:27				2019	4
5/23/2019 20:14:58				june 6	5
5/23/2019 20:16:37				june 6th 2019	4
5/23/2019 20:16:43				June 6th 2019	4
5/23/2019 20:16:52				June 6 2019	5
5/23/2019 20:17:00				June 6th 2019	3
5/23/2019 20:17:05				june 6, 2019	4
5/23/2019 20:17:11				June 6, 2019	4
5/23/2019 20:59:53				june 6th 2019	4

Did you earn your FFA St	What are your plans after	I plan to attend college/un	What is your major course	I plan to work at:	How would you rate your
No	Entering US Defense Branch				2
No	Attend college/univeristy	Ventura College	Social and behavioral scie	Option 1	1
No	Enter work force				2
Yes	Attend college/univeristy	Moorpark College	Animal Science	Option 1	4
Yes	Entering US Defense Bra	Army	combat engineer		1
Yes	Attend college/univeristy	moorpark college	undecided		2
Yes	Enter work force	N/a	N/a	Option 1	3
Yes	Attend college/univeristy	Montana State University	Nursing	Option 1	3
No	Attend college/univeristy	ventura college	environmental sciences	Option 1	3
No	Attend college/univeristy				2
Yes	Attend college/univeristy	Cal Poly, SLO	Ag Science	Option 1	1
Yes	Attend college/univeristy	moorpark college	undecided		2

How would you rate the c	FFA: Please check the fol	SAE: What were the most	Facilities/Equipment: Plea	Facilities/Equipment: Plea	Please note any suggestic
2	Chapter Activities	Development of responsii	3	3	I don't have any suggestic
2	Public Speaking Competit	Learning skills related to f	3	3	More information about de
3	Public Speaking Competit	Learning skills related to f	2	2	More things in the farm
4	Officer Experience, Public	Learning skills related to f	3	3	Nothing
4	Livestock Projects/Fair Sh	Development of responsii	3	3	having people clean up af
2	Officer Experience, Public	Development of responsii	3	2	you’re doing great
2	Public Speaking Competit	Learning skills related to f	4	4	Nothing
2	Public Speaking Competit	Development of responsii	3	4	doing great
3	Chapter Activities	Learning skills related to f	3	3	none
2	Public Speaking Competit	Development of responsii	3	3	don't leave things that you
1	Officer Experience, Public	Learning skills related to f	1	1	none
2	Officer Experience, Public	Development of responsii	3	2	you’re doing great

ɔns you have from improving the instructional program, including the following areas: classroom, shop, greenhouse, school farm, FFA, supervised projects, tea					
ɔns					
egrees					
ter themselves					
ı have used lying around, clean up your mess					

Comprehensive Program Plan

See attached for all sections included in Comprehensive Program Plan.

Job Market Description

Fillmore, California

Fillmore is a small city in Ventura County, California. Located in the Santa Clara River Valley, in an agricultural area with rich, fertile soil. Fillmore has a historic downtown that was established when the Southern Pacific built the railroad through the valley in 1887. The population was 15,002 at the 2010 census. The city of Fillmore is surrounded by mountain ranges located about 60 miles north of Los Angeles and about 30 miles east of Ventura. Fillmore is an ideal location for growing crops such as citrus, avocados, row crops, greenhouse production, and nursery operations. Due to its railroad roots Fillmore is also home to three citrus packing houses. Fillmore is 80% Hispanic, 19% White, and 1% Asian/Native/Black. Over 50% of Fillmore residents speak Spanish as their primary language. Median household incomes in Fillmore are $55,500, and the average property value is $320,000. After agriculture, the top industries are construction and oil production. The majority of the agriculture students in Fillmore will attend a post-secondary school and others will work in the agriculture industry, oil fields, or join the military. The program provides students with additional leadership skills in public speaking, career development and additional leadership skills through the FFA and agriculture education.

Piru, California

Piru is a small unincorporated historic town, that is serviced by the Fillmore Unified School District. Located in eastern Ventura County, California, in the Santa Clara River Valley about seven miles (11 km) east of Fillmore and about 13 miles (21 km) west of Interstate 5. Lake Piru, in the Los Padres National Forest, is the main recreational attraction. The population was 2,063 at the 2010 census. Piru is 80% Hispanic, 19% White, and 1% Asian/Native/Black. Over 50% of Piru residents speak Spanish as their primary language. Median household incomes in Piru are $48,000 and the average property value is $266,000. Piru is similar to Fillmore in that the major crops produced are citrus, avocados, and nursery stock. Piru is also home to a large citrus processor and packing house.

Targeted Occupations & Post Secondary Education Degrees/Certifications

Ag Mechanics Pathway

Associates Degree	**Bachelor's Degree**	**Vocational Certification**
Diesel Mechanic	Agricultural Engineer	Welder
Machinist	Electrical Engineer	Electrician
Heavy Equipment Operator	Mechanical Engineer	Carpenter
Fabricator	Project Management	Steamfitter/Pipefitter
	Educator	

Ag Science Pathway

Associates Degree	**Bachelor's Degree**
Bookkeeper	Loan Officer
Sales	Financial Analyst
Computer Operations	Marketing
Marketing	Entrepreneur
Management	Management
Accounting	Agricultural Law
Finance	Sales

Program Goals and Objectives

Program Objectives

1. Provide students the resources and opportunities for personal growth, educational development, and career success.

2. Get students involved in the school, community, Regional, State, and National level.

3. Maximize the agricultural education model:
- Classroom Instruction
- FFA
- Supervised Agriculture Experience

Program Goals

1. Develop Strong & Effective Leadership

- Develop & strengthen communications skills.
- Increase student involvement & participation.
- Improve ASB-FFA record keeping with the Chapter Secretary & Treasurer.
- Increase & improve agriculture leadership curriculum.
- Develop & improve Program of Activities.

2. Develop & Strengthen Agriculture Instructional Resources & Curriculum

- Expand curriculum technology resources
- Expand and develop courses to meet A-G University Entrance Requirements and add academic rigor.
- Revitalize existing pathways to meet industry standards, post secondary requirements, and pathway proficiency.
- Develop articulation agreements with Ventura College.
- Promote the opportunities of agriculture careers and instill an interest with students in the agriculture industry.

3. Expand Student Involvement & Participation

- Increase student attendance & participation at chapter meetings.
- Increase scope of SAE projects (animal, horticulture, & agriculture mechanics).
- Expand Career Development Events.
- Improve organization and planning of events and activities.
- Increase Local, State, & National student recognition & achievement in the area of agriculture.
- To develop a competitive attitude in all FFA activities.

4. Develop a Strong Recruitment & Retention Plan

- Strengthen & expand middle school relationships & communication.
- Maintain & improve recruitment presentations & education.
- Increase internship opportunities.
- Strengthen Agriculture “foundation” (9th grade) course.
- Strengthen student accountability and expectations in order to increase academic and personal achievement.

5. Expand & Develop Agriculture Facilities/Resources

- Better utilization of existing and forthcoming School Farm facilities.
- Modernization and improvement of livestock facilities
- Explore additional CTE Grants for facilities expansion

Program Description

The Fillmore High School Agriculture Program provides the three circle model of Agricultural Education. The circles are Classroom, Supervised Agricultural Experience (SAE), and Leadership (FFA). Each circle overlaps to provide hands on instruction and leadership development within the Fillmore FFA Chapter, Ventura FFA Section, South Coast FFA Region, and California FFA Association.

Classroom Instruction

Fillmore High School Agriculture program has provided a curriculum in two pathways: Agriscience and Ag Mechanics which allows student to pursue an area of interest that will lead to continued education in post-secondary instruction or an agriculture career. The instructional program is designed to meet the needs of a diverse population of students. The courses offerings meet UC science, elective A-G requirements, and earn high school graduation requirements. Students have the opportunity to take a sequence of courses in their area of interest which provides career exploration.

Supervised Agriculture Experience

Students enrolled in the agriculture program at Fillmore High School are required to participate in an individualized Supervised Agriculture Experience. Students are encouraged to investigate an area of interest in their pathway. The students can select from foundational, work experience, entrepreneurial, school based enterprise, service learning, or research projects. Each student is required to complete a project, and keep records in *The AET*. Fillmore students have a variety of projects including: ornamental plants, vegetable gardening, work experience, ag mechanics, fabrication, landscaping, with raising small and large livestock as the most popular project choice. Students are required to complete proficiency applications for their projects and apply for Chapter, State and American Degrees.

Leadership

Leadership development is essential piece of a well-rounded student enrolled in the agriculture program at Fillmore High School. Today's society is not only looking for educated youth, but those that can lead and think independently. Fillmore FFA requires that students participate in leadership activities which are 15% of the student's grade. Students keep track of FFA points which are earned for each activity and must have a total of 200 points by the end of the school year of varied leadership experiences. All leadership is recorded in the students' AET project record book.

Period 4 11:24-12:20 Room 15	Advanced Agricultural Mechanics 2018-2019	Mrs. Klittich [redacted] [redacted]

Course Description

Advanced Agricultural Mechanics is the second class offered in the Agricultural Mechanics Pathway at Fillmore High School. In this course, students will continue to build on the knowledge and skills gained in the Introduction to Agricultural Mechanics course relating to the transfer of matter and energy through electrical, fluid, thermal and mechanical systems. They will also study more advanced fundamentals of mechanical and structural systems and facilities. Students will explore professional opportunities in the field of agricultural engineering. Integral to this will also be the opportunity to participate in activities developed through FFA. By participating in this program, students will be better prepared to matriculate into post-secondary Agriculture Engineering programs such as those offered at the universities and trade schools.

Recommended Prerequisites:
Introduction to Agriculture, FFA, & Careers
Required Prerequisites:
Introduction to Agriculture Mechanics
Grades:10-12
Credit: Area G
Textbook: Agricultural Mechanics Fundamentals and Applications & Welding Fabrication

Course Overview

Students will learn about the following over the duration of the course; safety, project planning, irrigation, agriculture construction, welding, woodworking, careers, supervised agricultural experience, and FFA.

Grading

The grading system for this course is as follows:

Weekly Worksample	50%
Assessments	25%
FFA & SAE	25%

Letter grades will be earned for the following overall percentages

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
Below 60%	F

Class Rules & Procedures

Rules

1. Each student will show respect to the rights and property of the teacher, school and other students.
2. Each student is responsible for his/her own behavior.
3. Students will respond in a way appropriate for the situation.
4. Cell phones and electronic devices are not allowed without teacher permission (Refer to school policy)
5. Dress Code will be followed (Refer to school policy)

Procedures

1. Students will follow CHAMPS during class, activities, and field trips.
2. All school policies will be enforced.
3. Make-up assignments will only be given for excused absences and must be completed within 3 days of returning to school. Late assignments may only receive ½ credit.

FFA & SAE Participation

Students will engage in a Supervised Agricultural Experience project and record it in their AET record book for the duration of the school year. Students must participate in enough FFA activities per semester to earn 100 points in order to receive full credit for the FFA portion of the grade. Students may earn extra points by participating in additional FFA activities. Point accumulations will be used in determining student eligibility for specific activities and applications.

I have read and understand the above procedures and expectations and I agree to abide by them.

Parent Signature	Date	Student Signature	Date

Period 5 1:05 - 2:01 pm Room 12	**Ag Business H** **2018-2019 School Year** **ROP** Fillmore High School Agriculture Department	Ms. Lemus vlemus@fillmoreusd.org [redacted] www.fillmoreffa.weebly.com

Course Description

This course will assist students in the development of knowledge and skills in agricultural sales and marketing, commodity marketing, and agricultural economics. Students will be exposed to careers in the agriculture industry, resume and cover letter writing, job interview skills, and will have the opportunity to create a business, market, and sell a product. **Students enrolled in this course will be required to participate in leadership training activities, supervised agricultural experience program, community service and become active members in the FFA.**

Business Etiquette: Required Thursdays starting Week 3, students will be graded (10 pts per week counted into Classwork) for dressing in proper designated attire. Ex- Business casual, formal etc. Subject to change.

Recommended Prerequisites: Agriculture 1 or Ornamental Horticulture
Grades: 12
Credit: Area G - Elective
*Students will receive: **Southwest Airlines Professional Communications Certification** at completion of this coursework.*
Textbook: Agribusiness: Fundamentals and Applications, Second Edition, by Cliff and Cristina Ricketts

Course Materials

- Class Binder, AGENDA
- Tabs

Grading

The grading scale in the course is as follows:

Classwork	45%
Assessments: Tests, Projects, and Quizzes	25%
FFA	15%
SAE	15%

Letter grades will be earned as follows:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
59-0%	F

Class Rules & Policies

Rules

1. We respect the classroom, the teacher, and our peers.
2. We are always on time, and prepared.
3. We are responsible for our own learning and behavior.
4. Cell phones and electronic devices are not allowed without teacher permission.Will turn into office. (Refer to school policy)
5. Dress Code will be followed. (Refer to school policy)

Tardy Policy: A student is tardy when they are not in their assigned seat when the bell rings.
CHAMPS: Students will follow CHAMPS during class, activities, and field trips.
Late work Policy : Will ONLY be accepted **one (1) week past the due date**, and will be graded at half credit.
Make-up/Absent worky: It is the STUDENT'S RESPONSIBILITY to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed. *Make-up tests/labs will be decided at teacher's discretion.*

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FFA & SAE Participation Students will engage in a Supervised Agricultural Experience project and record it in their AET record book for the duration of the school year. Students must participate in enough FFA activities per semester to earn **100 points** in order to receive full credit for the FFA portion of the grade. Students may earn extra points by participating in additional FFA activities. Point accumulations will be used in determining student eligibility for specific activities and applications.	**Plagiarism and Cheating Policy** Plagiarism is defined as the false presentation of another's work as one's own. Students who turn in any work "borrowed" from outside sources or fellow students are subject to the consequences listed below. **Cheating will not be tolerated.** Students who either provide or accept answers from fellow students on quizzes or tests will be subject to the following consequences: **1st offense- forfeit of all points, contact parent at teacher discretion** **2nd offense- Parent contact, forfeit all points and recommend to administration for suspension**

Science Activities

Over the course of the year, students will have the opportunity to experience many different aspects of agriculture science that they may not see otherwise. These activities MAY include, but are not limited too: docking, castrating, giving injections to animals, harvesting animals, animal restraint, and/or dissections. While we feel these are great experiences for the students, we realize not everyone feels the same so the following applies:

- No student is mandated to participate
- No student is forced to watch, touch, etc. They have the option of staying in an alternate location.
- Grades will not be affected by non-participation in these activities
- Any animal harvested is done so for a purpose. They are raised as market animals and need to be processed for a buyer.

Marketing Plan

Creating an marketing plan and marketing tools such as an ad, commercial, flyer etc will be key a assignment for the school year. Participation in creating a TEAM Marketing Plan will be part of the second semester. Failure to participate and turn in above assignments may result in failure of the course. Class time will be provided, but will require time outside of the classroom.

I have read and understand the above procedures and expectations and I agree to abide by them.

Parent Signature	Date	Student Signature	Date

PARENTS: If you would like to be included in email or text notifications regarding FFA Boosters or FFA students activities please complete the following information. Note: Your child is a member of Fillmore FFA by being enrolled in any agriculture course.

Name:	Email:	Phone Number:

Period 2 9:12 - 10:08 am Room 12	**Agriculture 1** **2018-2019 School Year** Fillmore High School Agriculture Department	Ms. Lemus vlemus@fillmoreusd.org [redacted] www.fillmoreffa.weebly.com

Course Description

The Ag 1: Introduction to Agriculture, FFA, & Careers class provides students with the science skills necessary to be successful in an introduction course to agriculture. The course emphasizes detailed knowledge of the following topics: career exploration in agriculture, scientific methodology, relationships between living organisms and their environment, animal science and husbandry, plant/soil science, and basic agriculture mechanics. This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique.**Students enrolled in this course will be required to participate in leadership training activities, supervised agricultural experience program, community service and become active members in the FFA.**

Recommended Prerequisites: None
Grades: 9
Credit: Area G- Elective

Students will receive: ***Express Employment Professionals Career Preparedness Certification*** *at completion of this coursework.*

Textbook: Agriscience: Fundamentals and Applications, 5th Edition,
by L. DeVere Burton

Course Materials

Notebook - given in class, AGENDA

Grading

The grading scale in the course is as follows:

Classwork/Homework	45%
Assessments: Tests, Projects, Labs	25%
FFA	15%
SAE	15%

Letter grades will be earned as follows:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
59-0%	F

Class Rules & Policies

Rules

1. We respect the classroom, the teacher, and our peers.
2. We are always on time, and prepared.
3. We are responsible for our own learning and behavior.
4. Cell phones and electronic devices are not allowed without teacher permission.Will turn into office. (Refer to school policy)
5. Dress Code will be followed. (Refer to school policy)

Tardy Policy: A student is tardy when they are not in their assigned seat when the bell rings.
CHAMPS: Students will follow CHAMPS during class, activities, and field trips.
Late work Policy : Will ONLY be accepted **one (1) week past the due date**, and will be graded at half credit.
Make-up/Absent worky: It is the STUDENT'S RESPONSIBILITY to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed. *Make-up tests/labs will be decided at teacher's discretion.*

FFA & SAE Participation	Plagiarism and Cheating Policy
Students will engage in a Supervised Agricultural Experience project and record it in their AET record book for the duration of the school year. Students must participate in enough FFA activities per semester to earn **100 points** in order to receive full credit for the FFA portion of the grade. Students may earn extra points by participating in additional FFA activities. Point accumulations will be used in determining student eligibility for specific activities and applications.	Plagiarism is defined as the false presentation of another's work as one's own. Students who turn in any work "borrowed" from outside sources or fellow students are subject to the consequences listed below. **Cheating will not be tolerated.** Students who either provide or accept answers from fellow students on quizzes or tests will be subject to the following consequences: **1st offense- forfeit of all points, contact parent at teacher discretion** **2nd offense- Parent contact, forfeit all points and recommend to administration for suspension**

Science Activities

Over the course of the year, students will have the opportunity to experience many different aspects of agriculture science that they may not see otherwise. These activities MAY include, but are not limited too: docking, castrating, giving injections to animals, harvesting animals, animal restraint, and/or dissections. While we feel these are great experiences for the students, we realize not everyone feels the same so the following applies:

- No student is mandated to participate
- No student is forced to watch, touch, etc. They have the option of staying in an alternate location.
- Grades will not be affected by non-participation in these activities
- Any animal harvested is done so for a purpose. They are raised as market animals and need to be processed for a buyer.

Home Visits

Agriculture Education consists of three important components: Classroom, Leadership through FFA, and Supervised Agricultural Experiences.One of the best ways to ensure your student succeeds at school and in our classroom is for all three of us; parent(s)/guardian(s), student, and teacher to have a working relationship that promotes communication, understanding of responsibilities, and knowledge of opportunities offered. I am happy to announce that I will be conducting home visits this year in order to establish this line of communication, and provide information of all the opportunities your child will have while being a Fillmore FFA Student. More information about home visits will be sent home soon!

I have read and understand the above procedures and expectations and I agree to abide by them.

Parent Signature	Date	Student Signature	Date

PARENTS: If you would like to be included in email or text notifications regarding FFA Boosters or FFA students activities please complete the following information. Note: Your child is a member of Fillmore FFA by being enrolled in any agriculture course.

Name:	Email:	Phone Number:

Periods 3 & 6 Room 12	**Ag Soil and Chemistry** **2018-2019 School Year** Fillmore High School Agriculture Department	Ms. Lemus vlemus@fillmoreusd.org [redacted] www.fillmoreffa.weebly.com

Course Description

This course explores the physical and chemical nature of soil as well as the relationship between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research project to be conducted throughout the first semester of the course. Additionally, students will develop a capstone soil management plan for agricultural producers using the content learned in the course.
Students enrolled in this course will be required to participate in leadership training activities, supervised agricultural experience program, community service and become active members in the FFA.

Recommended Prerequisites:
Agriculture 1
Grades: 10- 12
Credit: Area D- Laboratory Science

Textbook: Plant and Soil Science: Fundamentals and Applications by Rick Parker

Course Materials

- Class Binder, AGENDA
- Tabs

Grading

The grading scale in the course is as follows:

Classwork	45%
Assessments: Tests, Projects, Labs	25%
FFA	15%
SAE	15%

Letter grades will be earned as follows:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
59-0%	F

Class Rules & Policies

Rules

1. We respect the classroom, the teacher, and our peers.
2. We are always on time, and prepared.
3. We are responsible for our own learning and behavior.
4. Cell phones and electronic devices are not allowed without teacher permission.Will turn into office. (Refer to school policy)
5. Dress Code will be followed. (Refer to school policy)

Tardy Policy: A student is tardy when they are not in their assigned seat when the bell rings.
CHAMPS: Students will follow CHAMPS during class, activities, and field trips.
Late work Policy : Will ONLY be accepted **one (1) week past the due date**, and will be graded at half credit.
Make-up/Absent worky: It is the STUDENT'S RESPONSIBILITY to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed. *Make-up tests/labs will be decided at teacher's discretion.*

FFA & SAE Participation	Plagiarism and Cheating Policy
Students will engage in a Supervised Agricultural Experience project and record it in their AET record book for the duration of the school year. Students must participate in enough FFA activities per semester to earn **100 points** in order to receive full credit for the FFA portion of the grade. Students may earn extra points by participating in additional FFA activities. Point accumulations will be used in determining student eligibility for specific activities and applications.	Plagiarism is defined as the false presentation of another's work as one's own. Students who turn in any work "borrowed" from outside sources or fellow students are subject to the consequences listed below. **Cheating will not be tolerated.** Students who either provide or accept answers from fellow students on quizzes or tests will be subject to the following consequences: **1st offense- forfeit of all points, contact parent at teacher discretion** **2nd offense- Parent contact, forfeit all points and recommend to administration for suspension**

Science Activities

Over the course of the year, students will have the opportunity to experience many different aspects of agriculture science that they may not see otherwise. These activities MAY include, but are not limited too: docking, castrating, giving injections to animals, harvesting animals, animal restraint, and/or dissections. While we feel these are great experiences for the students, we realize not everyone feels the same so the following applies:

- No student is mandated to participate
- No student is forced to watch, touch, etc. They have the option of staying in an alternate location.
- Grades will not be affected by non-participation in these activities
- Any animal harvested is done so for a purpose. They are raised as market animals and need to be processed for a buyer.

Capstone Assignments: AgriScience Research Project and Soil Management Plan

The AgriScience Research Project and Soil Management Plan assignments will be key and final assignments for the school year. Failure to participate and turn in above assignments may result in failure of the course. Class time will be provided, but will require time outside of the classroom.

I have read and understand the above procedures and expectations and I agree to abide by them.

Parent Signature	Date	Student Signature	Date

PARENTS: If you would like to be included in email or text notifications regarding FFA Boosters or FFA students activities please complete the following information. Note: Your child is a member of Fillmore FFA by being enrolled in any agriculture course.

Name:	Email:	Phone Number:

Period 6 2:06-3:02 Room 15	Introduction to Agricultural Mechanics 2018-2019	Mrs. Klittich [redacted] [redacted]

Course Description

Agriculture Mechanics is an academically challenging course that integrates mathematics, science, writing and mechanics. Specific units include: Using the Ag Mechanics Shop, Measurement, Project Planning, Electricity and Electronics, Plumbing Systems and Water Use, Concrete and Masonry, Arc Welding, Power Mechanics, Careers, FFA and SAE. Students will focus on understanding theory of the preceding areas, as well as mastery of application of these theories. Students will exceed core academic knowledge and demonstrate critical thinking skills as they apply their knowledge to projects, real-life scenarios, and case studies. Students will perform advanced research in various fields. A variety of resources will be accessed (Internet, professional journals, books, and industry professionals) for the purpose of creating written and oral presentations that demonstrate students' knowledge and ability. Units covered in this course will build upon existing knowledge where applicable.

Recommended Prerequisites:
Introduction to Agriculture, FFA, & Careers

Grades:9-12

Credit: Area G

Textbook: Agricultural Mechanics Fundamentals and Applications

Course Overview

Students will learn about the following over the duration of the course; safety, measuring, project planning, electricity, plumbing, concrete, welding, woodworking, careers, supervised agricultural experience, and FFA.

Grading

The grading system for this course is as follows:

Weekly Worksample	50%
Assessments	20%
FFA & SAE	30%

Letter grades will be earned for the following overall percentages

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
Below 60%	F

Class Rules & Procedures

Rules

1. Each student will show respect to the rights and property of the teacher, school and other students.
2. Each student is responsible for his/her own behavior.
3. Students will respond in a way appropriate for the situation.
4. Cell phones and electronic devices are not allowed without teacher permission (Refer to school policy)
5. Dress Code will be followed (Refer to school policy)

Procedures

1. Students will follow CHAMPS during class, activities, and field trips.
2. All school policies will be enforced.
3. Make-up assignments will only be given for excused absences and must be completed within 3 days of returning to school. Late assignments may only receive ½ credit.

FFA & SAE Participation

Students will engage in a Supervised Agricultural Experience project and record it in their AET record book for the duration of the school year. Students must participate in enough FFA activities per semester to earn 100 points in order to receive full credit for the FFA portion of the grade. Students may earn extra points by participating in additional FFA activities. Point accumulations will be used in determining student eligibility for specific activities and applications.

I have read and understand the above procedures and expectations and I agree to abide by them.

Parent Signature	Date	Student Signature	Date

Period 4 11:24- 12:20 pm Room 12	**Ornamental Horticulture 2018-2019 School Year ROP** Fillmore High School Agriculture Department	Ms. Lemus vlemus@fillmoreusd.org [redacted] www.fillmoreffa.weebly.com

Course Description

This course will provide students the necessary entry-level techniques for a career in ornamental horticulture and the nursery industry. Topics include plant growth, plant physiology, plant reproduction, plant diseases and pests, and management practices. Other coursework includes units on plant identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design, and floral design. In addition, students will develop skills in agricultural leadership, cooperation, and record keeping through student projects and leadership as they are an integral part of the course. **Students enrolled in this course will be required to participate in leadership training activities, supervised agricultural experience program, community service and become active members in the FFA.**

Recommended Prerequisites: Ag Soil and Chemistry
Grades: 11-12
Credit: Area G- Elective

*Students will receive: **Bayer CropScience Plant Science Certification** at completion of this coursework.*

Textbook: Introductory Horticulture, 8th Edition by Carroll L. Shry and H. Edward Reiley

Course Materials

- **REQUIRED:Composition Book, AGENDA**
  - OR 2 subject notebook recommended for note taking

Grading

The grading scale in the course is as follows:

Classwork	45%
Assessments: Tests, Projects, Labs	25%
FFA	15%
SAE	15%

Letter grades will be earned as follows:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
59-0%	F

Class Rules & Policies

Rules

1. We respect the classroom, the teacher, and our peers.
2. We are always on time, and prepared.
3. We are responsible for our own learning and behavior.
4. Cell phones and electronic devices are not allowed without teacher permission.Will turn into office. (Refer to school policy)
5. Dress Code will be followed. (Refer to school policy)

Tardy Policy: A student is tardy when they are not in their assigned seat when the bell rings.
CHAMPS: Students will follow CHAMPS during class, activities, and field trips.
Late work Policy : Will ONLY be accepted **one (1) week past the due date**, and will be graded at half credit.
Make-up/Absent worky: It is the STUDENT'S RESPONSIBILITY to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in missed. *Make-up tests/labs will be decided at teacher's discretion.*

FFA & SAE Participation	Plagiarism and Cheating Policy
Students will engage in a Supervised Agricultural Experience project and record it in their AET record book for the duration of the school year. Students must participate in enough FFA activities per semester to earn **100 points** in order to receive full credit for the FFA portion of the grade. Students may earn extra points by participating in additional FFA activities. Point accumulations will be used in determining student eligibility for specific activities and applications.	Plagiarism is defined as the false presentation of another's work as one's own. Students who turn in any work "borrowed" from outside sources or fellow students are subject to the consequences listed below. **Cheating will not be tolerated.** Students who either provide or accept answers from fellow students on quizzes or tests will be subject to the following consequences: **1st offense- forfeit of all points, contact parent at teacher discretion** **2nd offense- Parent contact, forfeit all points and recommend to administration for suspension**

Science Activities

Over the course of the year, students will have the opportunity to experience many different aspects of agriculture science that they may not see otherwise. These activities MAY include, but are not limited too: docking, castrating, giving injections to animals, harvesting animals, animal restraint, and/or dissections. While we feel these are great experiences for the students, we realize not everyone feels the same so the following applies:

- No student is mandated to participate
- No student is forced to watch, touch, etc. They have the option of staying in an alternate location.
- Grades will not be affected by non-participation in these activities
- Any animal harvested is done so for a purpose. They are raised as market animals and need to be processed for a buyer.

Flower Power Club

As an enrolled student in the Ornamental Horticulture class, you are an automatic FFA Member and Flower Power Club Member. This organization will have as its purpose to sell flowers and plants to students, staff, and the public as directly approved by the student council and indirectly by the school site administrator and the governing board of the Fillmore Unified School District. *These fundraisers and events are, but not limited too- holiday arrangements, Mother's Day, Easter, Valentine's Day, and Dia de los Muertos.*

I have read and understand the above procedures and expectations and I agree to abide by them.

Parent Signature	Date	Student Signature	Date

PARENTS: If you would like to be included in email or text notifications regarding FFA Boosters or FFA students activities please complete the following information. Note: Your child is a member of Fillmore FFA by being enrolled in any agriculture course.

Name:	Email:	Phone Number:

Periods 3 & 4 10:23-12:20 Room 15	ROP Agricultural Welding 2018-2019	Mrs. Klittich [redacted] [redacted]

Course Description

Advanced Welding provides students with an understanding of processes and systems common to careers in welding and related industries. The instructional program prepares individuals to use both gas welding and any combination of arc welding processes to weld metal parts and plan and lay out materials as specified by diagrams, blueprints, or written specifications. Students may serve an unpaid internship in the welding industry, may earn a Certificate of Proficiency upon completion, and may also earn an AWS Certified Welding Inspector: Welding Qualification and processes certificate.

Recommended Prerequisites:
Introduction to Agriculture, FFA, & Careers
Required Prerequisites:
Introduction to Agriculture Mechanics
Grades:10-12
Credit: Area G
Textbook: Agricultural Mechanics Fundamentals and Applications & Welding Fabrication

Course Overview

Students will learn about the following over the duration of the course; safety, project planning, irrigation, agriculture construction, welding, woodworking, careers, supervised agricultural experience, and FFA.

Grading

The grading system for this course is as follows:

Weekly Worksample	50%
Assessments	25%
FFA & SAE	25%

Letter grades will be earned for the following overall percentages

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
Below 60%	F

Class Rules & Procedures

Rules

1. Each student will show respect to the rights and property of the teacher, school and other students.
2. Each student is responsible for his/her own behavior.
3. Students will respond in a way appropriate for the situation.
4. Cell phones and electronic devices are not allowed without teacher permission (Refer to school policy)
5. Dress Code will be followed (Refer to school policy)

Procedures

1. Students will follow CHAMPS during class, activities, and field trips.
2. The school tardy policy will be enforced.
3. Make-up assignments will only be given for excused absences and must be completed within 3 days of returning to school. Late assignments may only receive ½ credit.

FFA & SAE Participation

Students will engage in a Supervised Agricultural Experience project and record it in their AET record book for the duration of the school year. Students must participate in enough FFA activities per semester to earn 100 points in order to receive full credit for the FFA portion of the grade. Students may earn extra points by participating in additional FFA activities. Point accumulations will be used in determining student eligibility for specific activities and applications.

I have read and understand the above procedures and expectations and I agree to abide by them.

Parent Signature	Date	Student Signature	Date

Advanced Agricultural Mechanics and Design

Gridley Union High School (051105)

Basic Course Information

Title:	Advanced Agricultural Mechanics and Design
Transcript abbreviations:	Adv Ag. Mech / GO1041
Length of course:	Full Year
Subject area:	Visual & Performing Arts ("f") / Interdisciplinary Arts
UC honors designation?	No
Prerequisites:	Algebra 1 (Recommended) Intermediate Agricultural Mechanics (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes
Grade levels:	11th, 12th
Course learning environment:	Classroom Based

Course Description

Course overview:

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. It is a modern Design and Build classroom. Topics include sketching and modeling using extrudes, sweeps, and lofts. Additional topics include assemblies development and detail drawing output. Design and Building to specific and non specific Artistic requirements using Computer Numeric controlled machines, lasers, 3d printing, and a welding shop. Graphics standards including American National Standards Institute (ANSI) Y14.5 and international standards application will be introduced and practiced.

Objectives:

Upon successful completion of this course, the student will be able to:

1. Describe the role of technical graphics in the engineering design
2. Set up a solid modeling application to develop parts, assemblies and output
3. Create orthographic and pictorial sketches of mechanical parts and objects using freehand sketching techniques.
4. Create parts with extrudes, sweeps and loft attributes using a solid modeling
5. Manipulate and combine parts to produce assemblies from modeled parts using a solid modeling
6. Create drawings from parts and assemblies including three view orthographic projection, isometric and exploded pictorial projection using a solids modeling
7. Apply relevant areas of graphics standards to document attributes of parts, assemblies and associated drawings
8. Create artistic signing using Adobe Illustrator
9. Create welded and sculpted designs using 3d-modeling, Laser Machines, CNC machining, and Fabricated parts
10. Safety and tooling is taught in every unit

Course content:

Unit 1 Technical Graphics Applications

1. Learn, perform and demonstrate SolidWorks procedures

Learning Activities

1. Participate in a demonstration of SolidWorks application procedures.
2. Perform SolidWorks program/file manipulation.
3. Appreciate the history of Engineering Graphics.
4. Grasp of the Cartesian Coordinate System.
5. Understand Geometric entities.
6. Comprehend Fee Hand Sketches.
7. Recognize the Alphabet of Lines and Precedence of Line Types.
8. Be familiar with Orthographic Projection using the glass box method.

💻 **Unit Assignment(s):**

Lab: *Active Learning exercise - Using the Interface*

Exercise 1 - Starting and Exiting the Program

Exercise 2 - Searching for a File or Folder

Exercise 3 - Opening an Existing File

Exercise 4 - Saving and Copying a File

Exercise 5 - Resizing Windows and SolidWorks Windows

Exercise 6 - Toolbars and Mouse Buttons

Exercise 7 - Context-sensitive Shortcut Menus and Getting Online Help.

Exercise 8 - Create s simple drawing and expand it using the glass box method.

Assessment Activities

1. Complete and print a sample new file using Solid Works.

2. List and use Solid Works shortcut menu

3. Use and present Getting Online Help with a particular question.

4. Complete individual or group presentation using various media on

Getting Started with Solid Works.

5. Successfully Identify the six principal views using the glass box method.

Unit 2: The SolidWorks Model, Parts, Assemblies and Drawings, Describing the Base Feature, More to Explore and Modifying a Part.

2. Learn, perform, and demonstrate beginning or basic SolidWorks 2d sketch.

Learning Activities

1. Participate in a demonstration of SolidWorks document/sketch .

2. Create, sketch, and modify a 2d figure.

💻 **Unit Assignment(s):**

Lab: *Active Learning Exercise - Creating a Basic Part*

Exercise 1 - Creating a New Part Document

Exercise 2 - Overview of the SolidWorks Window

Exercise 3 - Sketch a Rectangle

Exercise 4 - Adding Dimensions and Changing the Dimension Values

Exercise 5 - Extrude the Base Feature

Exercise 6 - View Display and Saving the Part

Exercise 7 - Round the Corners of the Part (Fillet)

Exercise 8 - Hollow out the Part (Shell)

Exercise 9 - Extruded Cut Feature

Exercise 10 - Open a Sketch, Sketch the Circle and Dimension the Circle

Exercise 11 - Extrude the Sketch and Rotate the View.

Assessment Activities

1. Create a new 2D sketch/model.

2. Modify and change dimension values of the sketch.

3. Further explore and modify parts of the sketch.

4. Complete individual or group presentation using various media on the Solid Works Model.

5. Successfully modify the rectangle stated in the exercises above

Unit 3: Base Features, Modeling More Parts.

3. Create, convert, modify, and calculate material and base feature.

Learning Activities

1. Convert dimensions of a part .

2. Calculate and modify the part.

3. Calculate modification, material volume and base feature.

💻 **Unit Assignment(s):**

Lab : *Active Learning Exercise - Create and Modifying a Part*

Exercise 1 - Converting Dimensions

Exercise 2 - Calculating the Modification

Exercise 3 - Modifying the Part

Exercise 4 - Calculating Material volume

Exercise 5 - Calculating the volume of the Base Feature.

Assessment Activities

1. Create a new SolidWorks part.
2. Show and demonstrate conversion of the part dimensions.
3. Show and demonstrate calculation of material volume and base feature.
4. Complete individual or group presentation using various media on Conversions, Dimensions, and Base Feature.
5. Successfully complete/modify part listed above in exercises.

Unit 4: 3D Model Documents, Features and Assembly Basics.

4. Create a 3D document using basic features and assembly basics.

Learning Activities

1. Participate in a demonstration of creating and developing a model 3D document and assembly.
2. Perform the lab activities as listed.

💻 **Unit Assignment(s):**

Lab: *Active Learning Exercise - Creating an Assembly*

Exercise 1 - Modifying Feature Size

Exercise 2 - Designing a Fastener

Exercise 3 - Creating an Assembly

Exercise 4 - Component Patterns

Exercise 5 - Size, Fit and Function

Exercise 6 - The Hole Wizard and Fastener Selection.

Assessment Activities

1. Create a new 3D model with basic assembly features.
2. Complete individual or group presentation using various media on their

own 3D Model.

3. Successfully create a simple assembly.

Unit 5: Toolbox Basics, Adding and Modifying Toolbox Parts.

5. Use the Toolbox and Toolbox parts to enhance model.

Learning Activities

1. Participate in a demonstration of using the Toolbox basic and parts.

2. Perform the lab activities as listed.

💻 **Unit Assignment(s):**

Lab: *Active Learning Exercise - Adding Toolbox Parts*

Exercise 1 - Open Toolbox Browser, In the Design Library Task Pane

Exercise 2 - Selecting Appropriate Hardware

Exercise 3 - Placing Hardware

Exercise 4 - Specifying the Properties of the Toolbox Part

Exercise 5 - Placing Washers and Screws

Exercise 6 - Thread Display

Exercise 7 - Modifying Toolbox Parts.

Assessment Activities

1. Perform and demonstrate the use of the Toolbox and modification of

Toolbox parts.

2. Complete individual or group presentation using various media on

using the Toolbox and adding Toolbox parts.

3. Successfully create a part using the toolbox above to model for Ag Mechanics.

Unit 6: Drawing Basics, Concepts, Layout and Creating Detailed Drawings of Parts and Assemblies, Engineering Drawings, General Drawing Rules, Views, Dimensions

6. Create a basic drawing and an engineering drawing following basic format and procedures.

Learning Activities

1. Participate in a demonstration of basic and engineering drawings.
2. Perform the lab activities as listed.

💻 **Unit Assignment(s):**

ab: *Active Learning Exercise - Creating Drawings*

Exercise 1 - Create a Drawing Template

Exercise 2 - Add a Sheet to an Existing Drawing

Exercise 3 - Add a Sheet to an Existing Assembly Drawing

Exercise 4 - Creating a Parametric Note.

Assessment Activities

1. Perform and demonstrate the steps in creating a basic and an engineering drawing.
2. Complete individual or group presentation using various media on using the Toolbox and adding Toolbox parts.
3. Successfully create a drawing from an existing assembly with all proper faces using the glass box method.

Unit 7: Drawings, Isometric views, Three standard views, Dimensions

7. Create, explore, and email Drawings.

Learning Activities

1. Participate in a demonstration of Drawings
2. Explain, differentiate and demonstrate understanding of isometric views, standard views, dimensions.
3. Perform the lab activities as listed.

💻 **Unit Assignment(s):**

Lab: *Active Learning Exercise - Creating an Drawing*

Exercise 1 - Creating an Drawing

Exercise 2 - Exploring Drawings

Exercise 3 - Saving Drawings to external flashdrive

Assessment Activities

1. Write an essay explaining, differentiating, and illustrating isometric

views, standard views, dimensions and their differences.

2. Complete individual or group presentation using various media on

using the Toolbox and adding Toolbox parts.

3. Perform the lab activities as listed.

4. Successfully export a saved Drawing that shows proper understanding of all key views in relation to glass box view.

Unit 8: Families of Parts, Design Tables

8. Learn the families and parts of a design table; create own design table.

Learning Activities

1. Participate in a demonstration of a design table.

2. Create a design table using the parts and families of a design table.

3. Perform the lab activities as listed.

💻 **Unit Assignment(s):**

Lab: *Active Learning Exercise - Creating a Design Table*

Exercise 1 - Creating a Design Table

Exercise 2 - Configurations

Exercise 3 - Assemblies

Exercise 4 - Excel Spreadsheet Families of Parts.

Assessment Activities

1. Write an essay explaining how a design table is created and its

importance in engineering design.

2. Complete individual or group presentation using various media on creating a design table.

3. Perform the lab activities as listed.

4. Successfully create a design table with all proper parts.

Unit 9: Revolved, Swept and Loft Features.

9. Learn and demonstrate understanding of Revolved, Swept and Loft Features.

Learning Activities

1. Participate in a demonstration of Revolved, Swept and Loft Features.

2. From the design table created or a new one, sketch and create a sweep path, use the revolve features and create a loft path and direction using one or more loft types ..

3. Perform the lab activities as listed.

💻 **Unit Assignment(s):**

Assessment Activities

1. Write an essay explaining how to enhance a design table using the Revolved, Swept and Loft Features

2. Complete individual or group presentation using various media on creating a design table.

3. Perform the lab activities as listed.

4. Complete learning journal.

Lab: *Active Learning Exercise - Creating Revolve, Sweep and Loft Features*

Exercise 1 - Revolve Feature

Exercise 2 - Create an Assembly

Exercise 3 - Create a Design Table

Exercise 4 - Sketch a Sweep Section

Exercise 5 - Create the Sweep Path

Exercise 6 - Loft Section

Exercise 7 - Loft Path and Direction

Exercise 8 - Different loft Types.

Assessment Activities

1. Write an essay explaining how to enhance a design table using the

Revolved, Swept and Loft Features

2. Complete individual or group presentation using various media on

creating a design table.

3. Perform the lab activities as listed.

4. Successfully create a new part using the above exercises.

Unit 10: Review progress and difficulties, applications, visualization; What you need to know to pass the Certified SolidWorks Associate exam.

10. Create and develop a complete SolidWorks project incorporating all the concepts,

steps, and procedures learned in this course.

Learning Activities

1. Use learning journal to complete a SolidWorks project incorporating all the concepts, steps,

and procedures learned in this course.

2. Work individually or in groups to evaluate project by section.

💻 **Unit Assignment(s):**

Lab: All exercises are due by the end of this Unit. Study and practice for Credit By Examination for Butte Colleges Drafting 12

Exercise 1 - Drafting 12 practice exam # 1

Exercise 2 - Drafting 12 exam #1

Assessment Activities

1. Write an essay explaining how to enhance a design table using the

Revolved, Swept and Loft Features

2. Complete individual or group presentation using various media on

creating a design table.

3. Perform the lab activities as listed.

Furthermore, all project-based assignments will be based on the competency and performance objectives as previously identified.

Unit 11 Using Adobe Illustrator

11. Create and develop a series of silhouettes of city or country settings that are relevant in the modern era.

Learning Activities

1. Use technical skills developed in this unit to design and build a series of sketches.

2. Work individually to develop a report to describe your concept of your artwork. This should include your inspiration from which cultural art form you chose to draw from along with a description of the artistic techniques you utilized in this process.

3. Evaluate as a group the produced art work as manufactured on the CNC machine

💻 **Unit Assignment(s):**

Assessment Activities- Students will complete all assignments during the Unit

1. Students will develop a series of Silhouettes on Adobe Illustrator

2. Write a report that describes the concept and where your inspiration for this cultural art piece came from.

3. Students will complete a report that describes the details of their techniques utilized in this specific process

4. In small groups evaluate the classes projects using a rubric to identify the artistic process and different disciplines utilized

5.You will individually build, mold, and sculp the final project

12. Finishing techniques

12. Using various techniques to finish our Steel products produced on the laser with Correll Draw and with the Steel products using Adobe Illustrator.

Learning Activities

1. Using Acids and Bases to discolor metal use the color wheel to define a mood

2. Using Paints and Primers to work shading techniques and processes

💻 **Unit Assignment(s):**

Assessment Activities-

1. Produce 3 antiqued finished metal wall hangings

2. Describe in a written paper your interpretation of these pieces. Interpret these refined techniques and your theory for using these specific processes

3. Produce 3 painted Laser projects

4. Describe to your group the advantages and disadvantages of these technologies. As a group analyze the concepts utilized and develop a report to share with the class

13. Garden Art Project

Recycled or Found Object Sculpture - "Recycled, Repurposed and Reimagined"

Unit Assignment(s):

The focus of this unit of study is using recycled materials to create three-dimensional art. Students will create three-dimensional recycled art as welded structures or objects from recycled and found objects. Students will utilize the elements of art and principles of design while creating their art pieces

Key Assignment - Recycled Art Structures or Objects. Students create a 3-D structure,mosaic, pots, etc. using recyclable materials or another object based on an established theme. Examples are welded objects, wind chimes, broken pots, garden stakes, and floral hangers and structures.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Engineering Graphics with SolidWorks 2013	Planchard & Planchard	SDC Publications	2013	[empty]	No

Title	Author	Publisher	Edition	Website	Primary
The Visual Experience	Jack Hobbs, Richard Salome, and Ken Veith	Davis Publications, Inc., Worchester, Mass.	2005	https://www.davisart.com/Products/CategoryCenter/GP-121416/The-Visual-Experience.aspx	Yes

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ROP Agricultural Business Honors

Career Education Center (formerly Ventura County ROP)

Basic Course Information

Title:	ROP Agricultural Business Honors
Transcript abbreviations:	
Length of course:	Full Year
Subject area:	College-Preparatory Elective ("g") / Interdisciplinary
UC honors designation?	Yes
Prerequisites:	Algebra II (Recommended) Intro to Ag (Required) Ag Biology (Recommended) Biotechnology (Recommended)
Co-requisites:	Integrated Math III (Recommended) Trigonometry (Recommended)
Integrated (Academics / CTE)?	No
Grade levels:	11th, 12th
Course learning environment:	Classroom Based, Online

Course Description

Course overview:

Honors Agricultural Business will assist students in the development of knowledge and skills in agricultural sales and marketing, commodity marketing, agricultural economics, and international agriculture. Included are care and handling of cut flowers, principles of art applied to floral design, and the mechanics of floral design. Agribusiness units will be introduced in merchandising, advertising, sales, and operating a retail floral business. Students may earn a Certificate of Proficiency upon completion.

Course content:

Unit 1: Entrepreneurship

Description

Students realize that their prior knowledge of producing food, and managing their environment and natural resources did not include taking financial risk. The lesson addressing entrepreneurship or more specifically agri-entrepreneurship defines the term and introduces the class to the advantages and disadvantages of entrepreneurship; both financial risk and risk to personal time and relationships.

Writing Assignment

Students write an essay comparing and contrasting the advantages and disadvantages of entrepreneurial enterprises. The critical analysis is embedded in the writing assignment as the student is required to be reflective as to the importance of their personal time management. Additionally students will develop a budget with a minimum of 30 line items estimating expenses.

Unit 2: Supply and Demand

Description

During this unit of the Ag Business Management course students are shown the relationship between a product's accessibility and the interest shown by the consumer. The class uses their fall fundraiser, selling Poinsettia plants for Christmas, and compares their prices to the local Home Depot store's prices. Much discussion arises after the comparison especially because Home Depot prices are significantly lower. That discussion segues into 'add-on' value, quality standards, and the loss-leader marketing strategy.

Writing Assignment-

Students will create a marketing campaign to promote their fundraiser, including a social media campaign, fliers, and posters. The writing assignment is to create an informational campaign to promote the fundraiser. The critical analysis component comes into play when the student, who is passionate about his /her product, realizes that their target market may have a different set of beliefs or priorities as to how to spend their (the consumer's) discretionary funds and how this work benefits the community.

Unit 3: Niche v. Mainstreams Markets

Description

The 'market' lessons focus on niche markets and demographics. Students calculate the profitability of niche market ventures versus mainstream markets. During these lessons the economy of scale is defined and students come to understand the reason small businesses can survive and thrive in a capitalistic system. Students practice the concepts of niche markets by conducting surveys within the school so to understand the multitude of demographics. Part of the lesson includes a brainstorming session where students have to think about what the demographics of a consumer would buy pasteurized goat milk or organic vegetables.

Through a case study students will research and explore the large corporate farms verses the niche and farmers market. Students will research how small businesses

Agricultural Cooperatives and the Farm Credit

System-Key Assignments

Students engage with other students from other schools to determine best understands the Farm Credit system. An exam is written by the Farm Credit System and includes not only the history, acts of Congress, the goals and objectives, and the managerial organization of the system, the exam also includes an in-depth math section where students are required to use memorized equations to calculate interest payments, dept-to-equity ratios, and cost to yield basis.

Another state-wide competition, sponsored by the Agriculture Council of California, measures our students' ability to define the purpose and activities of an agriculture cooperative. The math section of this exam is in the form of word problems. Students are given a scenario and then must determine, to the exact cent, which commodity or which farmer gained or lost the most yield or money.

Case Study

The writing assignment included in this lesson is focused on critical analysis in that the correct questions in a survey, the wording of the questions, and the amount of time the consumer will spend on a survey are all factors included in taking surveys.

Unit 4: Competition

Description

Students learn to analyze their competition. They begin recognizing their products similarities and differences. The students list their product's strengths and weaknesses. The unit then explores who or what business is selling the same or similar product. Another part of the process is to know the available infrastructure in getting their product to market. Questions such as 'how far away from our location are these businesses located' is part of the discovery process.

Writing Assignment

The writing assignment for the 'competition' lesson is designed to have students learn how to write in very succinct terms. This writing assignment reflects the kinds of reports that are generated by government agencies. It is important for our students to understand how to actually read between the lines concerning government reports. They learn to know the various authors and the bias of the author. The students learn to recognize the difference between agencies such as the EPA and the CDFA.

Unit 5: Marketing

Description

Students apply their math skills during the 'marketing' lessons. Calculations for Breakeven Point, Economics of One Unit (EOU), Variable Costs, Fixed Costs, Cost of Goods Sold (COGS), Contribution Margin, Depreciation, Inflation, Net Profit, Start-Up Investment, Payback, Income Statements, Cash Flow Statements, Balance Sheets, and Financial Statements are all practiced. Once the equations are understood, the students create their own marketing strategy including developing the promotion piece, costs allocated for advertising and promotion, identifying advertising and promotional pieces to be used (brochures, fliers, etc.), listing media to be used (newspaper, magazine, mailer), estimating the cost of medium to be used, and listing the target market(s) they are attempting to reach.

Students use their 'mock' classroom enterprise as well as applying the marketing concepts to their actual business. Their actual business records are kept in the California Record Book.

Writing Assignment

The Focus on melding pictures with words or phrases to tell their story is the major focus in this writing assignment. Students create flyers and brochures.

Unit 6: Legal Requirements of Operating a Business

Description

Students are introduced to the laws that protect a business. They complete a 'mock' patent for a product they have created. Students also understand the difference between copyrights and trademarks. One exercise in this unit has the students actually read the disclosure statement (the 'I accept' portion of an Internet agreement.

Students also list and define the laws that protect employees. The unit covers the current equal Employment Act, Americans with Disabilities Act, the Occupational Safety and Health Administration Act, the Family Medical Leave Act, and the Fair Labor Standards Act and how this act relates to family owned agricultural businesses.

The third part of these lessons addresses the laws that protect customers. Included in this segment are the Food, Drug, and Cosmetic Act the Consumer, and the Products Safety Act Truth-in-Lending Act.

Students become very familiar with the national, state and county regulation bodies of government; the FDA, the EPA, the BLM, the CDFA, the ALRB, and the Water Resources Board

Writing Assignment

Students actually write a set of their own regulations concerning their 'mock' product. Each group of students are given the same task, but role play an agency person responsible for writing the regulations for that agency. The critical analysis occurring happens when each agency shares their regulations and students begin to realize that one simple product is monitored/regulated by various government agencies, all having their own mission statements.

Unit 7: Management

Description

The class is introduced to the many facets of managing a business. This activity driven segment of the unit is played out by the students who have the different roles of a business manager. Included is the role of the planner (this student sets the long-term and short-term goals for day-to day activities), the Organizer who organizes the businesses operations including defining the role each employee plays, the leader who is responsible for influencing their employees to achieve the goals of the business, the staffer who determines the strengths, skills, and experiences of employees and place them accordingly, and the trainer who is responsible for developing employee training.

Assignment

Students will take an aptitude test to see where they are naturally inclined to succeed. They will receive a three page report on their strengths. Then they will write a two to three page paper explaining why they want the position they have chosen and making a pitch for the team manager to put them in their desired position.

Unit 8: Business Etiquette

Description

Every Friday is business etiquette day. The lessons included in this section of the course prepares students for a luncheon interview that actually takes place as their final exam of the Ag. Business Management course. Students learn the rules of proper restaurant etiquette, table manners, and tipping without the use of a calculator. Other weekly lessons include how to give proper introductions, the difference between small, medium, and large talk. Rules of proper telephone (and now cell phone talking and texting) are addressed. In preparation for 'real life' job interviews students learn the why and how of proper dress for men and women as well as proper behavior for men and women as colleagues.

Students update their resume and complete both a job application and a scholarship application as part of the assessment of this section of the curriculum. At the end of the final exam period students write thank you letters to the business men and women who participated in the Ag Business luncheon.

Business Etiquette-Key Assignments

The Fall Semester final exam is a three course business luncheon for the students of the Ag Business Management class and members of the community. Students act as a representative of an agriculture business. Prior to the luncheon they have interviewed someone who is at least at a mid-management level and have learned the type of business (service or production), what kind of skill sets that company needs to hire an individual, and whether or not potential job positions require travel or specifically stay within the community. Students dress appropriately for a business luncheon and or an interview. The luncheon is catered and students use their table manners, restaurant etiquette, introductions, and the various levels of conversation during the final exam. There is one member of the community for every 4 to 5 students. This person is invited to be part of the group and that students are not able to simply fire question after question to the new comer to the group (the adult). The instructor walks around the 'dining room' and takes notes on each individual student's performance.

Writing Assignment

Every student is required to develop a formal business invitation to a local agriculture business person or an elected official. The critical analysis is for students to understand the difference between causal versus academic vocabulary as well as informal versus formal writing. Students also are introduced to the Purdue format of business letters and compare that format to the first business letter format that appears in the Internet after being researched.

Unit 9: International Economic Summit

Description

Team work is essential for this part of the curriculum. The multitudes of tasks are overwhelming for one student to accomplish. Also the practice of collaboration among members of a team is experienced by the class. Each team consists of four classmates. Each team randomly selects a nation to represent.

Addressed in the lessons are 13 different economic concepts taught through hands-on activities. The objectives of the summit are to improve the global standard of living, the benefits of international trade, the forces of supply and demand in the global economy, and the balance between international competition and cooperation. Below is a brief outline of the lessons.

Students research their country conditions related to living standards.

Students utilize country data from the almanac to establish the rule of investment in the improvements of living standards.

Students use their reading, writing, researching, and verbal communication skills to engage with other country representatives to 1) increase their country's standard of living, 2) assist other countries in their development.

Students use their basic math skills in economic and financial analysis and in developing quantitative and measurable strategies for their countries.

This unit re-enforces the students' prior knowledge of geography and distribution of natural resources. Students also gain an understanding of the historical background of culture, politics, and economics of the world. This gives students an introduction to the political, cultural, and legal differences between countries and is thus better prepared to enter the global job market.

Critical thinking skills are re-enforced as the student identifies, analyzes, and evaluates economic strengths and weaknesses of the countries of the world. The critical thinking skills are mastered by the students as they quantify risks, opportunities, and economic strategies that help their country advance economically in measurable ways.

Writing Assignment

During this unit students are required to develop their country's economic proposal. The challenging part of this writing assignment is that the statement is limited to 125 words, yet must include why the issue is so urgent, what are the consequences of not solving this global issue, what is your country's solution, and how many and how can other countries participate in your country's solution. The critical analysis begins with students having to prioritize global economic problems. Students then have to analyze at what level their country falls as far as needing to be helped or being the helper to the solution of this global problem. The third analysis takes place when the team of students discusses ways of finding alliances with other countries to help solve what they deem as the most important global economic issue.

Unit 10: Agricultural Cooperatives and the Farm Credit System

Description

This unit introduces students to the career opportunities in the agriculture financing sector of the agriculture industry. The unit begins by defining capitalism. While exploring cooperatives students become aware of the impact on countries that are self-sufficient in producing their own food and fiber. The significance of available natural resources such as a long growing season, adequate water supply (until recently), and a deep soil profile in California give students an appreciation for becoming good stewards of their environment.

An in-depth analysis of the American private enterprise system is covered. Among other things, students list the advantages and disadvantages of individually owned businesses (sole proprietorship), partnerships, corporations, and LLCs.

Students understand the risks of any agricultural enterprise, they list the man-made risks and the risks caused by nature (the weather, movement of plates (earthquakes), and soil/water salinity.

Students also learn the two organizational systems of agricultural cooperatives, centralized and federated. Within those systems, students define the job descriptions of board members, CFOs, managers, and technicians that work for the cooperative. Students also learn the four different types of cooperatives and the services each performs for the individual members. Along with the managerial activities of the cooperative, students gain an appreciation for the protective measures set by the federal government. They learn the differences among cooperatives, a monopolies, and oligopolies.

The final segment of this unit addresses the math portion of any business. Students learn how to read a balance sheet and use their math skills to calculate and memorize the equations for current ratio, net worth, collateral basis, debt to equity ratio, determining interest knowing principle, rate, and time.

Writing Assignment

Students learn the various software packages available to help them in communicating the written word in an organized manner. The application used at this school is Inspriation®. The students create both a diagram and a map to communicate the various levels of management for agricultural cooperatives. The critical analysis is having the brain organize the titles and job descriptions and determine which and why certain job responsibilities are more encompassing than others.

Unit 11: Marketing Plan

Description

The lessons taught in the marketing plan unit allow students to develop practical skills in the marketing process. Our students develop and present a marketing plan for an agricultural product, supply, or service. During the primary research students, in teams of three, survey their local community to provide a logical solution to a marketing problem. Students also write a five to eight page document addressing the major components of a marketing plan (defined below).

- Analysis of market – "Where are we now?"
- Industry trends
- Buyer profile and behavior
- Competition's strengths and weakness
- Your product's/firm's strengths and weakness.
- Original research results.
- Business Proposition – "Where do we want to be?"
- Key planning assumptions (cite sources of information)
- Measurable and Attainable Goals - must be measurable, have completion date, be specific, and be attainable.
- Target Market – identify specific market segments, which achieve your goals
- Strategies and Action Plan – How and when will we get there?
- Product attributes: size, quality, service, etc.
- How will you distribute and sell?
    - marketing channels
    - physical distribution modes
- What will be the price structure?
- How will you promote the products?
- Which promotional activity or combinations of activities are appropriate for your product or service?
- How much promotion can you afford?
    - personal selling
    - direct sales promotion
    - public relations
    - advertising – mass media
- Develop a mission statement and predict competitor reactions, if any.
- Projected budget – "How much will it cost to get there?"
    - What will be strategies cost?\
- Pro forma income statement which highlights cost of the strategies on an incremental or start-up basis
- Calculate the financial return of the marketing plan
- Evaluation – "Did we get there?"
- Specific measurement tools to measure the accomplishments of the goals at the end of the time period
- Recommendations for future action and contingencies

Key Assignments

Students form groups to become a marketing team. They have determined a local agriculture product for which they can add value. The team works closely with the local company that provides the product. Once the team has created their marketing plan they present it to the company. The students have the option of competing at the state level. There is a two-fold advantage for competing at the state level. One, if the team wins they are invited to represent California at the national level, and two, students travel to Cal Poly San Luis Obispo, which allows them the opportunity to visit the campus. More importantly than simply visiting the campus students actually use the classrooms; they walk the halls with a purpose, which is very different than a field trip to a university campus.

Writing Assignment

This assignment is limited to 5 to 8 pages and requires a literature cited page with internal documentation in the body of the paper. The components of the paper are outlined in the description element of this application. One of the critical analysis parts of this writing assignments is that students learn to make their argument more convincing when reliable documentation from others is there to support or negate their proposal.

Unit 12: California Record Book

Description

The training/education concerning how to keep business records is accomplished with the use of the California Agriculture Education Record Book. Each student has a hard copy of the book and also uses the on-line record book. Students enrolled in the Ag. Business Management course more often than not are in their fourth year of the agriculture program. Beginning their freshman year the students learned how to complete the calendar of events and operations concerning either their enterprise or a fictitious enterprise used for the purpose of learning how to maintain financial records. The ownership and/or placement enterprise agreements are developed, or if the student has an on-going project, the agreements are updated and signed by all parties involved in the enterprise. The operating budget is also review from the last year's budget and is modified or created for a new project. By the fourth year of the agriculture program students use the enterprise loan payment summary, the enterprise accounts receivable and payable, the current/operating inventory (non-depreciable property inventory), the non-current/capital non-depreciable inventory (non-depreciable property inventory), the non-current/capital depreciable inventory (depreciable property inventory), the financial statement, and the income summary pages of the record book. Important to students enrolled in the Ag Business Management course, students also complete an itemized list of contributions to support of family and expenses for educational purposes. Students make continuous use of these pages when completing a college application or scholarship application.

Key Assignments

By the time students are seniors in high school they have a very developed SAE. To document the hours, skills, and monetary investment students have kept records for the last four years. This key assignment involves completing a proficiency application. The proficiency application can be either for placement or ownership enterprises. The proficiency applications address 46 different segments of the agriculture industry. Every student in the Ag. Business Management class is required to complete an application. The application is based on the records the student kept in their record books. The application requires that the student outlines his/her personal, business, and educational goals and objectives. It also has students write an historical review of how they got where they are and who has played a significant role in helping them achieve their level of experience. Other parts of the application go into detail the level of efficiency related to the skill set they are describing. Attached to the application is their current resume and two letters of recommendation.

Writing Assignment

The writing assignment is a business agreement. The critical analysis is that students see on paper that which is their responsibility and that which they expect others to do for them.

Unit 13: FFA

Description

Students examine the importance of learning personality types, they compare extroverts and introverts, and how group decisions are made as the four different personality types are part of the equation. Students also learn the different types of leadership traits, abilities, and skills. The curriculum defines the skills needed in problem solving and decision making. Students recognize problem situations; clearly distinguish the problem from the problem situation by clearly defining the goals and objectives of the event or activity. As seniors in high school the students in the Ag Business Management course take the lead in conducting business meetings using Robert's Rules of Order. They develop a program of work for their local FFA Chapter and learn to use the proper protocol for having their planned activities become part of the school schedule. Another important part of the program of activities is the evaluation that is conducted after every meeting, activity (such as a community service function), and event (such as the end of the year awards banquet).

These students also work on their individual communication skills. Every student writes his/her own speech about a specific segment of the agriculture industry. They learn to gather reliable information and learn the difference between a blog on the Internet versus an article that has substantive and documented information.

Key Assignments

There are two key assignments that fit under the umbrella of the FFA. One is that every student will play some significant role in a community service project. The jobs required range from fundraising for the event, writing and decimating the PR for the event, organizing the event, or actually participating in the event. A minimum of four hours each student is required for this key assignment.

The second key assignment for the FFA section of the curriculum is to write and present a prepared speech. Each student decides on a current agriculture activity, be it a problem or a solution. Students submit a four to eight double-spaced manuscript with internal documentation and a literature cited page. There must be a 'hook' or a way to captivate the audience in the first paragraph. The body of the speech can be that of information and specific examples. The conclusion of each student's speech must be some personal statement of persuasion.

Writing Assignment

The writing component for the FFA segment of the curriculum is that each student writes a six to eight minute speech addressing any current subject concerning an aspect of the agriculture industry. Content of the manuscript includes the purpose of the speech, the content, and the use of references using the most recent edition of the American Psychological Association (APA) manual.

Final Project

Using the knowledge learned from the students will do an extensive research project comparing local business and valuing their worth. The directions are listed below.

Business Presentation Evaluation/Investment Form

Directions: You have $100,000 to invest in new and possibly exciting ventures. How will you divide up your investment dollars among the various "companies" presenting their results? Please consider every "company". List the name of each and the amount, if any, that you are interested in investing. Please spend ALL of your money AND invest in at least TWO companies.

In addition, as you debate your investment, please evaluate SIX presentations. Rank each characteristic of the presentation on a 0-5 scale (*5 being the best*), and briefly defend your ranking.

Company Name	Investment $	Company Name	Investment $
1.			
2.			
3.			
4.			
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19.			
20.			

1. **Name of Company _____**

Score ***Characteristic*** ***Justification***

____ **Attire** _____

____ **Organization** _____

____ **Visuals (FOUR)** _____

____ **Effectiveness** _____

____ **Overall Impact** _____

2. **Name of Company** _____

Score ***Characteristic*** ***Justification***

____ **Attire** _____

____ **Organization** _____

____ **Visuals (FOUR)** _____

____ **Effectiveness** _____

____ **Overall Impact** _____

3. **Name of Company** _____

Score ***Characteristic*** ***Justification***

____ **Attire** _____

____ **Organization** _____

____ **Visuals (FOUR)** _____

____ **Effectiveness** _____

____ **Overall Impact** _____

4. **Name of Company** _____

Score ***Characteristic*** ***Justification***

____ **Attire** _____

____ **Organization** _____

____ **Visuals (FOUR)** _____

____ **Effectiveness** _____

____ **Overall Impact** _____

5. **Name of Company** _____

Score ***Characteristic*** ***Justification***

____ **Attire** _____

____ **Organization** _____

____ **Visuals (FOUR)** _____

____ **Effectiveness** _____

____ **Overall Impact** _____

6. **Name of Company** _____

Score ***Characteristic*** ***Justification***

____ **Attire** _____

____ **Organization** _____

____ **Visuals (FOUR)** _____

____ **Effectiveness** _____

____ **Overall Impact** _____

Honors Final Exam Details:

Using the knowledge learned from the students will do an extensive research project comparing local business and valuing their worth. The directions are listed below.

Business Presentation Evaluation/Investment Form

Directions: You have $100,000 to invest in new and possibly exciting ventures. How will you divide up your investment dollars among the various "companies" presenting their results? Please consider every "company". List the name of each and the amount, if any, that you are interested in investing. Please spend ALL of your money AND invest in at least TWO companies.

In addition, as you debate your investment, please evaluate SIX presentations. Rank each characteristic of the presentation on a 0-5 scale (*5 being the best*), and briefly defend your ranking.

Company Name	Investment $	Company Name	Investment $
1.			
2.			
3.			
4.			
5.			
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20.

1. **Name of Company** _____

Score ***Characteristic*** ***Justification***

____ **Attire** _____

____ **Organization** _____

____ **Visuals (FOUR)** _____

____ **Effectiveness** _____

____ **Overall Impact** _____

2. **Name of Company** _____

Score ***Characteristic*** ***Justification***

____ **Attire** _____

____ **Organization** _____

____ **Visuals (FOUR)** _____

____ **Effectiveness** _____

____ **Overall Impact** _____

3. **Name of Company** _____

Score ***Characteristic*** ***Justification***

____ **Attire** _____

____ **Organization** _____

____ **Visuals (FOUR)** _____

____ **Effectiveness** _____

____ **Overall Impact** _____

4. **Name of Company** _____

Score ***Characteristic*** ***Justification***

____ **Attire** _____

____ **Organization** _____

____ **Visuals (FOUR)** _____

____ **Effectiveness** _____

____ **Overall Impact** _____

5. **Name of Company** _____

Score ***Characteristic*** ***Justification***

____ **Attire** _____

____ **Organization** _____

____ **Visuals (FOUR)** _____

____ **Effectiveness** _____

____ **Overall Impact** _____

6. **Name of Company** _____

Score ***Characteristic*** ***Justification***

____ **Attire** _____

____ **Organization** _____

____ **Visuals (FOUR)** _____

____ **Effectiveness** _____

Overall Impact

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Agribusiness Decisions and Dollars	Jack Elliot	Delmar Publishing	2nd edition	[empty]	Yes
Agribusiness Fundamentals and Applications / Edition 2	PhD., Cliff Ricketts Cliff, Kristina G. Ricketts	Cengage Learning	2/28/2008 Edition 2	[empty]	No

Literary Texts

Title	Author	Publisher	Edition	Website
Organic Struggle: The Movement for Sustainable Agriculture in the United States	Brian K. Obach	MIT Publishing	May 15, 2015	https://play.google.com/store/books/details?id=Vz87CQAAQBAJ&source=productsearch&utm_source=HA_Desktop_US&utm_medium=SEM&utm_campaign=PLA&pcampaignid=MK

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Agricultural Fabrication

Ripon High School (052650)

Basic Course Information

Title:	Agricultural Fabrication
Transcript abbreviations:	Ag Fab / 7507
Length of course:	Full Year
Subject area:	College-Preparatory Elective ("g") / Interdisciplinary
UC honors designation?	No
Prerequisites:	Agriculture Welding (Required) (Required) Introduction to Agriculture Mechanics (Required) Instructor Permission (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	Yes
Grade levels:	11th, 12th
Course learning environment:	Classroom Based

Course Description

Course overview:

Agriculture Fabrication is an academically challenging course that integrates mathematics, science, writing and mechanics. Specific units include: Using the Ag Fabrication shop, Measurement, Project Planning, Oxygen/Acetylene Torch Welding, Gas Metal Arc Welding, Shielded Metal Arc Welding, Individual SAE Project, and Careers in Agriculture Fabrication and Mechanics. Students will focus on understanding theory of the preceding areas, as well as mastery of application of these theories. Students will exceed core academic knowledge and demonstrate critical thinking skills as they apply their knowledge to projects, real-life scenarios, and case studies. Students will perform advanced research in various fields with in the metal fabrication industry. A variety of resources will be accessed (Internet, professional journals, books, personal interviews and industry professionals) for the purpose of creating written oral presentations that demonstrate students' knowledge and ability. Units covered in this course will build upon existing knowledge where

applicable. End of unit projects will incorporate, at minimum, the knowledge acquired from at least one other previously covered unit. Throughout the course, students will be assessed on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

- Students conduct effective research utilizing professional journals and textual materials to understand theories, processes, and procedures for each unit of study.
- Students will learn the skills that are essential for 21st century college and careers.

Course content:

Using the Ag Fabrication Shop

Section Overview/Objectives: In this unit the students will review safety information learned in Agriculture Fabrication 1. They will recognize major work areas and use safe procedures when working in an agricultural mechanics shop. Students will also interpret safety colors and codes, protect the body against injury, and work safely in agricultural mechanics settings. Students will be aware of and recognize and reduce hazards in agricultural mechanics settings, and be able to react effectively in case of fire or other emergencies. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test. Information learned in Unit 1 will be utilized throughout the course.

Examples of student assessments include:

Interactive Notebooks: Safety First - Students begin their notebooks with a section on safety in the shop. Cornell Note-taking format is taught. Specific tool safety is covered for each tool being introduced. Safety is an ongoing practice throughout the course with specific instruction and reinforcement to complement each unit. Students keep notes and directions regarding shop safety throughout the course. Using Interactive Notebooks, students track, annotate, and respond in writing to all materials covered in class. Notebooks facilitate the integration of mathematical and scientific concepts through daily writing, questioning and reflection. Notebooks also provide a platform for regular review of previous concepts and constructions and for written student-teacher interactions

Equipment Check and Awareness of Environment - Four different scenarios will be set-up in the classroom shop. Each scenario will provide a work environment, tools, and project to be done. Students will observe the scene and read the script regarding the project to be completed. Students must determine if all safety materials are present and complete a tool/machine safety check. If items needed are missing from the scene students have to make recommendations about how the scene could be improved. Once complete the students will come up with a protocol to safely and effectively complete the scenarios task. Findings will be shared out with the class.

Critical Thinking: Logic Chains - Students develop their reasoning ability by first writing hypotheses and conclusions regarding shop and tool safety. They'll further develop their use of logic by creating logical-chains (both humorous and serious) as used in geometric proofs, describing the cause-and-effect of following the rule (or not following the rule) as preparation for their general shop safety and machine tool safety tests. One hundred percent accuracy is mandatory on all safety tests.

Technical Reading and Safety Precautions/Annotated Reading - Students are given an instruction manual for a piece of shop equipment. Students must read and annotate the instructional manual. Students will then create a "Quick Use" guide for someone who does not want to spend time reading the entire document. Attention must be paid to safety information as well as use. Upon completion of the Quick Use guide, students will compare their work to the actual Quick Use guide supplied with the equipment.

Measurement

Section Overview/Objectives: The students will review measurement and layout techniques learned in Agriculture Fabrication 1. Students will be able to select and use appropriate layout tools and procedures for metalworking. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test. Concepts and practices learned in Unit 2 will be used throughout this course.

Examples of student assessments include:

Use and Identification - Students will identify measurement and layout tools of the industry as well as their correct usage. Information obtained will be included in their interactive notebooks. Pictures of the tools along with a scenario detailing proper use will also be present.

A Fraction of an Inch - Students learn by teaching. For this assignment, students must make a story book that teaches a K-2 student how to read a ruler. The students' storybooks must show measurement to 1/16". Students must also demonstrate understanding of reducing of fractions. Story books will be graded based on a rubric format.

Supersize Me! - After studying scale factor, students choose an everyday object and enlarge it using a feasible scale factor of their choice and appropriate layout tools in the shop. Students use balsa wood to design all or most components of the object but may supplement the object with other materials. Students apply their knowledge of ratio and proportion to create the enlarged objects. After designing the object, students analyze how increasing dimension affects surface area and volume. The outcome of this project is a new, larger object. Students understand scaling-up and scaling-down in theory and in practice.

Project Planning

Section Overview/Objectives: The students will review project planning components learned in Agriculture Fabrication 1. Students will be able to use drawing techniques to create plans for personal projects. The students will be able to use and format a bill of materials and to make all calculations needed to develop a bill of materials. The student will be able to select and plan projects that develop the metalworking skills needed in agricultural jobs. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test. Information obtained through Unit 3 will be utilized throughout this course as students learn theory, and then experience project development and construction.

Examples of student assessments include:

Sketching and Drawing Projects adapted from Basic Elements of a Straight Line by Michael Cappetti CTE Online - Technical sketching is a necessary skill used by Architects, Engineers, & Contractors to communicate basic ideas in design and construction project work. This lesson starts with the very elementary practice of drawing straight lines without the aid of a straight edge. As we progress with our straight practice, the lesson will progress into geometric shapes such as triangles and also drawing lines at general angles such as 45 degrees. Proficiency in freehand technical sketching is communicating the idea without the use of words including elements of shading, perspective and detail. If the student sketches the classroom TV, does it look like a TV or a microwave? Proficiency is communicating! Try to understand that straight line practice in this lesson evolves into basic geometric shapes and then those basic straight line shapes are used to develop circles and arcs. Example - a square is used to develop a circle. Students will use these basic skills to complete a sketch and scaled drawing of a show box from their Agricultural Mechanics textbook.

Figuring a Bill of Materials adapted from Jake Dunn CTE Online - Students are given 3 project blueprints. Students must then complete a bill of materials for each project. Projects include a workbench, a welding table, and a farrowing crate. Students must correctly list all materials needed to complete each project in their bill of materials. Students will then need to compute the total materials cost for the project. Upon completion of materials cost, students will calculate estimated time needed to complete the project as well as cost of labor to determine an appropriate product cost to a consumer.

Engineering Your Future - Understanding Stress and Load - When engineers design an object or a structure, they must understand and consider the types of stress the object or structure will be under. They also consider the kind of load, or force that is going to cause stress. Students will be introduced to the three types of stress and three kinds of loads. Students will then look at common household items to determine the types of stress and loads the items are under. (Bicycle, basketball hoop, canoe, etc.)The students will complete a write-up on their findings. Students will then be given the following scenario and will use their knowledge to answer the questions. Students will also make recommendations to increase the ability of the bookcase to withstand stress and load. Scenario: Mary is building a bookcase using only wood and glue. What kinds of loads will be applied to the bookcase when it is in use? Will she be better off relying on the bookcases ability to withstanding shearing stress, tensile stress, or compression stress at the joints between the shelves and sides?

Physical and Mechanical Properties- Resistance, force, mass, color, melting point and ability to conduct heat are physical properties. Elasticity, hardness and stiffness are examples of mechanical properties. Both physical and mechanical properties combine differently in various materials. Students will predict and record answers to the following questions: Can a wood board of greater mass resist a greater static load than a board of lesser mass can resist? Can a wood board that is able to resist static load of a certain mass resist and impact of the same mass? Students will then develop and conduct a scientific experiment to test their hypothesis.

Group Project Design

Section Overview/Objectives: Students will select a large group project such as a BBQ or smoker to design, build, and sell at our local fair.

Project Plan, Design and Build – Students will come into the classroom where a picture gallery of possible student projects are on display. The gallery is meant to provide students inspiration for their own SAE and project ideas. Students will develop a three year SAE plan (from CTE Online) that includes at least one of the projects in the gallery. Before starting construction, students create scale drawings for their projects, labeling all dimensions. From the scale drawings, students produce an orthographic projection. The scale drawings and orthographic projections are checked for accuracy before construction begins. Students then measure, layout and build their project. Students calculate cost of materials used and then appropriate sale price. Costs associated with the construction of this project as well as time spent on work will be recorded in the students California FFA Record Book. *Students will add all additional projects created through the course into their California FFA Record Book. Information is to include material costs, time spent on project in and out of class, and sale price of project.*

Shielded Metal Arc Welding

Section Overview/Objectives: Students will learn to select electric arc welders, equipment, and other materials needed for welding in agricultural mechanics. Students will rely heavily upon the knowledge gained from Units 2 & 4 to fully understand the principles of the arc welding process. Students will use arc welding equipment and procedures in welding and cutting. Students will understand measurable attributes of objects and the units, systems, and processes of measurement (Unit 2). Students will recognize and apply mathematics in context, outside of mathematics (Unit 2). Students will understand and explain the interactions of energy and matter (Unit 4). Students will use grammatical and mechanical conventions in written compositions related to processes followed and materials used during projects (Unit 3). Students will understand the characteristics and components of the media allowing them to choose the proper presentation tools for the project and the audience. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test. Major areas of instruction include; Selecting and Using Arc Welding Equipment and Arc Welding Mild Steel.

Use and Identification - Students will identify tools of the metal and welding industry as well as their correct usage. Information obtained will be included in their interactive notebooks. Pictures of the tools along with a scenario detailing proper use will also be present.

Electrode Identification and Specifications - Students will make an information sheet in which they identify commonly used electrodes with the correct numbering system. Students must then determine the chemical makeup of the flux coating for each electrode and correlate their findings to the electrodes ability to protect a newly formed bead while it solidifies from a molten to a hardened state.

Understand oxy-fuel cutting and welding

Understand oxy-fuel cutting and welding.

1. Explain the role of heat and oxidation in the cutting process.
2. Properly set up, adjust, shut down, and maintain an oxy-fuel system.
3. Flame-cut metal with an oxy-fuel cutting torch.
4. Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
5. Repair metal objects using a variety of techniques, such as brazing or hard surfacing.

Understand electric arc welding processes.

1. Section Overview/Objectives: Students will learn to select electric arc welders, equipment, and other materials needed for welding in agricultural mechanics. Students will rely heavily upon the knowledge gained from earlier units to fully understand the principles of the arc welding process. Students will use arc welding equipment and procedures in welding and cutting. Students will understand measurable attributes of objects and the units, systems, and processes of measurement. Students will recognize and apply mathematics in context, outside of mathematics. Students will use grammatical and mechanical conventions in written compositions related to processes followed and materials used during projects. Students will understand the characteristics and components of the media allowing them to choose the proper presentation tools for the project and the audience. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test. Major areas of instruction include; Selecting and Using Arc Welding Equipment and Arc Welding Mild Steel.

   Use and Identification - Students will identify tools of the metal and welding industry as well as their correct usage. Information obtained will be included in their notebooks. Pictures of the tools along with a scenario detailing proper use will also be present.

   Electrode Identification and Specifications - Students will make an information sheet in which they identify commonly used electrodes with the correct numbering system. Students must then determine the chemical makeup of the flux coating for each electrode and correlate their findings to the electrodes ability to protect a newly formed bead while it solidifies from a molten to a hardened state.
2. Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
3. Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.
4. Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
5. Weld a variety of joints in various positions.

Assimilate metallurgy principles and fabrication techniques.

1. Define metallurgy principles, including distortion, hardening, tempering, and annealing.
2. Operate and maintain various arc welding and cutting systems safely and appropriately.
3. Operate and maintain fabrication tools and equipment safely and appropriately.
4. Design project plans by using mechanical drawing techniques.
5. Finish a metal project by implementing proper sequencing.
6. Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).
7. Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.

Understand agricultural cold metal processes.

1. Identify common metals, sizes, and shapes.
2. Demonstrate basic tool-fitting skills.
3. Properly lay out materials for a given project.
4. Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
5. Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, measuring, shaping, fastening, and finishing.

Careers in Agricultural Mechanics

In this unit students will explore career opportunities, job applications, job descriptions, qualifications and requirements, education and training, and experience methodologies. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test.

Career Interest Profile and Reality Check - Students will use the California Career Zone website to assess their strengths and interests and how those things could correlate to a career. Upon completion of the survey, students will choose up to 4 careers that they were matched with and write a description of that career. AT least one career must be in the agriculture industry. Students will also go through the California Reality check in which they determine minimum monetary needs for their desired lifestyle. Students complete a proposed budget that contains information on housing, utilities, food, transportation, clothing, health care, personal needs, entertainment, miscellaneous costs, and savings. Students then compare the average pay of their desired career with the estimated budget to determine if their selected career will allow them to live the lifestyle they would like.

Career Research Paper & Presentation - Students choose one of the careers selected in the previous project complete a career plan. Students will first write a career research paper using MLA format. Information in the paper should include industry information, job description, qualifications, education needed, pay range, and projected demand for professionals in their chosen industry. Students will then create a career plan which includes the job description, interests, personal qualifications needed (things they need to know and things they need to know how to do), post-secondary education options, and professional associations. They should use information from www.cacareerzone.org first. And then fill in with information from at least two more sources, one professional association and one college. Students must cite each source used and the websites must be a .gov, .edu, and .org. Career presentations will be given to the class.

Job Applications - Students will be given a variety of job applications. Students will complete a minimum of 4 job applications in order to demonstrate proficiency in the correct completion of information and correct formatting.

Creating a Resume and Cover Letter - Students will create a cover letter and resume detailing the competencies and skills attained while enrolled in the Agricultural Mechanics course. Students will assume to be preparing this information for potential employment at a local fabrication, electrical, plumbing, concrete or power systems company.

The Interview - Students will research potential job interview questions and select 10. Students will then compose potential answers to the questions they selected. Students will then pair up and share their questions and answers with a partner. Discussion will be held on dos and don'ts of a job interview.

Mock Interviews - Students will go through mock interviews with industry professionals. Interviews will be held in front of the class. As classmates witness the interviews of their peers, they take notes in order to make recommendations on how the interview could have gone better and provide feedback on the aspects of the interview that went well. The industry professional will provide feedback to the class on the overall group performance.

Job Shadow -Students will select an agricultural occupation (or any occupation) that interests them, make contact with a local person currently employed in that area and arrange for a job shadow. The students will be given a job shadow packet that explains the assignment, provides questions to ask and an explanation of the assessment of the assignment.

Understand TIG welding processes

1. Section Overview/Objectives: Students will learn to select TIG welders, equipment, and other materials needed for welding in agricultural mechanics. Students will rely heavily upon the knowledge gained from earlier units to fully understand the principles of the TIG welding process. Students will use TIG welding equipment and procedures in welding and cutting. Students will understand measurable attributes of objects and the units, systems, and processes of measurement. Students will recognize and apply mathematics in context, outside of mathematics. Students will use grammatical and mechanical conventions in written compositions related to processes followed and materials used during projects. Students will understand the characteristics and components of the media allowing them to choose the proper presentation tools for the project and the audience. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test. Major areas of instruction include; Selecting and Using TIG Welding Equipment and TIG Welding Mild Steel.

   Use and Identification - Students will identify tools of the metal and welding industry as well as their correct usage. Information obtained will be included in their notebooks. Pictures of the tools along with a scenario detailing proper use will also be present.

   Electrode Identification and Specifications - Students will make an information sheet in which they identify commonly used electrodes with the correct numbering system. Students must then determine the chemical makeup of the flux coating for each electrode and correlate their findings to the electrodes ability to protect a newly formed bead while it solidifies from a molten to a hardened state.
2. Select, properly adjust, safely employ, and maintain appropriate welding equipment.
3. Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.
4. Apply TIG welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
5. Weld a variety of joints in various positions.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Welding Principles and Applications	Larry Jeffus	Delmar Cengage Learning	2013	[empty]	Yes
Math for Welders	Nino Marion	Goodheart-Wilcox	2006	[empty]	No

Manuals

Title	Author	Publisher	Edition	Website	Read in entirety
Official FFA Manual	[empty]	National FFA Organization	2014	www.ffa.org	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
CTE Online – Ag Mechanics Model	Multiple	California Department of Education	http://www.cteonline.org/portal/default/Curriculum/Viewer/Curriculum?action=2&view=viewer&cmobjid=132916
Conservation Connection Water and Energy Use in California	[empty]	California Department of Water Resources	http://www.water.ca.gov/education/
Welding Connects Your World	[empty]	Lincoln Electric	http://www.lincolnelectric.com/en-us/education-center/training-materials/Pages/training-materials.aspx
California Career Zone	[empty]	California Career Resource Network	http://www.cacareerzone.org/index

Primary Documents

Title	Authors	Date	URL
Engineering Your Future	American Welding Society and Weld-Ed	2012	http://www.aws.org/educators/EngineeringYourFuture.pdf
California I Record Book	[empty]	[empty]	http://calaged.csuchico.edu/recordbook/

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Welding Tips and Tricks	Jody Collier	[empty]	Welding Tips and Tricks	[empty]	www.weldingtipsandtricks.com	video
National FFA Organization	[empty]	[empty]	FFA Classroom Videos	[empty]	https://www.ffa.org/resources/educators/classroom-videos	Video

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Chemistry and Agriscience

University of California Curriculum Integration (UCCI)

Basic Course Information

Title:	Chemistry and Agriscience
Transcript abbreviations:	
Length of course:	Full Year
Subject area:	Laboratory Science ("d") / Chemistry
UC honors designation?	No
Prerequisites:	Algebra 1 (Required)
Co-requisites:	Algebra 1 (Required)
Integrated (Academics / CTE)?	Yes
Grade levels:	9th, 10th, 11th, 12th
Course learning environment:	Classroom Based

Course Description

Course overview:

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. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program to be conducted throughout the first semester of the course.To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. 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 intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Course content:

Unit Seven: Capstone Project and Portfolio

Capstone Project and Portfolio

1.Soil Management Capstone Project

As the final course capstone project, students will be given a scenario and soil sample designed around their local agriculture industry. The given scenario will provide students with specific information about the topography and climate/rainfall data of the location where the soil sample was collected. Students will use knowledge and skills learned in previous units to physically and chemically analyze the soil sample.Their soil analysis should include the composition and nutrient, pH, and salinity levels.The data collected from their soil sample analysis and the provided land information should be included in the soil management plan that the students create. The student's Soil Management Plan will recommend soil amendments, proper tillage practices, optimal irrigation methods, crop recommendations, and animal use suggestions.Their recommendations and suggestions should be justified in terms of the 3-pillars of sustainable agriculture.

2. Course Portfolio

The course portfolio will provide evidence of real-world agriculture application of scientific research done throughout this course.The portfolios will highlight student work from throughout the course to show a progression of learning, experimentation, and application of course content. Items that will be included in the portfolio are student lab reports, the Agriscience Research paper, and their Soil Management Plan.

Unit Six: Soil Sustainability

Soil Sustainability

Unit Description

Based on the accumulation of knowledge, examples and research conclusions from throughout the year, students will develop an understanding of sustainable agriculture by employing a Sustainability evaluation tool, "The 3-Pillars of Sustainability, economic, environmental and social impacts" of agriculture. Students will critically evaluate and justify perspectives and determine benefits/concerns based on research and credible information. Students will investigate and evaluate the sustainability of agricultural practices. Students will design and conduct a phytoremediation lab to analyze the efficacy of salt tolerant accumulators to remove saline from the soil. Students will formulate potential solutions using the three pillars of sustainability to soil and land management problems based on agricultural scenarios and debate agricultural issues.

Key Assignments

1.Phytoremediation Lab

Students will learn the about the remediative effects of plants in the uptake of soil contaminants, in this example, reducing soil salinity. Students will research saltwater intrusion causes and implications, research phytoremediation, develop a hypothesis, design an experimental procedure, identify safety procedures specific to this experiment, collect and analyze data, and formulate conclusions. Through these steps, students will determine which types of plants are best in phytoremediation of saline ("halophytic" or salt loving plants) and the maximum amount of saline which can be removed from the soil in this way.

Possible extension: Compare efficacy of procedure with different soil types

Students will complete a formal lab write-up.

2.Tillage Protocols: Impact on Soil Structure and Soil Sustainability Lab

The purpose of this lab is to determine the effects of tillage practices on soil sustainability and plant growth. Using a prepared mini-plot with all three tillage examples (conventional, no-till, and low till) soil structure, students will measure and compare soil fertility, water holding capacity,and percolation. Students will analyze and graph their data, explain the implications of the each of these tillage systems with respect to soil and water sustainability and extrapolate those results to the effect of tillage practices affect on plant health. Students will create a poster to illustrate the benefits and drawbacks of each tillage system with respect to Soil-Plants-Water.

3.Land Use Planning Model

Student groups will make soil/land management decisions based on specific agriculture and land use restrictions on pieces of land such as large urban gardens, range management, forest management, and farmlands. Students will use their knowledge of physical and chemical properties of soil in regards to plants, animals and water to highlight the importance of sustainable agriculture. Getting a land use plan approved and in place with multiple interest groups is complicated and relies on the checks and balances to determine the success of the project. Each student in the group needs to take on a specific role in order to determine their Land Use Plan (such as conservationist, developer, owner, law enforcement, Department of Public Works, Anthropologist, City Planner, etc.). Groups will then prepare a presentation to present their plan. This presentation could be presented to the class and instructor or even community/local industry members.

4.Agriculture Issue Debate and Policy Proposal

Students will begin by conducting secondary research using industry journals into the global use of methyl bromide as a chemical soil sterilant. Students will examine the pros and cons of the use of methyl bromide in terms of manipulations to the chemical profile of soil, microbiology, effects on groundwater, runoff challenges and effects on agricultural productivity. Research should highlight chemical reactions as the primary point of focus. Students will then be assigned a perspective related to the methyl bromide investigation (runoff or microbiology, for example) to represent in the debate, using their list of chemistry- and agriculturally-focused pros and cons to inform their contributions. Students will end the debate with a comprehensive analysis of the issue of methyl bromide use in agriculture from multiple angles in order to develop a model policy for their county regarding the possible use of methyl bromide in agricultural applications.

5. Soil Management Project

The soil management project, which students began in unit 2, has continued throughout the length of the course. At the end of Unit 6, students will incorporate knowledge gained from all previous labs, and the conclusions drawn from the Phytoremediation and Tillage Protocols: Impact on Soil Structure and Soil Sustainability Labs to test, analyze, treat and/or modify soil structure and fertility for specific usage/in order to achieve desired outcomes. This work will be used as evidence in the Soil Management Capstone Project and will also aid in drawing the final conclusions of the year long research and experimentation.

Unit Five: Animals and Soil Management

Unit Description

Using knowledge from previous units about soil nutrient content, students will identify the key macrominerals and microminerals necessary for normal livestock growth and reproduction. The students will correlate the minerals present in soil with the nutrient content of typical livestock concentrate and roughage feeds. Using local resources, the students will identify mineral deficiencies or toxicities in the soil and relate the deficiencies or toxicities to livestock health. Students will identify crop and range management practices to improve the nutrient content of soil, and will explain what reactions take place at the molecular level to improve nutrient content. Students will identify various methods of using animal waste and the environmental impacts including

the use of animal waste as soil amendments and fertilizers. Students will relate the units of concentration used in agriculture practice to units used in chemistry labs, as they identify problems and contaminants associated with livestock waste disposal and related health and safety regulations.

Key Assignments

1. Nutrient Deficiencies in Livestock

Students will examine the correlation between soil and plant nutrient levels with health problems in livestock. Using their knowledge of solutions and concentration, students will identify soil nutrient deficiencies in a geographic area. They will relate the nutrient deficiencies with livestock diseases. For example, if an area has a deficiency in selenium, students will identify problems such as white muscle disease in calves and lambs. Working in groups, the students will analyze a case study on selenium deficiencies in cattle and offer a solution and/or design a system to prevent or correct a mineral deficiency in livestock caused by a soil deficiency. Their analysis will be presented in a written report. An optional extension to this assignment could include testing other nutrient deficiencies, such as copper toxicity, and reporting these findings in a group oral presentation using the case study as an example.

2. Livestock and Water Quality

Students will examine the nutrients present in animal waste and identify possible environmental contaminates in the waste. To examine the effects of water runoff from livestock facilities, students will design a controlled experiment to test water samples from soils exposed to livestock for nitrates, phosphate, heavy metals, pH, dissolved oxygen and other factors. Students will utilize their previously collected soil samples or soil plot and design a model to simulate water run off from a livestock production facility. Alternately, students will test water runoff samples from existing livestock facilities. At the conclusion of the experiment, students will provide a written recommendation to a county land use commission with a protocol for the optimal use of the animal effluent.

3.Livestock Waste Management

Students will examine the challenges involved with livestock waste management. The problems may include ammonia emissions, phosphorus runoff, nitrate leaching and heavy metal runoff. The instructor will provide a problem and scenario that relates to livestock waste management from an agricultural operation. Students will research the problem and design a system or solution. For example, if a school builds a school farm and raises 10 head of cattle in confinement, how will the waste be handled? The students will consider factors such as environmental concerns, health and safety regulations, amount of waste produced, reactivity of the waste products, uses for the waste, possible cost and labor requirements.

4. Soil Management Project

The soil management project, which students begin in unit 2, will be ongoing throughout the length of the course. In this unit, students will identify the nutrient deficiencies or toxicities present in the soil samples that might influence livestock production. Students will develop a written proposal for the tested soil, including soil amendments, fertilizers and application of animal waste or changes in livestock management practices to address these deficiencies or toxicities. As part of the recommendation process, students will examine the use of animal waste as a method of enhancing soil quality, using background knowledge of nuclear processes to describe variability in nutrient availability in uptake. For any toxicities present, students will examine the chemical profiles of the elements and recommend strategies for resolving agricultural issues for those elements. Students will use these soil management profiles as a component of their final course project as well as use them for subsequent units.

Unit Four: Plants and Soil Management

Plants and Soil Management

Unit Description

Building on knowledge acquired from the previous units on the physical and chemical properties of water and soil, students will begin to determine the effects of plant, soil and water interactions with respect to maintaining or restoring environmental health and structure. Students will model how nutrients cycle through the environment, analyze how pH affects nutrient availability by changing chemical equilibrium, determine water holding capacity with respect to water availability for plant growth, and identify possible nutrient deficiencies based on plant observations. Students will apply this learning to developing knowledge of soil nutrients and their role in the environment by testing and analyzing soil samples for optimal soil structure, nutrient value and availability and determining possible soil amendments and practices to improve soil quality.

Key Assignments

1.Plant Requirements from Soil Lab

Students will demonstrate their knowledge of plant growth requirements by creating a controlled experiment to compare the difference between natural and synthetic fertilizers on plant growth. Students will make qualitative and quantitative observations of plant growth and analyze their data in order to draw conclusions regarding the availability of nutrients and the practical application for crop growers. Fertilizers are identified with particular isotopes and as part of the assignment, students will describe nuclear processes and radiation, describing their methods of use in determining fertilizer application in commercial agriculture. Students will then create a written recommendation to a local crop producer regarding which type of fertilizer to use for their farm in order to achieve production goals, highlighting chemistry concepts as a fundamental part of the assignment.

Optional extension: Students can analyze the amounts of fertilizers needed in order to reach the desired amount necessary for plant growth and determine whether the addition of fertilizers is cost effective.

2. Soil Management Project

Students will analyze their data collected from unit 2 and determine which crops can be grown based on the current physical and chemical properties of the soil. Students will make recommendations for soil amendments which would increase the nutrient availability of the soil in order to grow a desired crop. Students should consider how pH, and chemical equilibrium will impact the availability of nutrients in the soil in their recommendations. Students will then plant a crop from a given list of cover crops (clover, grasses and legumes) in their soil test plot, allow it to grow and then retest the soil to see if there is a difference in the nutrient concentrations. Students will incorporate their knowledge of biogeochemical cycles into their lab report and will provide an explanation of how nutrients are being transferred from the soil to the plants. The research and experimentation conducted in this project will be added to their Soil Management Capstone Project.

3. Plant and Soil Interactions

Students will compare their nutrient values from the previous project with other groups during a classroom discussion. Students will analyze the data and develop explanations for why there is a difference in the amount of nutrients the plants extracted from the soil. Students will then revisit the Soil Erosion and Runoff Lab from Unit 3 and measure the amount of runoff and soil erosion that occurs on each of the cover crops and compare the data to the data collected from Unit 3. Students will communicate their results in a lab write up.

Unit Three: Water and Soil Management

Unit Description

Using knowledge accessed from previous units on the physical and chemical properties of soil, students will analyze how the water cycle impacts soil based on its soil type (sand, silt, clay) soil location (geographic and topographic), vegetative state and natural slope of land. In order to understand how water becomes available for plant growth, students will explain the movement of water through soil with respect to how intermolecular forces impact percolation, capillary action, pore size, cohesion and adhesion.

Furthermore, students will address how the concentration of organic matter in soil impacts the movement of water. Students will explain the impact that soil has on the quality of their water and will use water analysis tests to determine the safe and appropriate levels for potable water. Students will also be able to provide solutions to possible contaminations and/or toxic levels of residues/nutrients in the water samples. Students will determine how different irrigation, tillage and planting practices will impact the soil and surrounding area by testing water quality, pH and checking for possible contaminants due to leaching. Students will determine proper and efficient irrigation practices based on the chemistry behind the soil and the way water moves through the soil particles. Students will use GPS to enable students to more accurately analyze watersheds in their area and rationalize how the drought can impact both water quality and quantity as well as soil composition.

Key Assignments

1. Soil Erosion and Runoff Lab

Using soil plots from the previous labs, students will analyze how soils with vegetation (including organic matter) have a greater water holding capacity and less runoff than soils without vegetation by collecting runoff water from each plot and testing not only the amount of water collected from each plot, but also the percent of solids collected from runoff from each of those plots. Students will complete their lab write up to emphasize their understanding of these key concepts. Students' lab reports should include qualitative and quantitative observations of the composition of runoff from the soil plots. They should analyze this data to draw conclusions about the water holding capacity of the soils and should discuss the intermolecular interactions which allow soil to hold water at the molecular level. This assignment prepares them for decisions that will be made in their capstone project of creating a soil management plan.

2.Water Quality Testing

Students will begin by examining properties of subatomic particles and will create models to illustrate bonding of hydrogen and oxygen, accounting for the polarity of the water molecule. The focus of this unit will continue to develop an understanding of how hydrogen bonds give water a number of properties that allow it to percolate through soil, adhere to pollutants and transpire through plants.

https://www.lcmm.org/education/resource/on-water-ecology/worksheet-water-quality-testing.pdf (https://www.lcmm.org/education/resource/on-water-ecology/worksheet-water-quality-testing.pdf)

Above is the link to the lab where students will test water samples from various sources throughout their community to determine the quality of the water. They will test and record data on pH, phosphates, nitrates, dissolved oxygen, and turbidity. Students will then analyze this data to draw conclusions on what can be done to improve the quality of the water. Students should also indicate what steps can be made in agriculture to protect water quality and ensure a safe water source for the community. Students will make a presentation to the class that summarizes their lab procedure, results, and conclusions. To extend learning, the group that has the most thorough presentation can present their findings to the School Board, local Farm Bureau, or any other local organization.

3. Analyzing data, interpreting data and forming conclusions.

Students will determine the best methods for organizing the data from their semester-long Agriscience Project by creating data tables. The skills in analyzing and interpreting data used during Key Assignments One and Two in this unit will be applied to the final agriscience research project. Students will make similar determinations on their Agriscience research. Students will use mathematical principles to synthesize their data, calculating a mean. Furthermore, a statistical analysis of the data will help the student determine if the results are due to chance or the independent variable that was tested. Students will choose the best way to present their data using graphs they believe will most effectively demonstrate their findings, and will further summarize what each graph shows. Finally, students will interpret the data and formulate conclusions based on the results. In the written conclusion, students will use their data to either accept or reject the original hypothesis. Conclusions should be directly supported by the data and by previous research. Students will also identify the limitations of their research, improvements that could be made to the experimental design, as well as future studies that may be conducted that relate the study at hand.

4.Tillage Practices and the Impact they have on Runoff, Erosion and Soil Chemistry

Students will explore how chemical bonding, chemical reactions and chemical equilibrium are demonstrated through the relationship between tilled soil and water runoff. Students build upon their knowledge of atomic structure to explore the various forms of chemical bonding that takes place between atoms of different elements as well as the role of valence electrons. To deepen understanding of chemical interactions, students will investigate both the physical and chemical changes that take place during tillage.

Students will utilize locally sourced soil samples at both pre-tillage and post-tillage intervals to compare the effects of tillage on the physical and chemical nature of soil. Ideally, multiple tillage types will be examined including conventional tillage, deep ripping tillage and conservation tillage. Soil pH, effective cation exchange capacity, soil organic carbon, and soil nutrient levels will be measured in addition to an analysis of the physical structure of the soil. Examination of the physical structure can allow students to predict potential erosion and runoff issues.

Students will then develop suggestions for best tilling practices by using GPS and topographic maps to determine the natural slope of a given plot of land. They will be asked to design the most efficient "tillage" for this plot to conserve water, prevent soil erosion and cause the least disturbance to soil and water bonding. Students must explain in a written report, including a detailed diagram, why they selected the design they did and how it will be the most beneficial for the environment using conservation techniques for the soil and water as learned in this unit. They will also explain why the alternative designs would be poor choices.

5. Ground Water Contamination and Aquifer Lab

Students will demonstrate how aquifers filter different contaminants by constructing a model of an aquifer and testing how groundwater contamination occurs by using common agricultural contaminants. They will analyze two different types of aquifers and determine which type they would want to place a well into and why. Students will explain how the size of the pores affects the intermolecular interactions between contaminated water and the rock, and how this in turn impacts how well an aquifer can filter out contaminants.

Students will examine how the pH of different solutions is directly affected by soil type and aquifer porosity. Students will model this by capturing water that comes through their aquifer model. Students will then determine the concentration of this type of solution through a standardized titration experiment.

Once they have used their models as a means of understanding how easily groundwater can be contaminated, they will complete their conclusion and create a multimedia production in the form of a TED talk or Infomercial that educates their community on what agriculturists do and can do to improve water quality in their local area. They will present their productions to a panel of judges and the winners will have their video/multimedia presentation broadcast school-wide.

6.Irrigation Practices in Agriculture

Students will understand how evaporation (due to temperature) and soil type plays a huge role in the irrigation methods and practices employed in the agriculture industry. Students will be given 3 different soil types. Students will divide these 3 soil types into 9 different samples; 3 of each in a different setting, but they will receive the same amount of water to simulate "irrigation". Students will hypothesize what they think will happen based on soil type and temperature with regard to moisture retention and how this will impact decisions in irrigation selection. In the control group the 3 soil samples will be placed outside. In test group #1, 3 samples will be placed under a heat lamp to simulate an environment with a hotter ambient temperature. In test group #2, 3 samples will be placed in a location cooler than your outside temperature. In all 3 of the test locations students will water all of the samples with equal amounts of water. The following day students will test the moisture content of all soil samples using a Kelway Soil Acidity and Moisture Meter to determine the effects that temperature and soil type had on moisture retention. Using this data, students will then complete the lab write up and finish a conclusion by summing up how this lab impacts irrigation practices.

7. Semester One Capstone Project

Students will submit their agriscience research in a written paper, and it will include the following components: problem/purpose, background research, hypothesis, methodology, results/data, and discussion/ conclusion. The paper will be written using skills associated with technical and scientific writing, for example, refraining from the use of personal pronouns or keeping discussion

limited to what the research and data suggest rather than personal opinion and bias. APA format will be utilized to reference and cite sources. The project and its findings will be shared with the class in an oral presentation.

Unit Two: The Nature of Soil

The Nature of Soil

Unit Description

Students will use the methods of scientific inquiry, developed in the previous unit, to investigate the composition of the physical world, and discover how matter and energy change forms through biogeochemical cycles. Students will understand where soil originates by investigating the role of the rock cycle in soil formation. Students will learn how the electron configurations of different elements, present in the parent material, give them unique physical and chemical properties, and will further investigate how these properties impact soil characteristics. Students will identify how the climate, weather, and environment impact the soil properties, and will examine the role erosion plays in soil science. Students will collect soil samples from a variety of sources, and will use industry methods to determine the chemical composition of the soil and how this composition affects its physical and chemical characteristics. Students will connect to prior knowledge of life science by looking at how biotic factors impact soil type, composition and texture through investigation and experimentation. Students will use the results of their soil testing and the locations from which they took their samples to create a soil map of their local area. Students will compare their map to existing soil maps and analyses, and analyze the similarities and differences with the previous research.

Key Assignments

1. Sedimentary Rock Lab

In this activity students will model how sedimentary rock is formed by simulating weathering and erosion. Because sedimentary rock is the parent material for major components of many high quality soils, students will investigate the physical and chemical processes which create sedimentary rock. In this lab, students will use brown sugar to simulate the effect of water on soluble rock, show how water can dissolve various minerals, show how freezing water can crack porous rock, show the effects of water's impact by pouring water on sand, and use a hairdryer and sand to simulate wind erosion on copper sulfate crystals. Students will turn in a lab report that details the results of the lab and that identifies which processes are examples of physical change (water expanding in cracks to break rocks, sand particles wearing away rock, etc.), and which processes are examples of chemical change (slightly acidic water dissolving limestone, oxidation of minerals to create metal oxides, etc.).

(http://www.rsc.org/education/teachers/resources/jesei/weather/home.htm)

2. Collect and Test Soil Samples: Physical Properties (figure out what elements might be in them based on chemical properties)

In this lab, students will learn how to test the physical characteristics of soil, so that they can learn how these characteristics affect a soil's capabilities in later units. They will be able to assess and amend a soil to achieve a specific agricultural application. Students will collect soil samples from a variety of locations around their community. After receiving instruction in lab safety protocols, students will choose appropriate lab testing and safety equipment, and will carry out a battery of industry standard tests to determine what physical characteristics the soil samples possess. After receiving instruction in what physical properties of matter are measured in soil testing, students will use the ribbon test, and also look at physical factors such as soil texture, composition, and particle size. Students will examine the soil for presence of living organisms, such as nematodes. Based on these properties, students will hypothesize what chemical elements are present in the soil. Students will research what chemicals are prominent in the soil in their test areas, and check their hypotheses against this research. Students will turn in an annotated bibliography detailing the major findings of their research. Students will give a presentation on their annotated bibliography, and give details on where their soil came from, the lab tests they performed, the results of the tests, their data analysis, and how that analysis compared to their research.

3. Background Scholarly Research and Forming a Hypothesis
   As they begin work on their semester-long research project, students use skills in research and forming hypotheses developed in the previous units to develop a hypothesis for their agriscience research project. Students will use credible sources to conduct background research on the agricultural issue they are investigating by reading and deconstructing scholarly journal articles to identify the key components of their agriscience research project. They will use this research to generate a testable hypothesis related to the scientific problem they have identified. The hypothesis developed by the student will be constructed with the independent and dependent variables in mind, and ultimately reviewed by the instructor.

4. Test Soil Samples: Chemical Properties

In this lab, students will learn how to test the chemical characteristics of soil, so that as they learn how these characteristics affect a soil's capabilities in later units, they will be able to assess and amend soil to achieve a specific agricultural application. Students will test the soil samples that they collected for the previous lab to determine the chemical properties of the samples. After receiving instruction in lab safety protocols, students will choose appropriate lab testing and safety equipment. After learning what chemical characteristics of soil are commonly tested, what reactions occur in the testing process, and how these tests are performed, students will carry out a battery of industry standard tests to determine chemical characteristics, such as pH, nitrogen levels, potassium levels, phosphorous levels and presence of micronutrients. Students will use their chemical tests to compare what chemical elements they found in the soil with what they hypothesized based on physical characteristics, and what they found in their research. Students will turn in a lab report which details where their soil came from, the lab tests they performed, the results of their tests, and the analysis of their results as compared to their findings in the previous assignment.

5. Experimental Design and Conducting Experimentation

Students continue work on their semester-long agriscience project by constructing an experimental design to test the hypothesis they developed in earlier in this unit. A written experimental design should be constructed consistent with scientific protocols using the systematic approach outlined in the previous units. Students will have their experimental designs reviewed by professional contacts (industry experts, agricultural instructors, local growers/producers, researchers or university representatives). After validating the design using the peer review process, students will move to the experimentation phase of their research. Experimental designs should include replicates, control groups, and determine the variables to be controlled and how. Additionally, a determination should be made as to the type of data that will be collected and in what ways, with the emphasis placed on quantitative data or quantifying data that is qualitative in nature. Students will use their experimental design to test their hypothesis. Raw data should be recorded using a field book or electronic device.

6. Creating Soil Maps

Students will take the soil analysis results from the previous assignments to construct a soil map of their local area. Based on the physical properties, such as soil texture, composition and particle size, the chemical properties, such as pH, nitrogen levels, micronutrient levels, etc., and the specific location from which the soils came, students will categorize the soil samples and the class will construct a comprehensive soil map of the local area. Students will then compare their map to existing soil maps, and analyze the similarities and differences with the previous USDA-NRCS maps.

7. Soil Management Project

The soil management project, which students begin in unit 2, will be ongoing throughout the length of the course. The teacher will procure samples of soil from a variety of local farms and these samples will be kept as individual soil plots, or can be kept in plastic containers. Students will perform a variety of tests on these soil samples throughout the course in order to determine the characteristics that the individual samples possess, to analyze how these characteristics impact agricultural outcomes, and how amendments can be made to the soil samples in order to achieve a desired outcome. In this unit students will use the skills they learned in the previous labs to test and record the physical and chemical characteristics of the soil, and identify organisms living in the soil. Students will keep ongoing records of the data they collect during each of the units learning labs. This data will include information about the physical and chemical characteristics of their soil sample, results from testing pH, moisture, nutrient levels, water holding capacity, ability to grow target crops, and other factors in subsequent units.

Unit One: Agriscience Practices

Unit Description

This introductory unit will focus on proper methods of agriscience inquiry. Through a series of mini-lab experiences based on the course content, students will learn to ask questions and define problems, conduct research to form a hypothesis, determine the experimental design and conduct experimentation, analyze and interpret data, develop conclusions and then communicate their findings in lab reports. Not only will the students learn to utilize proper scientific method protocol through conducting these mini-labs, they will also learn what topics will be taught throughout the year in order to guide them in selecting the problem/question for their individual Agriscience Project. Through these mini-lab experiences and unit content, students will be provided with the skills and knowledge to successfully establish the idea they will pursue in their Agriscience Project. By the end of this unit, students will complete the Agriscience Project Research Proposal for their on-going science experiment that will be conducted throughout the first semester of the course.

Key Assignments

1. Soil Structure and Composition Mini-Lab - Calgon Testing

Students will learn that soil is composed of different size particles at varying percentages by conducting an experiment where students separate, examine and identify the major components of soil to better understand how these components give soil its unique physical characteracteristics. Students will learn to measure the percentage of sand, silt, and clay in a soil sample. Soil samples should be collected in the course of a walking field trip where students will take samples from varying locations on the walk. Students will mix one cup of soil sample with laundry detergent powder in a mason jar in order to dissolve the soil aggregates and keep the individual particles separated. Once the soil sample mixture sits for three days, students will measure and determine the percentage of each particle within their specific soil sample. Students will write a lab report to summarize what occurred throughout the experiment, their data, and analysis/conclusion.

2.Water and Soil Management Mini-Lab - Water Percolation

Students will learn how to design a scientific experiment through proper scientific method and how to develop a research proposal. Students will be put into groups to produce a mini-proposal which will include the specific water percolation problem/question they will research for this lab, three literary research references, a hypothesis and scientific procedure. Students will also learn how soil composition impacts the speed of water percolation or amount of water absorption by conducting the experiment they designed. Students will create a lab report that includes their data and analysis/conclusion. The lab not only develops students ability to write a proposal and a scientific experiment, but exposes them to the relationship between water and soil management.

3. Plant and Soil Management Mini-Lab - Nutrient Uptake

Students will learn that plants utilize nutrients in soil to grow and develop. Each student will bring in a soil sample from their yard to utilize in this lab. They will divide the sample into two pots, one that will be a control sample and the other will be amended with animal manure compost. They will test the nutrients of these two pots of soil with a standard soil testing kit in order to record the levels of Nitrogen, Phosphorus, and Potassium in their control and amended samples. A bean seed will be planted in each pot of soil to germinate and grow over the course of a two week period. Throughout the two weeks, students will be recording quantitative data on seed germination, plant growth, and soil nutrients. After analyzing their data, students will determine how much of each nutrient was utilized by the bean plant. A lab report will be written to summarize what occurred throughout the experiment, their data, and analysis/conclusion.

4. Animal and Soil Management Mini-Lab - Animal Manure Amendment

To build on to the learning of nutrient uptake in the previous lab, students will extend their data analysis to make conclusions on why the bean plant in the amended soil sample had more optimal growth over the past two weeks than the bean plant in the controlled soil sample. This extended analysis of their data will allow the students to learn that animal waste can be composted and used as a soil amendment to increase soil nutrients for optimal plant growth. A lab report will be written to summarize what occurred throughout the experiment, their data, and analysis/conclusion.

5. Technology Mini-Lab - Soil Moisture Testing

Building on the learning of soil composition in the Calgon lab, in this mini-lab, students will learn that the moisture levels in soil vary depending on the soil composition through the use of soil moisture sensing equipment. Students will learn how to operate a soil moisture sensor by testing the moisture levels in various soils. Students will return to the locations where soil samples were collected for the Calgon testing lab in order to test the moisture levels of those specific soils. They will use their data from the Calgon testing lab along side the data from the soil moisture tests to determine how the composition of the soil impacts the soil moisture levels. A lab report will be written to summarize what occurred throughout the experiment, their data, and analysis/conclusion.

6. Agriscience Research Project Proposal

The key assignment for this introductory unit will be writing a research proposal for the student's planned Agriscience Project. To guide the students in deciding their agriscience research questions/problem, the mini lab experiences completed in this unit should be utilized.The written proposal will include their chosen problem/question that they will be researching and investigating, five pieces of literary references, and the steps to complete for their research project. This assignment marks the first in a series of assignments that will be necessary for students to complete in order to successfully complete their agriscience research project.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Principles of Soil Chemistry	Kim Tan	CRC Press	4th	[empty]	Yes
Plant and Soil Science Fundamentals	Rick Parker	Delmar Cengage Learning	n/a	[empty]	Yes
Environmental Science Fundamentals and Applications (chs 1-3, 5&6)	n/a	Delmar Cengage Learning	n/a	[empty]	No
Environmental Science and Technology (chs 10, 13, 14 & 15)	n/a	CRC	n/a	[empty]	No
Environmental Science	G Tyler Miller, Jr.	Cengage	10th Ed.	[empty]	No

Title	Author	Publisher	Edition	Website	Primary
Environmental Science	Bernard J. Nebel & Richard T. Wright	Prentice Hall	n/a	[empty]	No
The Science of Agriculture: A Biological Approach	Ray V. Herren	Delmar Thomson Learning	2nd	[empty]	No
Agriscience Fundamentals and Applications	L. DeVere Burton	Cengage	6th	[empty]	No
Environmental Science	Michael Heithaus, Karen Arms	Houghton, Mifflin, Harcourt	2013	[empty]	No
How to Write a Scientific Article	Robert Day	Oryx	any	[empty]	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
National FFA Agriscience Fair Handbook	[empty]	FFA	https://www.ffa.org/documents/agsci_handbook.pdf
National FFA Research Report Template	[empty]	FFA	https://www.ffa.org/programs/awards/agrisciencefair/Pages/default.aspx
Unit 1 Assignment 1	[empty]	Today's Homehomer	http://www.todayshomeowner.com/diy-soil-texture-test-for-your-yard/
Unit 3 Assignment 1	[empty]	California Foundation for Agriculture in the Classroom	https://www.lcmm.org/education/resource/on-water-ecology/worksheet-water-quality-testing.pdf
Unit 4 Assignment 1	[empty]	California Foundation for Agriculture in the Classroom	http://www.cfaitc.org/lessonplans/pdf/403.pdf

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
Unit 4 Assignment 1	[empty]	California Foundation for Agriculture in the Classroom	http://www.cfaitc.org/lessonplans/pdf/404.pdf
Unit 5 Assignment 1	[empty]	Virginia Cooperative Extension	http://www.sites.ext.vt.edu/newsletter-archive/livestock/aps-06_04/aps-313.html

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Agriculture 1: Introduction to Agriculture, FFA, and Careers

Fillmore High School (050935)

Basic Course Information

Title:	Agriculture 1: Introduction to Agriculture, FFA, and Careers
Transcript abbreviations:	AG003S1 , AG003S2
Length of course:	Full Year
Subject area:	College-Preparatory Elective ("g") / Interdisciplinary
UC honors designation?	No
Prerequisites:	None (Required)
Co-requisites:	None (Required)
Integrated (Academics / CTE)?	Yes
Grade levels:	9th
Course learning environment:	Classroom Based

Course Description

Course overview:

The Introduction to Agriculture, FFA, & Careers class provides students with the science skills necessary to be successful in an introduction course to agriculture. The purpose of this course is to introduce students to the world of agriculture through the exploration through the various industry areas in agriculture. The course emphasizes detailed knowledge of the central concepts, principles, and basic factual material of the following topics: career exploration in agriculture, scientific methodology, relationships between living organisms and their environment, animal science and husbandry, plant/soil science,and basic agriculture mechanics. This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be required to participate in leadership training activities, supervised agriculture experience program, community service and become active members in the FFA.

Course content:

California Agriculture

For this section students will research the different leading agriculture commodities for California, analyze the different areas of agriculture production throughout the county, region & state, and compare and contrast the evolving trends and patterns of California's Agriculture industry. California has the most diverse set of agriculture commodities in the U.S. Students will need to learn the reason for such diversity and the economic impact it has on the state as a whole. Students will need to learn about the different areas of growth and production throughout the state and deduce why certain commodities are grown in some areas and not others. Students will also be exposed to the past trends and patterns of agriculture commodities and be able to hypothesize future trends and directions of the agriculture industry. Students will also discuss current issues facing the California Agriculture industry, including water management, labor shortage, agriculture literacy, GMO vs. Non GMO, etc.

💻 Unit Assignment(s):

Students will be required to turn in a written report on a particular agricultural commodity. The report will need to be researched by the student using resources from the class. This report will include information such as economic impact of the product, whether it is a leading commodity, the main area of production in the state, and current trend or pattern of the use of that particular commodity. Students will also need to take into consideration factors that may affect patterns or trends, such as water usage or shortage or productivity and hypothesize a future pattern or trend for said commodity. Along with their report students will create a display for their chosen commodity and present their information to the class.

Careers Choices in Agriculture

In this unit students will also have to explore the different types of jobs in the agriculture industry and in every facet of the industry. Students will survey a variety of career and higher education opportunities in the area of agriculture. They will observe how those careers are classified and how they can prepare for those careers. Whether students are headed to a university or an entry-level job, students will utilize various exploration tools to guide students through a crucial self-discovery process and transforms them into self-motivated learners. Students will develop knowledge, skills, and attitudes to successfully examine their own lives, evaluate a wide range of educational options, explore career and life paths, and establish reasoned and researched goals for their future. Students will explore the vital questions of "Who am I?", "What do I want?" & "How do I get it?".

💻 Unit Assignment(s):

Students will be required to complete the Career Choices workbook and portfolio for all unit assignments. Students will explore various career choices in agriculture. Students will also develop an understanding of SMART Goals in education, careers and personal life. Students will watch videos and fill out a questionnaire on the agriculture industry and its different types of jobs. Students will complete a personality test on www.cacareerzone.org to understand their interests, personal strengths and weaknesses. Students will utilize the career choices workbook and portfolio to develop their 10-year plan that will guide students through high school, on to post-secondary education and training, that will help lead them into the workforce. Students will learn how to develop a resume, and compose a business and thank you letter. Students will have the opportunity to attend industry tours, college tours and listen to guest speakers to help encourage students to develop a particular interest in an area of study, career or education.

Introduction to FFA and Agriculture Leadership

In this unit, students will develop and demonstrate agricultural knowledge and leadership skills through public speaking and hands on supervised agricultural experiences. Students will explore various leadership opportunities through the Future Farmers of America (FFA) Career Technical Student Organization such as opening/closing teams and public speaking contests. Students will be assessed on how to properly open and close a meeting as a team, run a meeting using proper parliamentary procedure, and recite the national FFA Creed individually in front of the class as well as a panel of judges. In addition, students will practice their public speaking skills with things such as learning how to give a proper handshake, and researching and developing an agriculture issues research paper that must be recited in front of the class. Research and informational debates on the successions and struggles of current agriculturists will be used to interpret the National FFA Creed and agriculture issues. The unit is designed to enhance the students' agricultural knowledge about everyday necessities such as clothing, food, and shelter and develop their public speaking skills.

💻 Unit Assignment(s):

Students will develop an understanding of the historical significance of the California FFA Association. Students will learn and understand the national FFA Creed, read and critically understand the meaning of the creed using multiple resources such as the National FFA Manual, FFA Student Handbook, and FFA.org, and conclude why the modifications were agreed upon. The students will then identify the most recent version of the FFA Creed and compare their current life struggles and the struggles of current agriculturists to those mentioned in the FFA Creed. Each student will utilize their public speaking skills to create a rubric for the National FFA Creed speaking contest and by reciting the 5 paragraph article in front of an audience and a panel of judges concluded by a round of questions from the judges.

In groups of 6 students will collaborate to successfully open, run and close a business meeting. Using the FFA Manual students will follow the guidelines outlined by the National FFA for opening and closing the meeting. Students will utilize the Roberts Rules of Order to run a short business meeting during class utilizing parliamentary procedure to accomplish a given task. Students will be judged based on the California FFA Novice Parliamentary Procedure contest score card. Students will also get the opportunity to compete in the FFA Knowledge contest, Opening & Closing Ceremonies Contest and other career development events.

Agriculture Business, Supervised Agriculture Experience(SAE), & Agriculture Education Tracker (AET)

In this unit, students will be learn about agricultural business operation and management that include accounting, finance, economics, business organization, marketing, and sales. Students will be able to distinguish among the main characteristics of individual SAE (supervised agriculture experience projects), work experience, internships, proprietorships, partnerships, corporations, and cooperatives. Students will then collaborate on understanding the stages in making a successful sale and the various techniques used to approach potential customers; then determine the most effective methods for assessing customer needs and wants. Students will be assessed on their ability to keep an accurate record of all income and expenses and compose a portfolio that supports their information.

Unit Assignment(s):

Students will all utilize the AET, an electronic version of the National Agriculture Education FFA Recordbook and keep an accurate record of each students own supervised agriculture experience project. Students will explore various SAEs, work experience, job shadow, and internships in the area of agriculture. Each student will have to complete a calendar of all project events, create an enterprise agreement, and keep an updated journal of all income and expenses throughout the SAE project. Upon completion of the recordbook, students are eligible to compete in the FFA section recordbook scoring and the potential proficiency recognition at a state and national level. Conduct a business plan project utilizing an agriculture commodity and/or the new school farm where students will work individually and in teams to review the elements of a business plan, and once prepared, proceed to create a plan for their course project. Students will gain a better understanding of the research and planning required to plan for a new venture. Individual team members will gain different skills (Financial, Marketing, Leadership, etc.) depending on which team they participate with

The Scientific Method

In this unit, students will design and conduct a scientific investigation using the scientific model (C13.1, C13.0). They will summarize the steps of the scientific method for their experiment, and be able to distinguish components of a scientific investigation using the scientific method. (C13.0)

Unit Assignment(s):

Assignments/Assessments:

- Learner uses the scientific method to determine a agricultural problem/question and design a scientific investigation. Learner then conducts the investigation and details their observations and conclusions in a lab report. An example opportunity investigation will be comparing feeds for increasing the growth rate of broilers
- Learner uses the scientific method to design a scientific investigation from an established problem/question. Learner then conducts the investigation and details their observations and conclusions in a lab report
- Learner uses a class example investigation to summarize the steps of the scientific method
- Learner uses a previous lab to connect components the investigation to the scientific method

Introduction to Plant Science

In this unit, students will be introduced to plant science and how it is applied to the agriculture industry. Students will understand the importance of how the study of plant science affects their daily lives through agriculture, and learn methods for performing scientific tests and experiments on plants. Topics discussed in this unit include: photosynthesis, plant parts, plant reproduction, turgor, plant nutrients and fertilizers, and how plants are used to manage soil. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test.

Unit Assignment(s):

Tops to Bottoms- Students are given a variety of food products that represent a different part of the plant. For example, they might be given carrots to represent roots, and spinach to represent leaves. Students must sort the food into the correct category of seeds, flower, stem, leaves, or roots.

Plant Dissection- Practicing safe laboratory techniques, students will form groups and be given three different agricultural crops. Groups will dissect each plant and identify key plant parts and the functions that they perform. Groups will then compare the plant parts and discuss how the plant parts affect the care and growth of the plant.

What Do Plants Need to Grow?- Students will be given a puzzle that they must sort onto a grid. The grid components are the necessary for plant growth, including water, energy, soil, and carbon dioxide. When students have correctly organized the puzzle pieces into the grid, they can tape the pieces together and flip over the paper to reveal a picture that contains a number of plant related agricultural products. The students must then identify which products are plants or the byproducts of plants.

Fertilizer Analysis- Students will form groups and each group assigned a fertilizer commonly used in agriculture. Groups must research the fertilizer to determine what it is commonly used on, and its nitrogen, phosphorous, and potassium content. Students will then perform a chemical analysis to determine if the actual nutrient contents is consistent with the levels advertised.

Paper Chromatography- Practicing safe laboratory techniques, students will form groups and perform a chromotography experiment on several different agricultural plant products. Students will then compare the results from the different plants and create a hypothesis for why they have different levels.

Unit Test- Students will take a comprehensive exam based on their knowledge. Questions may be multiple choice, matching, true- false, short answer, and fill in the blank. The written test will also be accompanied by a performance assessment in which students must identify the labeled parts of a plant.

Introduction to Animal Husbandry and Management Practices

In this unit, students will evaluate basic animal health, explore animal anatomy and analyze animal agriculture's effect on the environment. Students will state the names, find the locations and explain the external anatomy and major functions of vertebrate systems of livestock animals. They will also be able to assess appearance and behavior of a healthy animal and explain the ways in which housing, sanitation, and nutrition influence animal health and behavior. Students will be assess on their ability to differentiate an animals health based on their current living conditions as well as their appearance. Student will be able to properly handle livestock per industry standards.

Unit Assignment(s):

Breed identification PowerPoint: In groups of 4 students will research and prepare a PowerPoint presentation on the top 5 breeds identified in a livestock species. Student will include a picture of the breed, size of the breed, identification tools, and address productions uses and proper housing, sanitation, and nutrition needed that will influence animal health and behavior . Presentations will be given to the class by each subgroup covering swine, sheep, goat, cattle, rabbits, ducks and chickens.

End of unit Exam: A comprehensive unit exam will be given at the end of the unit to check for understanding and learning throughout the unit. Questions may be multiple choice, true-false, matching, short answer, essay or fill in the blank.

Introduction to Soil Science

In this unit students will lean the importance of soil in agriculture and be introduced to the study of soil science. Students will use the methods of scientific inquiry to investigate the composition of the physical world, and discover how matter and energy change forms through biogeochemical cycles. This unit will focus on geomorphology as it relates to soil formation and management practices. Students will understand where soil originates by investigating the role of the rock cycle in soil formation, sea floor spreading, volcanic activity, and mountain building. Students will identify how the climate, weather, natural resources and hazards, and environment impact the soil properties, and will examine the role erosion plays in soil science as influenced by human activity. Students will collect soil samples from a variety of sources, and will use industry methods to determine the chemical composition of the soil and how this composition affects its physical and chemical characteristics. Students will connect to prior knowledge of life science by looking at how biotic factors impact soil type, composition and texture through investigation and experimentation. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test.

Unit Assignment(s):

Soil Walk- As a class, the students will walk around the school campus and school farm in order to identify a variety of soil formations and potential issues. Students will look for different textured and colored soil, evidence of things such as hardpan, evidence of erosion, and soil factors that may affect the use of the land.

What's in My Yard?- In this lab, students will collect a soil sample from their yard or area in which they live in order to test the physical characteristics of soil. After receiving instruction in lab safety protocols, students will choose appropriate lab testing and safety equipment, and will carry out a variety of industry standard tests to determine what physical and biological characteristics the soil samples possess. After receiving instruction in what physical properties of matter are measured in soil testing, students will use the ribbon test, and also look at physical factors such as soil texture, composition, and particle size. Students will examine the soil for presence of living organisms, such as nematodes. Based on these properties, students will hypothesize what chemical elements are present in the soil. Students will research what chemicals are prominent in the soil in their test areas, and check their hypotheses against this research.

Unit Test- Students will take a comprehensive exam based on their knowledge. Questions may be multiple choice, matching, true- false, short answer, and fill in the blank. The written test will also be accompanied by a performance assessment in which students must determine the texture of a given soil sample.

Introduction to Ecology and Natural Resources

In this unit, students will learn how ecology and natural resources affect agriculture, and how agricultural production affects ecological systems and natural resources. Topics discussed include: what is ecology, parts of an ecosystem, water cycle, nitrogen cycle, and agricultural issues involving wildlife management and water and air pollution. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test.

Unit Assignment(s):

What's in an Ecosystem- Students will create a model of an assigned ecosystem that includes information on the climate of the ecosystem, the types of species present in the ecosystem, and an example of a food chain.

Hydroponics in a Jar- Students will understand how the relationship between plants and animals can be mutually beneficial by creating a hydroponics system using a mason jar.

Issues Debate- The class will be assigned a current agricultural issue that is present in their county for them to research. For example, the class may choose to research water usage and conservation. Each student will create a minimum of 5 arguments for how production agriculture negatively impacts the issue, and 5 arguments for how production agriculture positively contributes to the issue. The students will then be randomly assigned to be for or against production agriculture, and the class will hold a professional debate.

Unit Test- Students will take a comprehensive exam based on their knowledge. Questions may be multiple choice, matching, true- false, short answer, and fill in the blank.

Introduction to Agriculture Mechanics Shop Safety

In this unit the students will learn to recognize major work areas and use safe procedures when working in an agricultural mechanics shop. Students will also learn to interpret safety colors and codes,identify tools, and protect the body against injury, and work safely in agricultural mechanics settings. Students will become aware of and recognize and reduce hazards in agricultural mechanics settings, and to react effectively in case of fire or other emergencies. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test. Information learned in Unit 1 will be utilized throughout the course.

Unit Assignment(s):

Equipment Check and Awareness of Environment - Four different scenarios will be set-up in the classroom shop. Each scenario will provide a work environment, tools, and project to be done. Students will observe the scene and read the script regarding the project to be completed. Students must determine if all safety materials are present and complete a tool/machine safety check. If items needed are missing from the scene students have to make recommendations about how the scene could be improved. Once complete the students will come up with a protocol to safely and effectively complete the scenarios task. Findings will be shared out with the class.

Critical Thinking: Logic Chains - Students develop their reasoning ability by first writing hypotheses and conclusions regarding shop and tool safety. They'll further develop their use of logic by creating logical-chains (both humorous and serious) as used in geometric proofs, describing the cause-and-effect of following the rule (or not following the rule) as preparation for their general shop safety and machine tool safety tests. One hundred percent accuracy is mandatory on all safety tests.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Agriscience: Fundamentals and applications	L. DeVere Burton	Delmar, Cengage Learning	6th	https://www.cengage.com/c/agriscience-fundamentals-and-applications-6e-burton/9781133686880	Yes

Manuals

Title	Author	Publisher	Edition	Website	Read in entirety
Official FFA Manual	National FFA Organization	National FFA Organization	2018	www.ffa.org	Yes

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
National FFA Organization	National FFA Organization	National FFA Organization	www.ffa.org
California Career Zone	[empty]	California Career Resource Network	http://www.cacareerzone.org/index

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Introduction to Ag Mechanics

Fillmore High School (050935)

Basic Course Information

Title:	Introduction to Ag Mechanics
Transcript abbreviations:	Ag Mechanics S1/AG Mechanics S2 / AG 100S1/AG 100S2
Length of course:	Full Year
Subject area:	College-Preparatory Elective ("g") / Interdisciplinary
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE)?	Yes
Grade levels:	9th, 10th, 11th, 12th
Course learning environment:	Classroom Based

Course Description

Course overview:

Agriculture Mechanics is an academically challenging course that integrates mathematics, science, writing and mechanics. Specific units include: Using the Ag Mechanics Shop, Measurement, Project Planning, Electricity and Electronics, Plumbing Systems and Water Use, Concrete and Masonry, Arc Welding, Power Mechanics, and Careers. Students will focus on understanding theory of the preceding areas, as well as mastery of application of these theories. Students will exceed core academic knowledge and demonstrate critical thinking skills as they apply their knowledge to projects, real-life scenarios, and case studies. Students will perform advanced research in

various fields. A variety of resources will be accessed (Internet, professional journals, books, and industry professionals) for the purpose of creating written and oral presentations that demonstrate students' knowledge and ability. Units covered in this course will build upon existing knowledge where applicable. *End of unit projects will incorporate, at minimum, the knowledge acquired from at least one other previously covered unit.* For example, students will learn about the properties of water in Unit 5, then utilize that understanding when they look at how water plays a role in the hydration of concrete in Unit 6.

Course content:

Unit 1: Using the Ag Mechanics Shop

Section Overview/Objectives: In this unit the students will learn to recognize major work areas and use safe procedures when working in an agricultural mechanics shop. Students will also learn to interpret safety colors and codes, protect the body against injury, and work safely in agricultural mechanics settings. Students will become aware of and recognize and reduce hazards in agricultural mechanics settings, and to react effectively in case of fire or other emergencies. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test. Information learned in Unit 1 will be utilized throughout the course.

💻 **Unit Assignment(s):**

Interactive Notebooks: Safety First - Students begin their notebooks with a section on safety in the shop. Cornell Note-taking format is taught. Specific tool safety is covered for each tool being introduced. Safety is an ongoing practice throughout the course with specific instruction and reinforcement to complement each unit. Students keep notes and directions regarding shop safety throughout the course. Using Interactive Notebooks, students track, annotate, and respond in writing to all materials covered in class. Notebooks facilitate the integration of mathematical and scientific concepts through daily writing, questioning and reflection. Notebooks also provide a platform for regular review of previous concepts and constructions and for written student-teacher interactions

Working With a Disability - After learning about major shop accidents and typical bodily injury locations, students will complete all class work for the period with a "disability". Students will draw from a can to determine which body part is injured (hand, arm, eyes, leg, etc.). Students will then be given a list of tasks to complete with their injury. This role play activity is meant to help educate students as to the challenges that can come from general shop injuries and to inform them of how easily most shop accidents can be avoided by wearing the appropriate attire and personal protective equipment. To culminate the activity, students will write about how accidents can be avoided by use of Personal Protective Equipment (PPE).

Equipment Check and Awareness of Environment - Four different scenarios will be set-up in the classroom shop. Each scenario will provide a work environment, tools, and project to be done. Students will observe the scene and read the script regarding the project to be completed. Students must determine if all safety materials are present and complete a tool/machine safety check. If items needed are missing from the scene students have to make recommendations about how the scene could be improved. Once complete the students will come up with a protocol to safely and effectively complete the scenarios task. Findings will be shared out with the class.

Critical Thinking: Logic Chains - Students develop their reasoning ability by first writing hypotheses and conclusions regarding shop and tool safety. They'll further develop their use of logic by creating logical-chains (both humorous and serious) as used in geometric proofs, describing the cause-and-effect of following the rule (or not following the rule) as preparation for their general shop safety and machine tool safety tests. One hundred percent accuracy is mandatory on all safety tests.

Technical Reading and Safety Precautions/Annotated Reading - Students are given an instruction manual for a piece of shop equipment. Students must read and annotate the instructional manual. Students will then create a "Quick Use" guide for someone who does not want to spend time reading the entire document. Attention must be paid to safety information as well as use. Upon completion of the Quick Use guide, students will compare their work to the actual Quick Use guide supplied with the equipment.

Unit 2: Measuring Up

Section Overview/Objectives: The students will learn how to select and use appropriate layout tools and procedures for woodworking and metalworking. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test. Concepts and practices learned in Unit 2 will be used throughout this course.

💻 Unit Assignment(s):

Use and Identification - Students will identify measurement and layout tools of the industry as well as their correct usage. Information obtained will be included in their interactive notebooks. Pictures of the tools along with a scenario detailing proper use will also be present.

A Fraction of an Inch - Students learn by teaching. For this assignment, students must make a story book that teaches a K-2 student how to read a ruler. The students' storybooks must show measurement to 1/16". Students must also demonstrate understanding of reducing of fractions. Story books will be graded based on a rubric format.

What is Scale? - In this activity students will understand that the term "SCALE" has a dual meaning in project design and drawings. Scale refers to the ratio of the linear size of the model to the size of the real object being modeled. A problem based worksheet is also provided to help students understand scale factors and define ratio of a model size relative to the actual object that the model represents. The Teacher will tap into prior knowledge in understanding that models and toys have different scales in relation to the real object being modeled. Students will understand that key parts to every scale drawing are the scale factor and the degree to which scale models has been reduced in size, compared to the original. Students will demonstrate their understanding of scale by completing a table showing real life sizes of various objects (10 items to be provided by teacher, 10 items to be selected by student) and then their scaled size in inches. Students must complete both 1/2" and 1/4" scale.

Supersize Me! - After studying scale factor, students choose an everyday object and enlarge it using a feasible scale factor of their choice and appropriate layout tools in the shop. Students use wood to design all or most components of the object but may supplement the object with other materials. Students apply their knowledge of ratio and proportion to create the enlarged objects. After designing the object, students analyze how increasing dimension affects surface area and volume. The outcome of this project is a new, larger object. Students understand scaling-up and scaling-down in theory and in practice.

Unit 3: Project Planning

Section Overview/Objectives: The students will learn how to use drawing techniques to create plans for personal projects. The students will be able to use and format a bill of materials and to make all calculations needed to develop a bill of materials. The student will be able to select and plan projects that develop the woodworking and metalworking skills needed in agricultural jobs. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test. Information obtained through Unit 3 will be utilized throughout this course as students learn theory, and then experience project development and construction.

💻 Unit Assignment(s):

Sketching and Drawing Projects adapted from Basic Elements of a Straight Line by Michael Cappetti CTE Online - Technical sketching is a necessary skill used by Architects, Engineers, & Contractors to communicate basic ideas in design and construction project work. This lesson starts with the very elementary practice of drawing straight lines without the aid of a straight edge. As we progress with our straight practice, the lesson will progress into geometric shapes such as triangles and also drawing lines at general angles such as 45 degrees. Proficiency in freehand technical sketching is communicating the idea without the use of words including elements of shading, perspective and detail. If the student sketches the classroom TV, does it look like a TV or a microwave? Proficiency is communicating! Try to understand that straight line practice in this lesson evolves into basic geometric shapes and then those basic straight line shapes are used to develop circles and arcs. Example - a square is used to develop a circle. Students will use these basic skills to complete a sketch and scaled drawing of a show box from their Agricultural Mechanics textbook.

Figuring a Bill of Materials adapted from Jake Dunn CTE Online - Students are given 3 project blueprints. Students must then complete a bill of materials for each project. Projects include a workbench, a welding table, and a farrowing crate. Students must correctly list all materials needed to complete each project in their bill of materials. Students will then need to compute the total materials cost for the project. Upon completion of materials cost, students will calculate estimated time needed to complete the project as well as cost of labor to determine an appropriate product cost to a consumer.

Engineering Your Future - Understanding Stress and Load - When engineers design an object or a structure, they must understand and consider the types of stress the object or structure will be under. They also consider the kind of load, or force that is going to cause stress. Students will be introduced to the three types of stress and three kinds of loads. Students will then look at common household items to determine the types of stress and loads the items are under. (Bicycle, basketball hoop, canoe, etc.)The students will complete a write-up on their findings. Students will then be given the following scenario and will use their knowledge to answer the questions. Students will also make recommendations to increase the ability of the bookcase to withstand stress and load. Scenario: Mary is building a bookcase using only wood and glue. What kinds of loads will be applied to the bookcase when it is in use? Will she be better off relying on the bookcases ability to withstanding shearing stress, tensile stress, or compression stress at the joints between the shelves and sides?

Physical and Mechanical Properties- Resistance, force, mass, color, melting point and ability to conduct heat are physical properties. Elasticity, hardness and stiffness are examples of mechanical properties. Both physical and mechanical properties combine differently in various materials. Students will predict and record answers to the following questions: Can a wood board of greater mass resist a greater static load than a board of lesser mass can resist? Can a wood board that is able to resist static load of a certain mass resist and impact of the same mass? Students will then develop and conduct a scientific experiment to test their hypothesis.

Design and Build an Object - Before starting construction, students create scale drawings for their projects, labeling all dimensions. From the scale drawings, students produce an orthographic projection. The scale drawings and orthographic projections are checked for accuracy before construction begins. Students then measure, layout and build their project. Students calculate cost of materials used and then appropriate sale price. Costs associated with the construction of this project as well as time spent on work will be recorded in the students California FFA Record Book as a practice problem.

Unit 4: Electricity & Electronics

Section Overview/Objectives: The students will learn to use principles of electricity and safety for planning simple wiring systems. Electricity is the major power source for stationary equipment in houses, farm, and ranch buildings, and agribusiness. It is the energy source commonly used for driving machinery, and for lighting, heating, and cooling. Some knowledge of electricity is essential for the safe use of electrical equipment. Understanding how to wire simple circuits and make minor electrical repairs is also useful. It is important to maintain electrical circuits and equipment properly to ensure their long life and safe operation. Students will identify tools of the electrical and electronics industry as well as their correct usage. Information obtained will be included in their interactive notebooks. Pictures of the tools along with a scenario detailing proper use will also be present.Major areas of instruction include; Electrical Principles and Wiring, Installing Branch Circuits, and Electronics in Agriculture. Knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test.

💻 Unit Assignment(s):

Introduction to Conductivity - A conductor is anything that allows an electrical current to flow easily through it. An electric current consists of moving particles called electrons or ions. Solids that conduct electricity have mobile electrons that are loosely held by their atoms. On the other hand, solids that obstruct or prevent the flow of electric current are called insulators or non-conductors. These particular solids have electrons that are closely bound to their atoms nucleus and are generally not free to move. In this activity students learn basic concepts about conductivity of electric current through solids and some liquids and solutions. Students will use a conductivity indicator to determine whether certain solid materials are conductors or insulators as well as some liquids. Student findings will be included in their class notebook as well as their original predictions on the items conductivity.

Exploring Energy Efficiency Lab Aids Kit- Energy comes in many forms, such as electricity, light, magnetism and heat. Regardless of their purpose, most appliances that use electricity transform some of the electrical energy into heat energy. If you've ever touched a glowing light bulb or one that just went out you know this – it's hot! When the purpose of the appliance is to produce something other than heat, the energy that becomes heat is considered "lost" or wasted. Efficiency is a measurement of how much energy is wasted. A fan with an efficiency of 90% converts 90% of the electricity used into kinetic energy of the moving fan blades and transforms 10% into wasted heat energy. In this activity, students will calculate how efficiently an incandescent flashlight bulb produces light energy. The greater the efficiency of a light bulb, the less heart it produces. Students will conduct an experiment to explore the energy efficiency of an incandescent light bulb. Students will submerge the bulb in water to determine the amount of "heat waste" that the bulb gives off.

Wire a Complete Circuit – Students will be given free selection of various supplies including various size batteries and light bulbs, as well as conductors and non - conductors. Students will work in teams to demonstrate their understanding of simple and parallel circuits. Students will diagram every attempt they make at creating a circuit. Once they are able to get their light bulb lit, they will explain why this method worked, and specify why each previous attempt failed. Students must use electrical terminology in their justification. Students will then use knowledge learned in lecture and lab to construct a simple circuit. Students must incorporate a duplex receptacle, switch, and fixture in their circuit. Assignment will be evaluated based on proper use of tools and supplies, safety of wire connections, and workability of the circuit.

Saving Energy - Energy is more than numbers on a utility bill; it is the foundation of everything we do. All of us use energy every day – for transportation, cooking, heating and cooling rooms, manufacturing, lighting, water use, and entertainment. We rely on energy to make our lives comfortable, productive, and enjoyable. Sustaining this quality of life requires that we use our energy resources wisely. The careful management of resources includes reducing total energy use and using energy more efficiently. Students will complete a variety of tasks and projects related to identifying energy use and determining how energy can be saved. Examples are highlighted below.

- Electrical Nameplates – Students will use the electrical plates found on machinery in the Ag Mechanic's shop to provide the amperage and volts of the machines. They will then use that information to calculate how many watts each machine uses. Once students have calculated watts, they will then determine the cost to operate the machine for the duration of a year.
- Environmental Impacts – Students will build upon the previous activity by determining the environmental impact of operating the shop equipment. The general rule is that on average every kilowatt hour of electricity produces 1.6 pounds of carbon dioxide.
- Energy Guide Labels / Comparing Appliances - Students will use Energy Guide labels from 2 similar machines. Their task is to choose the machine that is most economical considering purchase price as well as cost of operating the machine for expected life.

School Energy Audit - Students will conduct an energy audit of the school. Students will collect data on classroom light usage during the day, including bathrooms, offices, outside lights and the gym. They will look at light bulbs and calculate how much energy is being used per room. We will take a look at the school's electricity bill, provided by the Energy Department at the district office. They will research to find the source of energy being provided to our school. And finally they will create a plan and share it with the administration and teachers on how we can all conserve our energy

Power from Hydroelectric Energy - *This* project will focus on increasing students' knowledge of existing hydroelectric power plants in the U.S. Each student will research a different hydroelectric site and design a presentation containing a description of the site, how it generates energy, amount of power generated and how energy is stored and distributed. Students will also include environmental effects of creating dams and its potential impact on surrounding and downstream agriculture. In small groups, students will make presentations to each other.

Compare Alternative/Renewable Energies - *Students* will create a chart comparing all types of energies studied so far (solar, wind, geothermal, hydroelectric, hydrogen cell, natural gas, nuclear energy). They will collect information about the amount of energy created in a year, cost, environmental impacts, emissions, and waste. In groups students will then create an informational website which will include all the students' information and present it to the class.

Math in Electricity - Students will use mathematical formulas throughout the electrical unit. Students will learn how to manipulate the formula Watts = Volts x Amperes to calculate watts, amperes and volts. Students will also calculate load capacity for various branch circuits. Students will also troubleshoot if a 40 ampere circuit has enough power to operate specified equipment/machinery.

Unit 5: Plumbing Systems & Water

Section Overview/Objectives: The students will learn to identify plumbing materials and perform basic plumbing procedures. Students will learn how to select, install, and maintain a soil irrigation system. Students will learn how to maintain and use fluid and robotic power in agricultural applications. Students will identify methods of water conservation. Students will identify tools of the plumbing industry as well as their correct usage. Information obtained will be included in their interactive notebooks. Pictures of the tools along with a scenario detailing proper use will also be present. Major areas of instruction include Plumbing and Irrigation Technology. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test.

💻 Unit Assignment(s):

Phases of Matter: The Water Cycle Water Droplet Storybook -Students will write a creative story following a water molecule as it moves through the various phases of the water cycle and ends up falling through the tap of a home and into a glass of water. Throughout the assignment, students must demonstrate a thorough understanding of the atomic structure of a water molecule and how it behaves differently as a solid, liquid and gas by describing and illustrating these in their storyline. Students must demonstrate water molecule moving through all the stages of the water cycle (precipitation, evaporation, transpiration and condensation) and come full circle to demonstrate the understanding of a biogeochemical cycle. In addition, the requirement of the termination of the story allows students to gather background information of how humans have impacted the water cycle by including the components of how water is extracted from a collection site, moves through a water treatment facility, is transported via pipeline to a central water agency and distributed to homes. Students may also include the pumping of groundwater via a well and into the home. This exposes students to man- made systems that have been engineered to transport and purify water as they will learn more about in the units to follow.

Plumbing Exercise in Pipe Fitting - The purpose of the pipe fitting exercise is to obtain experience in assembling a watertight unit using different types of plumbing materials. Skills to learn include using various types of adaptors and fittings, cutting pipe materials to length, reaming and cleaning pipe ends, threading and making galvanized connections, making cemented plastic connections, soldering copper connections, and making polyethylene connections using clamps. Students will be provided blueprints, and must assemble the device according to the plan provided. Once the student has the device assembled, the project will be graded based on ability to follow plans, correct joining method of various materials, and ability of device to hold water without leaking.

Soil Percolation Experiment - Students will complete a soil percolation experiment to determine how quickly water can percolate from pure sand, a good potting soil, woodland soil, soil from the farm field, and soil of their choosing. Students will make predictions as to which sample will allow water to flow through the easiest and which sample will take the most time. Students will use this knowledge in choosing types of irrigation methods to be used on various soil types.

Irrigation Technology Plan - Students will be given 3 different scenarios and must design an irrigation plan that is appropriate. Students must choose type of irrigation used. Students will utilize skills learned in Units 2 & 3 to draw the irrigation layout for each scenario as well as create a list of needed supplies and materials. Students must also calculate cost of installation using current market prices for both parts and labor. Upon completion of the project, students must present one of the scenarios to the class and justify the irrigation method selected.

Unit 6: Concrete and Masonry

Section Overview/Objectives: Students will understand the large role that cement and concrete products play in everyday lives. Students will discuss and understand the difference between cement and concrete. Students will be able to explain how cement and concrete are used. Students will understand how cement is made. Students will be able to identify materials used to make concrete. Students will be able to explain how much energy is used to separate small or large particles. Students will learn about proportioning concrete mixes (Unit 2). Students will be able to identify various types of aggregate. Students will discuss why various sizes of aggregate are needed to create concrete. Students will know the chemistry of cement. Students will understand that concrete hydrates and the difference between hydration and drying. Students will identify tools of the concrete and masonry industry as well as their correct usage. Information obtained will be included in their interactive notebooks. Pictures of the tools along with a scenario detailing proper use will also be present. Students will be able to articulate the principle of conservation of mass. Students will demonstrate the ability to mix and place concrete and masonry materials. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test.

💻 Unit Assignment(s):

What are the parts of Concrete – When given premixed concrete, students will make predictions regarding what components make concrete. Students will then use sieves to separate out the cement, sand, and gravel particles on the concrete mix. Students will weigh the initial mix, then weigh each component sifted out to determine ratios of sand, cement and gravel in their mix. Give each group of students a 250 ml beaker filled with dry concrete mix. Pour the mixture into the sieve with the largest sized openings with

the succeeding smaller sizes below and the collection container at the bottom. Using short brisk motions of the sieves, time how long it takes for each sized particle to be separated. This activity will lead you to a working definition of concrete. The percent of each sized particle can be found by weighing each and comparing that to the total weight of the sample in the 250 ml beaker. Invite the students to identify each group of particles from the sieve. The finest particles contain the cement that makes up the bonding material holding the larger particles together when all of the four sized materials are mixed together with water. The next group of particles in the succeeding sieves are the various sized stones that make up the aggregates of the concrete mixture. The students will mix each of the five different sized particles with a small amount of water to see which of the particles actually set. Students will use this knowledge to determine which concrete mix sample, Sample A, Sample B, or Sample C would be best for their project use. (Teacher will have premixed the 3 samples before class, with Sample A containing a .5 : 3 : 6 ratio, Sample B containing a 1 : 2 : 3 ratio, and Sample C containing a 3 : 2 : 1 ratio.)

A further look at the components of Concrete - Paste, or mortar, in concrete is composed of Portland cement, water and entrapped air or purposely entrained air. Cement paste ordinarily constitutes about 25 to 40 percent of the total volume of concrete. Students can see proportioning in action by adding 3 to 5 times more water than required to cement and concrete mixes. This will demonstrate how many sizes of particles are needed in a concrete mix. Students will test two mixes: water mixed with concrete mix (cement, small and large aggregate), water, and water mixed with mortar (cement and small aggregate). Place one part concrete mix to five parts water a jar. Shake the mixture and let it set for an hour or overnight. Remove larger sized aggregate from a dry concrete mix (or use a mortar mix) and pour one part of the finer mixture into a jar and add five parts water. Shake the contents and let it settle for an hour or overnight. Measure each layer to calculate the percentage of aggregate of each size in both mixes. Compare the two mixes to understand that different particle sizes play a role in quality concrete and see the difference between concrete and mortar.

A collection of aggregate - A list of aggregates is provided on the board. A classroom collection is helpful for students to see the varieties of concrete that are possible by varying the aggregates. Two different sized aggregates can be used to show that the total volume of space between aggregates does not change when the size of the aggregate changes. Measure the amount of water that it takes to fill two 1000 ml beakers, each containing a different size of aggregate. The volume of space between particles lessens only when the different sized aggregates are mixed. This can be shown rather dramatically if two different sizes of plastic beads are used. Review your experience with the aggregates from the mortar mix. The aggregates are of such a size to allow the most efficient surface contact between the cement paste and the different sizes of aggregates. The amount of cement paste used must be at minimum equal to the spaces in between the aggregate particles and a small amount more to make the concrete mixture relatively easy to move while pouring concrete and making the surface smooth. This is known as “workability.”

So you think concrete dries out - Students will learn about the hydration process by creating samples of concrete and weighing them before and after hydration. Students will make predications on weight changes with their samples. They will see that the samples lose no weight to evaporation because of the chemical reaction between cement and water. The binding quality of Portland cement paste is due to the chemical reaction between the cement and water, called hydration. Portland cement is not a simple chemical compound; it is a mixture of many compounds. The cement in concrete needs water to hydrate and harden. Even though the chemical reactions may be complete at the surface of the concrete, the chemical reactions at the interior of the concrete take much longer to complete. The strength of the concrete keeps growing as long as the chemical reactions continue. When water is added to cement, the chemical reaction called hydration takes place and contributes to the final concrete product. The calcium silicates contribute most to the strength of concrete. Tricalcium silicates are responsible for most of the early strength (first seven days). The original dicalcium silicate hydrates, which form more slowly, contribute to the strength of concrete at later stages. When concrete sets, its gross volume remains almost unchanged, but hardened concrete contains pores filled with water and air that have no strength. The strength is in the solid part of the paste, mostly in the calcium silicate hydrate and crystalline phases. Once students collect their final weights, they must write a written explanation as to why there were no changes in weight.

Math in Concrete - Students will calculate cubic yards of concrete required to pour various "jobs" to specification. Students will also calculate block needed to build walls and buildings of varying sizes.

Unit 7: Shielded Metal Arc Welding

Section Overview/Objectives: Students will learn to select electric arc welders, equipment, and other materials needed for welding in agricultural mechanics. Students will rely heavily upon the knowledge gained from Units 2 & 4 to fully understand the principles of the arc welding process. Students will use arc welding equipment and procedures in welding and cutting. Students will understand measurable attributes of objects and the units, systems, and processes of measurement (Unit 2). Students will recognize and apply mathematics in context, outside of mathematics (Unit 2). Students will understand and explain the interactions of energy and matter (Unit 4). Students will use grammatical and mechanical conventions in written compositions related to processes followed and materials used during projects (Unit 3). Students will understand the characteristics and components of the media allowing them to choose the proper presentation tools for the project and the audience. Students will identify tools of the metal and welding industry as well as their correct usage. Information obtained will be included in their interactive notebooks. Pictures of the tools along with a scenario detailing proper use will also be present. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test. Major areas of instruction include; Selecting and Using Arc Welding Equipment and Arc Welding Mild Steel.

💻 Unit Assignment(s):

Electrode Identification and Specifications - Students will make an information sheet in which they identify commonly used electrodes with the correct numbering system. Students must then determine the chemical makeup of the flux coating for each electrode and correlate their findings to the electrodes ability to protect a newly formed bead while it solidifies from a molten to a hardened state.

Let There Be Light - Students will strike and maintain an arc by building up a small boss on each center punch mark on coupon. After experimenting with various arc lengths in the welding booth, students will explain what happens when an arc is being maintained. Students must refer back to the electrical unit and use appropriate terminology in their explanation. This explanation should be included in their classroom notebook.

Defective Weld Conditions and Their Main Causes - Students will research common defects in welds. Students must then create an interactive chart that describes the weld defect, a visual representation of the defect, and explanation of the defect, a minimum of 3 reasons for the defect, and finally a way that the defect can be corrected in future welds.

Beads and More Beads - Students will learn to manipulate 2 variables of arc welding: arc length, travel angle, or travel speed. Students will run beads using 6013 welding rod. As students complete beads on weld coupons, they must adjust variables to appropriate and inappropriate values. Students will then evaluate their own and their peers beads. Students must write justifications for why the beads run are either good or bad. Students must address the variables of arc length, travel angle, and travel speed in their written justifications.

Engineering Your Future - Testing Properties - Professionals who work with metals are concerned about the reliability of those metals. Welders and welding engineers for example, need to know how welding materials will perform under various stresses and loads. These characteristics are determined by the properties of the materials used and by the welding techniques used to join pieces. Welding technicians perform various tests on materials and on welding structures to discover this information. Three kinds of tests used by welding technicians are the impact test, the tensile test, and the guided bend test. Based on the information covered in class regarding testing properties, students will label various testing processes. Students will draw conclusions and infer the types of tests various products would have had to undergo. Items include industrial chain, automobile bumper, and file drawer handle. Students must explain their reasoning and thinking through the writing of an essay.

Non-Destructive Testing - Students will learn about the opportunities in the field of Non-Destructive Weld Testing from a Certified Weld Inspector (CWI) Level III. The CWI will come in and walk the students through the process that they would use in evaluation of a weld. The CWI will also discuss education and training required to enter the field.

Unit 8: Wood and Woodworking

Section Overview/Objectives: Students will learn to select woodworking tools, equipment, and other materials needed for building wood projects in agricultural mechanics. Students will rely heavily upon the knowledge gained from Units 2 & 4 to fully understand the principles of the woodworking. Students will use power equipment and safety procedures with using power tools and and saws. Students will understand measurable attributes of objects and the units, systems, and processes of measurement (Unit 2). Students

will recognize and apply mathematics in context, outside of mathematics (Unit 2). Students will understand and explain the interactions of energy and matter (Unit 4). Students will use grammatical and mechanical conventions in written compositions related to processes followed and materials used during projects (Unit 3). Students will understand the characteristics and components of the media allowing them to choose the proper presentation tools for the project and the audience. Students will identify tools of the work working industry as well as their correct usage. Information obtained will be included in their interactive notebooks. Pictures of the tools along with a scenario detailing proper use will also be present. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test. Major areas of instruction include; Selecting and Using power tools and saws for woodworking.

💻 Unit Assignment(s):

Power tool/Saw Identification and Specifications - Students will make an information sheet in which they identify commonly used power tools with the correct use for each tool/saw. Students will refer to tool and saw safety manual.

Fish Project: Students will learn the basics of power tool operation from the fish project. Students will be required to measure and mark the "fish" prior to drilling, cutting or sanding any portion of the project. This is the intro project for this unit.

File Tray: The second project in this unit is a step up on wood working tools. Student learn about dado cuts, routing, and cutting other materials such as particle board. The completed project is sanded and stained. Students will complete a bill of materials for the project.

Step Stool: In this project students will continue to use various power tools in the shop. The purpose of this project is to introduce students to joining methods. Students will learn to use the biscuit joiner in this project and continue to improve on workmanship.

Folding Picnic Chair: The final project in this unit is designed to practice using jigs, band saw, and craftsmanship. In this project students are creating a fold out chair. The chair is designed so the pieces need to match in order for the chair to operate.

Unit 9: Careers in Agricultural Mechanics

In this unit students will explore career opportunities, job applications, job descriptions, qualifications and requirements, education and training, and experience methodologies. This knowledge will be demonstrated by completion of assignments, experiential learning, and a unit test.

💻 Unit Assignment(s):

Career Research Paper & Presentation - Students choose one of the careers selected in the previous project complete a career plan. Students will first write a career research paper using MLA format. Information in the paper should include industry information, job description, qualifications, education needed, pay range, and projected demand for professionals in their chosen industry. Students will then create a career plan which includes the job description, interests, personal qualifications needed (things they need to know and things they need to know how to do), post-secondary education options, and professional associations. They should use information from www.cacareerzone.org first. And then fill in with information from at least two more sources, one professional association and one college. Students must cite each source used and the websites must be a .gov, .edu, and .org. Career presentations will be given to the class.

Job Applications - Students will be given a variety of job applications. Students will complete a minimum of 4 job applications in order to demonstrate proficiency in the correct completion of information and correct formatting.

Creating a Resume and Cover Letter - Students will create a cover letter and resume detailing the competencies and skills attained while enrolled in the Agricultural Mechanics course. Students will assume to be preparing this information for potential employment at a local fabrication, electrical, plumbing, concrete or power systems company.

The Interview - Students will research potential job interview questions and select 10. Students will then compose potential answers to the questions they selected. Students will then pair up and share their questions and answers with a partner. Discussion will be held on dos and don'ts of a job interview.

Mock Interviews - Students will go through mock interviews with industry professionals. Interviews will be held in front of the class. As classmates witness the interviews of their peers, they take notes in order to make recommendations on how the interview could have gone better and provide feedback on the aspects of the interview that went well. The industry professional will provide feedback to the class on the overall group performance.

Job Shadow -Students will select an agricultural occupation (or any occupation) that interests them, make contact with a local person currently employed in that area and arrange for a job shadow. The students will be given a job shadow packet that explains the assignment, provides questions to ask and an explanation of the assessment of the assignment.

Unit 10 FFA

All students enrolled will also be members of Future Farmers of America. Students will practice leadership, experience personal growth and explore careers in the agricultural industry. Students will explore these areas through various FFA opportunities by competing in Career Development Events and Leadership Development Events at local, regional and state field days and contests. Students will be assessed on their skills and abilities as they relate to each individual contest. The unit is designed to enhance the students' agricultural knowledge and show them the scope of careers in agriculture.

💻 Unit Assignment(s):

Agriculture Mechanics Contest

The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics workplace. Workers seeking careers in agricultural mechanics must not only develop a high degree of knowledge and skill they must also develop the ability to solve difficult problems. This event blends the testing of manipulative skills and knowledge required for careers in fabrication and construction.

Agriculture Welding Contest

To evaluate the contestant's manipulative skills, general knowledge and professional presentation as these correlate to his/her preparation for employment in the broad field of welding (agricultural, industrial, or other). Contestants will demonstrate their ability to perform jobs and skills that are reflective of those required in the welding industry. Specific competency areas will include the following: Safety, Shielded Metal Arc Welding, Oxy Fuel Welding, Measurement, Gas Metal Arc Welding, Cutting Processes, Blueprint Reading, Flux Core Arc Welding, Weld Testing, Project Layout, and Gas Tungsten Arc Welding.

9th Creed SpeakingStudents will study and prepare and deliver their speeches to a panel of judges and compete at the chapter, section, regional and state level based on the quality of their presentation.

The FFA Creed outlines the organization's beliefs regarding the agricultural industry, FFA membership and the value of citizenship and patriotism. The FFA Creed is recited by FFA members, as part of the requirements to earn the Greenhand Degree. The purpose of the Creed Speaking Career Development Event is to develop the public speaking abilities of 9th grade FFA members as well as develop their self confidence and contribute to their advancement in the FFA degree program.

10th Impromptu Speaking

The purpose of the Impromptu Public Speaking Career Development Event is to foster and develop the speaking abilities of FFA members as well as develop their self-confidence and contribute to their advancement in inter-personal skill attainment and leadership development. The intention of the Impromptu Contest is to offer a more realistic, practical speaking contest to better prepare our students for public statements, media coverage, and general questions about the FFA and Agriculture Industry. Students will develop the valuable speaking skills necessary to be professional, competent public representatives of the FFA Organization and Agriculture Industry.

11th & 12th Job Interview, Prepared, or Extemporaneous Speaking

The Job Interview Career Development Event seeks to effectively prepare the students for the expectations of interviewing for available positions within the Agricultural Industry. Students seeking careers within the Agricultural Industry must not only develop a high degree of knowledge and skill; they must also develop the ability to interview through communication in both written and oral forms; and be able to complete a resume, cover letter and job application accurately. The purpose of the Prepared Public

Speaking Career Development Event is to foster and develop the speaking abilities of FFA members as well as develop their self confidence and contribute to their advancement in inter-personal skill attainment and leadership development. The FFA Extemporaneous Public Speaking Career Development Event is designed to develop the ability of all FFA members to express themselves on a given agricultural subject without having prepared or rehearsed its content in advance. This gives the FFA members an opportunity to formulate their remarks for presentation in a very limited amount of time. The event requires students to think on their feet, state their case quickly and persuasively, and to be able to answer relevant questions based upon their presentation.

Parliamentary Procedure

The purpose of this contest is to encourage students to learn to effectively participate in a business meeting and to assist in the development of their leadership skills. Students will be able to se parliamentary procedure to conduct an orderly and efficient meeting, demonstrate knowledge of parliamentary law, present a logical, realistic and convincing discussion and record complete and accurate minutes.

Unit 11 SAE

The training/education concerning how to keep business records is accomplished with the use of the Agriculture Experience Tracker. Beginning their freshman year the students learn how to complete the calendar of events and operations concerning either their class projects or a fictitious enterprise used for the purpose of learning how to maintain financial records. The ownership and/or placement enterprise agreements are developed, or if the student has an on-going project, the agreements are updated and signed by all parties involved in the enterprise. The operating budget is also review from the last year's budget and is modified or created for a new project. By the fourth year of the agriculture program students use the enterprise loan payment summary, the enterprise accounts receivable and payable, the current/operating inventory , the non-current/capital non-depreciable inventory , the non-current/capital depreciable inventory , the financial statement, and the income summary pages of the record book.Students make continuous use of these pages when completing a college application or FFA scholarship applications.

💻 Unit Assignment(s):

Students are introduced to and developed an SAE. To document the hours, skills, and monetary investment students have kept records for the last year. This key assignment involves completing a proficiency application and competing the sectional project competition. The proficiency application can be either for placement or ownership enterprises. The proficiency applications address 46 different segments of the agriculture industry. The application is based on the records the student kept in their record books. The application requires that the student outlines his/her personal, business, and educational goals and objectives. It also has students write an historical review of how they got where they are and who has played a significant role in helping them achieve their level of experience. Other parts of the application go into detail the level of efficiency related to the skill set they are describing. Attached to the application is their current resume and two letters of recommendation. The sectional project competition entails students utalize their record books to develope a presention about their project to be judged by local industry professionals. Students who projects'

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary

Title	Author	Publisher	Edition	Website	Primary
Agricultural Mechanics: Fundamentals & Applications	Ray V Herren	Cengage Learning	6th/2009	[empty]	Yes

Manuals

Title	Author	Publisher	Edition	Website	Read in entirety
Official FFA Manual	[empty]	National FFA Organization	2014	www.ffa.org	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
Concrete in the Classroom	[empty]	Portland Cement Association	- http://www.cement.org/for-concrete-books-learning/education/concrete-in-the-classroom-(grades-7-12)
CTE Online – Ag Mechanics Model	Multiple	California Department of Education	http://www.cteonline.org/portal/default/Curriculum/Viewer/Curriculum?action=2&view=viewer&cmobjid=132916
Conservation Connection Water and Energy Use in California	[empty]	California Department of Water Resources	http://www.water.ca.gov/education/
Welding Connects Your World	[empty]	Lincoln Electric	http://www.lincolnelectric.com/en-us/education-center/training-materials/Pages/training-materials.aspx
iCEV	[empty]	FFA	https://www.icevonline.com/
California Career Zone	[empty]	California Career Resource Network	http://www.cacareerzone.org/index

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
National FFA Organization	[empty]	[empty]	FFA Classroom Videos	[empty]	https://www.ffa.org/resources/educators/classroom-videos	Video

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ROP Applied Ag Bus: Ornamental Horticulture

Career Education Center (formerly Ventura County ROP)

Basic Course Information

Title:	ROP Applied Ag Bus: Ornamental Horticulture
Transcript abbreviations:	
Length of course:	Full Year
Subject area:	College-Preparatory Elective ("g") / Interdisciplinary
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE)?	Yes
Grade levels:	9th, 10th, 11th, 12th
Course learning environment:	Classroom Based

Course Description

Course overview:

Applied Ag Business with an Ornamental Horticulture focus will provide students with the necessary entry-level techniques for a career in ornamental horticulture and the nursery industry. Topics include plant growth, plant physiology, plant reproduction, plant diseases and pests, and management practices. Other coursework includes units on plant identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation and landscape design. Students may earn a Certificate of Proficiency upon completion.

Course content:

Unit 1: Classification

In this unit, students will be introduced to the value of plants in our world and how to classify them scientifically. The concept of the five known kingdoms of classification including plants and animals will be introduced. They will differentiate between prokaryote and eukaryotes and explain how plants are considered are eukaryotes. Taxonomy will be introduced to students and the hierarchial system of taxonomy will be described. Students will demonstrate using plant nomenclature by naming plants by their division, class, order, family, genera and species within the plant kingdom and with the use of a dichotomous key.

Key Assignment: Create Your Own Dichotomous Key

Students will design a dichotomous key for specific plants. They must demonstrate the ability to identify plants using the created dichotomous key. The key must contain proper nomenclature for the plants as well as key descriptions of the plants.

Unit 2: Introduction to Horticulture

In this unit, students will be able to differentiate between the horticulture, pomology and olericulture industries. Descriptions of each industry will be provided and students will be introduced to the various commodities in the horticulture, pomology and olericulture industries from the state of California. Commodities introduced could include: berries, hay, lettuce, walnuts, tomatoes, cotton, pistachios, avocados, apricots, oranges, bedding plants, perennial plants, trees, shrubs and ground covers. This unit will involve student research on these commodities using digital and hard copy sources. This should serve as a general overview of the industries that are related to the horticulture industry.

Key Assignment: California Commodity Presentations

Students will be assigned a particular industry, either horticulture, pomology or olericulture and must choose a common agricultural commodity from their assigned industry area. They then must research the commodity and create a commodity presentation to be presented in class. This presentation must include statistics about the commodity in California and specifics about the care of growth of this commodity. Oral presentations will take place during class time.

Unit 3: Plant Anatomy and Functions

In this unit, students will be able to identify the general anatomy and function of the leaf, stem, root and flower of a plant. There will be an introduction to the general parts of a leaf: tip, margin, veins, midrib, spine, base and petiole. Students will learn to notice the following parts of a stem: terminal bud, auxillary bud, leaf scar, bud scale scar, lenticel and pith. In addition, the root parts such as phloem and xylem will be introduced along with the maturation region, elongation region, embryonic region and root cap. And lastly, the flower parts of pistil (stigma, style, ovary and ovule), stamen (anther and filament), petal, ovary, receptacle and sepal will be detailed for the students.

Key Assignments:

Leaf Identification Lab:

Students will be given a variety of leaf types and will be asked to first identify the anatomy on the leaf and then to identify the types of leaf. They must determine whether the leaf is oval, needle, cordate, ovate, round, spatulate, lanceolate, linear or wedge shaped. Every student will obtain a different leaf for their lab activity. While completing these identifying activities, they must complete a lab report detailing the anatomy and types of these leaves.

Stem Identification Lab:

Students will be shown a variety of stem types and they must be able to identify the anatomy of the stem. A lab worksheet must be completed while identifying the stem anatomy.

Watch Me Grow Lab:

Students will take 5 plant seeds. They will put wet cotton balls around the seeds and place them at the five finger wholes in a clear plastic glove. Over time, they will watch as the seeds germinate and grow. Once they have germinated, the students will identify the cotyledons, epicotyl and hypocotyl of the germinated seeds.

Unit 4: Internal Plant Anatomy and Functions

In this unit, students will be introduced to the internal anatomy of the plant such as stomata, epidermis of the leaves and the chloroplast and cell wall of the leaf cells. The concept of chlorophyll and ATP is introduced to the studetnts as well. After the internal anatomy has been explained, the students are introduced to the major plant processes such as photosynthesis, respiration, transpiration and translocation. The students must be able to understand the scientific formulas for photosynthesis and respiration. In addition, they compare the movement of particles through the two processes of translocation and transpiration.

Key Assignments:

Stomata Transpiration Lab:

In this lab, students will be able to demonstrate how the process of transpiration occurs from the stomata in the leaves of a plant. They will use this lab activity to detail the process of transpiration through a lab report.

Celery Translocation Lab:

Students will demonstrate the process of translocation using an agricultural commodity, celery. They will divide the celery slices in half and place one half in a petri dish of one colored solution and the other half in a petri dish of another colored solution. Through the color in the solution, the students should be able to watch the process of translocation through the xylem and phloem in the celery stems.

Unit 5: Propagation

In this unit, students will differentiate between sexual and asexual reproduction in plants. In sexual reproduction, students will learn about meiosis and the process of creating a zygote. In asexual reproduction, students will review the processes of mitosis and cytokinesis. In addition to reproduction, the concept of propagation will be introduced to the students. They will compare the sexual versus asexual propagation processes such as seed germination through scarification and stratification, runners, stolons, sucker shoots, bulbs, layering, cuttings, grafting, budding and division.

Key Assignments:

Cuttings with Rooting Hormone Lab:

Students will complete a lab demonstrating the use of cuttings to propagate succulent plants. Students will take cuttings off of succulents and dip the cuttings in rooting hormone and plant them in a soil medium. They will take cuttings of various types of succulents to root and complete a laboratory worksheet detailing the cutting propagation method.

Grafting Lab:

Students will complete the process of grafting trees from rootstock and scion. They will watch demonstrations of various grafting techniques such as the whip graft, cleft graft and side graft. Students will determine which graft they think will work best for the particular trees and then complete a graft on their individual tree. They will then complete analysis questions relating to the grafting process and anatomy of the tree itself.

Unit 6: Plant Nutrition

In this unit, students will investigate the primary and secondary nutrients for a plant such as Nitrogen, Phosphorous, Potassium, Calcium and Magnesium. They will research the nutrient testing procedures in soil as a process that is necessary for plant growth. In addition, they will be introduced to the various types of fertilizers used in horticulture. Students will be able to use slow releasing fertilizer in transplanting processes such as osmocote.

Key Assignments:

Fertilizer Mixing Lab:

Students will be able to complete a lab activity in which they are given multiple types of plant fertilizers and their containers. They must read and identify the key components of each container of fertilizer. For example, they will need to identify the nitrogen, phosphorous and potassium for each fertilizer. Once they choose the

appropriate fertilizer, they will mix soil for plants in the greenhouse. The lab will then be a long term activity in which they will measure growth depending upon the fertilizer used.

Plant Nutrient Sales Pitch:

Students create a visual aid for the 17 main nutrients needed by plants. They have to include the nutrient, symbol, function for the plant and relative percent of the nutrient in the plant on their visual aid. In addition, the students will be able to categorize the nutrient according to the nutrient categories and add six key facts about the nutrient on their visual aid.

Unit 7: Irrigation

In this unit, students will be able to investigate irrigation design and installation. They will be introduced drip, sprinkler and surface irrigation types. In addition, students will be able to identify specific irrigation tools such as PVC, cut off risers, solenoid valves, drip emitters, flex risers, hose mender, impact sprinklers, manual valves and polyethlyene drip tubes. A significant portion of this unit will also be spent on water issues in Agriculture. Students will meet with a representative from the local irrigation board to discuss water issues and irrigation.

Key Assignments:

Irrigation Board Member Interview Process:

Students will interview a representative from the local irrigation board. They will focus on local water issues in California.

Irrigation System Installation Project:

Students will receive all the appropriate components of a drip irrigation system complete with the timer. Students will demonstrate their ability to identify the individual parts and install the system. As a final component to the project, they must set the timer and show that the installation was successful.

Unit 8: Soil

In this unit, students will be introduced to soils. They will look at soil profiles and determine the difference between sand, silt and clay. In addition, students will learn to use and identify vermiculite, perlite, sand, moss and other soil additives. Students will participate in preparing and amending soils for horticultural use. In addition, at the end of the unit, they will research soil conservation issues such as erosion control.

Key Assignments:

Mixing Soil-less Media Lab:

Students will be able to measure and create a mix of soil, vermiculite, perlite and sand for various horticulture uses. For example, they will be given a task such as propagation or planting seeds and must determine and mix the proper soil media for the task.

Sand, Clay and Silt Lab:

Students will bring in various soil samples from various locations within Ventura County. They will then perform a ribbon test on the soil samples to determine the amounts of clay, sand and silt in the soil samples. At the conclusion of the lab, they will complete analysis questions about soil profiles and soil types.

Unit 9: Integrated Pest Management

In this unit, students will be able to identify common pests and diseases in horticulture. Pests that students are asked to research include assasin bugs, damsel bugs, ground beetles, hunting wasps, lacewing, lady beetles, mantids, pyrate bugs, parasitic nematodes, parasitic wasps, predatory stink bugs, soldier beetles, spiders, syrphid flies and tachinid flies. Diseases that students are asked to research include fungi, powdery mildew, leaf scorch and root rot. Students will view images of these pests and diseases and investigate for any signs of them in the Patterson High School greenhouse. In addition, there will be a large portion of the unit on preventing these pests and diseases on plants through cultural practices, physical controls, biological controls and chemical controls. Students will be able to read the labels of common pesticides and be familiar with the regulations relating to the use of pesticides. The students will focus on local pests and participate in hands on experience with the prevention of pests and diseases within the greenhouse on campus.

Key Assignments:

Wanted Pest Posters:

Students will be able to create a "wanted" poster about a particular pest common in horticulture. They must describe the pest, where it is prevalent and what prevention or treatment is available for ridding this pest from plants.

Local Pest Presentation:

Students will be able to create a PowerPoint, Prezi or Google Slide presentation about a local pest that affects Ventura County or California. Within the presentation, the students must include a description of the pest, which crops the pest affects, characteristics of the damage on the crops, prevention and treatment methods including the use of Integrated Pest Management techniques. Students will then give presentation to classmates.

Unit 10: Nursery Production

In this unit, students will be introduced to nursery production facilities and equipment. They will become familiar with the systems and equipment used hands on in a local greenhouse and shade house facilities. In addition, they will investigate the workings within a wholesale nursery production facility. This investigation will allow students to understand the steps and processes necessary for maintaining crops for sale. Students will learn this hands on by maintaining the nursery production crops within the greenhouse and shade house facilities on campus. At the end of this unit, students will investigate techniques to merchandising these plants and nursery crops.

Key Assignments:

Community College Tour Project:

Students will take a tour of the nursery production facilities at their local Community College. During this tour, they will have the opportunity to see the production of nursery crops in greenhouses, shade houses and raised planter beds. They will take part in mixing the soil for these crops and transplanting these crops. Lastly, they will learn about the merchandising of crops at their local Community College Horticulture program. At the conclusion of this tour, students will complete a portfolio explaining the nursery production program at their local Community College.

High School Plant Sale:

Students will work as a comprehensive group to plan and facilitate a high school Agriculture Department Plant Sale. They will receive plugs in January or February and are responsible for maintaining them in the greenhouse and shade house. They will transplant, fertilize and water these plants until they are ready as a saleable product. In addition, they will manage the merchandising and promotion of this event on campus.

Unit 11: Turf

In this unit, students will investigate the turf industry in horticulture. They will learn how to select various types of turf such as warm and cool season grasses and the proper uses of each type of turf. Students will have to be able to identify warm and cool season grasses and describe the pros and cons of each type of turf. In addition, students will be able to describe the process of installing turf from beginning to end. And at the end of the unit, they will learn about the benefits of using turf in landscape design.

Key Assignment: Professional Turf Management Project

Students would receive a plot of land that needed landscaping with fictitious owners that would like turf to be installed. The students would have to put together a proposal for their turf installation including a quote for costs as well as a description of which type of turf or grass would be best for the customer.

Unit 12: Landscape Design

In this unit, students will begin by identifying common plants used in landscape design. Students will be able to practice identifying plants that are appropriate for our horticultural zone according to the Sunset Garden Book. While identifying these plants, students will be able to determine if they are perennials, annuals, biennials as well as full sun, partial shade or full shade plants. The importance of selecting the appropriate plants for our horticultural zone will be emphasized as students plan out their own landscape designs. In addition, they will be introduced to the planting and maintenance principles in horticultural landscape design. Students will also be working on creating landscape design contracts so they can understand agreements made between landscape designers and customers. And at the end of the unit, students will practice pruning skills because often landscape design is not just about installation but also about maintenance of these plants.

Key Assignments:

Pruning Lab:

Students will take part in pruning trees and/ or plants as maintenance of a landscape design. Students will be introduced to pruning of fruit trees as well as roses and will have to demonstrate their skills in person on campus. In addition, at the end of the lab, students will answer analysis questions relating to pruning of both fruit trees and rose bushes.

Landscape Design Project:

Students will have to demonstrate their ability to create a professional landscape design with a set of provided soil mediums, plants and a provided landscape area. They will be asked to provide a landscape design to scale that includes both hardscapes and plants. The design must have a legend and students will be asked to reproduce this design on campus if possible.

Unit 13: Introduction to Floral Design

In this unit, students will be able to investigate the basic floral design arrangements such as a bud vase arrangement. They will review the basic tools such as floral shears, wire cutters, floral knives, ribbon scissors, rose strippers, floral preservative, water tubs, boutonniere and corsage accessories and much more. This unit will be an introduction to the Applied Agriculture Business: Floral Design ROP course and students will learn about the use of cut flowers as part of the floriculture industry in Agriculture. Students will also be able to professionally complete a florists' bow. There will be an emphasis in this unit of the additional opportunities in Agriculture through the use of cut flowers and floriculture.

Key Assignments:

Bud Vase Arrangement:

Students will be provided with cut flowers and asked to follow the appropriate steps to creating a professionally made bud vase arrangement. They will be evaluated based on their use of the principles and elements of design.

Florists' Bow Project:

Students must follow the appropriate steps to creating a professionally made florists' bow. The bows will be evaluated based on their ability to create a florists bow that could be used in a professional floral arrangement.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Biology	McGraw Hill Education	Glencoe Science/McGraw Hill	2007	www.glencoe.com	Yes

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
The New Western Garden Book: The Ultimate Gardening Guide (Sunset Western Garden Book (Paper)	Sunset Magazine	Oxmoor House	9th Edition	[empty]	No

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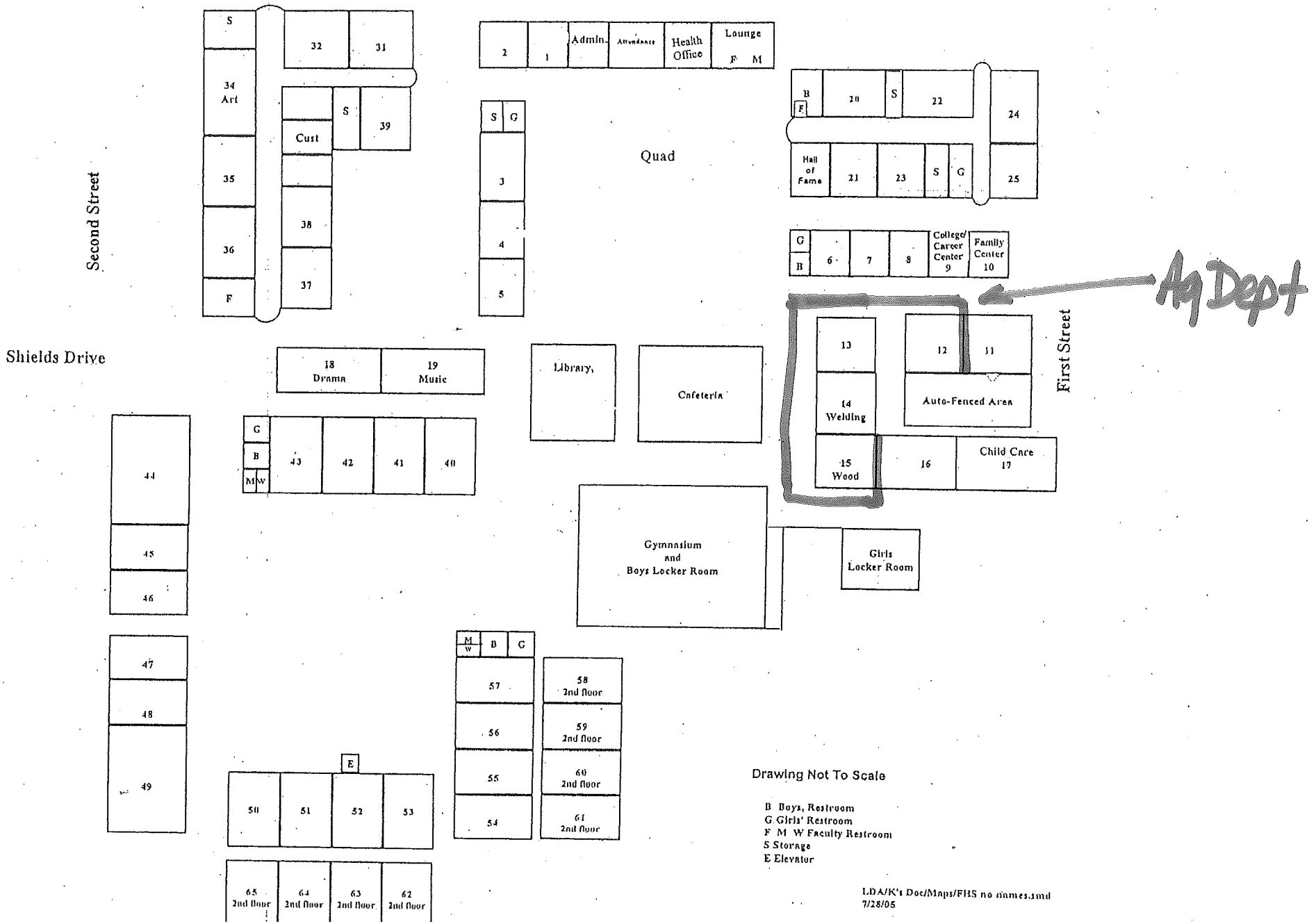
Evacuation Area
Oxygen,
Acetylene
Entrance
Exit

Evacuation Area
Oxygen,
Acetylene
Entrance
Exit
Fillmore School Farm
277 Chambersburg Rd
Fillmore, CA 93015
Chambersburg Rd
N

Fillmore High School

555 Central Avenue
Fillmore, CA 93015
(805) 524-6100



Drawing Not To Scale

B Boys' Restroom
G Girls' Restroom
F M W Faculty Restroom
S Storage
E Elevator

LDA/K's Doc/Maps/FHS no names.smd
7/28/05

Program Completion Standards

Ag Mechanics Pathway

B1.0	Implement personal and group safety practices
B2.0	Apply the principles of basic woodworking.
B3.0	Demonstrate basic electricity principles and wiring practices commonly used in agriculture.
B4.0	Select and apply plumbing system practices commonly used in agriculture
B5.0	Understand agricultural cold metal processes
B6.0	Understand concrete and masonry practices commonly used in agriculture.
B7.0	Understand oxy-fuel cutting and welding
B8.0	Understand electric arc welding processes
B9.0	Assimilate metallurgy principles and fabrication techniques
B10.0	Understand small and compact engines
B11.0	Understand the principles and applications of various engines and machinery used in agriculture.
B12.0	Apply land measurement and construction techniques commonly used in agriculture.

Agriscience Pathway

C1.0	Evaluate the role of agriculture in the California Economy
C2.0	Examine the interrelationship between agriculture and the environment
C3.0	Analyze the effects of technology on agriculture
C4.0	Determine the importance of animals, the domestication of animals, and the role of animals in modern society
C5.0	Compare the structure and function of plants, animals, bacteria, and viruses
C6.0	Explore animal anatomy and systems
C7.0	Comprehend basic animal genetics

C8.0	**Understand fundamental animal nutrition and feeding**
C9.0	**Evaluate basic animal health**
C10.0	**Explain soil science principles**
C11.0	**Analyze plant growth and development**
C12.0	**Understand fundamental pest management**
C13.0	**Design agricultural experiments using the scientific method**

Major Equipment List

Fillmore High School

Picture	Item	Quantity	Location	Cost
	HP Color Laser Jet MFP M577 PCL 6	1	Room 12	$699.00
	Xerox Color Phaser 6180 MFP	1	Room 12	$785
	Lenovo X11C 3rd Gen Yoga	36	Room 12	$500
	Lenovo Gen Yoga 370	2	Room 12/15	$1,896.99
	Nikon DSLR D40	1	Room 12	$500
	Bush Floral Refrigerator	1	Room 14	$4,823.71
	Lincoln AC/DC 225/125	9	Room 14	$500(each)

School Farm

Picture	Item	Quantity	Location	Cost
	Ford 4630	1		$4500
	ESCOB Thermal AC/DC Stick/TIG	1		$2057
	Power MIG 255XT Welder (power mig)	1		$2314
	Livestock Popper	1	School Farm	$4000
	Wrangler Elite Livestock Scale	1	School Farm	$2169
	John Deere HPX6615E Utility Vehicle	1	School Farm	$10,033.40
	30’ x 60’ California Series Teaching Greenhouse	1	School Farm	$44,051.14

	5’ X 50’ Steel Fixed Bench	1	School Farm	$536.25
	3’ X 50’ Steel Fixed Bench	2	School Farm	$1,072.50
	Irrigation System	1	School Farm	$1,930.50

District

Picture	Item	Quantity	Location	Cost
	2016 Chevrolet Silverado 2500	1	MOT Yard	$40,000
	2017 Chevrolet Suburban	1	MOT Yard	$60,000

5-Year Facility and Equipment Plan
2018-2023

Sheep Unit

Repaint	2019	
Cover water lines to protect from heat	2019	
Fix Entry Gate	2019	
Install new feeders	2019	
Add shade cloth over the show ring	2019	
Extend Sheep Unit	2020	
Reroof barn	2021	

Beef Unit

Repaint pens and barns	2020	
Add permanent shade cloth	2019	
Fix Gates	2018	

Flex Space

Restrooms	2019	
Room for storage	2019	

Orchards

Replace old Lemon block with new rootstock	2023	

School Farm Equipment

Replace Disk	2022	
Replace Spring Tooth	2021	

Shop Equipment

Tool Storage Area/Cargo Container	2019	
Add Welding booths	2019	

Greenhouse (Farm)

Greenhouse Tables	2019	

Swine Unit

Rebuild gates	2019	
Fix drainage system	2019	
Reroof	2020	

General School Farm

New Storage for Feed	2019	

Add an additional barn for tractor storage	2020	
Construct a new show ring for cattle and horses	2020	
Flood control and mitigation measures	2020	
Replace bridge	2020	
Add additional security cameras	2019	

Small Livestock Unit

Upgrade rabbit cages	2019	
Replace Rabbitry	2020	
Replace Poultry house	2020	

Agriscience Lab (Room 12)

Smartboard	2019	

Staff Assignments

Project Supervision	Klittich	Lemus
Beef	x	x
Swine	x	x
Sheep	x	x
Dairy	x	x
Goats	x	x
OH/Landscape		x
Poultry	x	x
Rabbits	x	x
Work Experience	x	x
Ag Mechanics	x	

Judging Teams	Klittich	Lemus
Agriscience Research Project		x
Ag Mechanics	x	
Best Informed Greenhand	x	x
Creed Speaking	x	x
Co-Op Quiz		x
Extemporaneous Speaking	x	x
Prepared Speaking	x	x
Impromptu	x	x
Job Interview	x	x
Opening/Closing	x	x
Farm Power	x	
OH		x
Paril Pro	x	
Farm Credit		x
Marketing Plan		x

Transportation	Klittich	Lemus
Fairs and Shows	X	X
Contests	X	X
Conferences	X	X
Other	X	X

Fundraisers	Klittich	Lemus
Calendar		x
4th of July Pancake Breakfast	x	x

May Festival Pancake Breakfast	x	x
Fireworks Booth	x	x
Football Popcorn	x	x
Plant Sales		x

Banquets	**Klittich**	**Lemus**
Banquets –Buyers/Awards	x	x
Food	x	
Set Up/Decorations		x
Program	x	x
Awards	x	x

Reports	**Klittich**	**Lemus**
Facilities	x	
Program of Activities	x	x
FFA Roster	x	x
Ag Incentive Grant	x	x
VC Innovates	x	x
SC Region Grant	x	
R-2	x	x
Program Plan	x	x
Perkins	x	

Other Assignments	**Klittich**	**Lemus**
Ag Advisory Committee	x	x
Booster Club	x	x
Department Chair	x	
FFA Advisor	x	x
Farm Manager	x	x

Other Activities	**Klittich**	**Lemus**
FFA Week	x	x
Fall on the Farm	x	x
Greenhand Week		x
Genetics Fair		x
Freshman Fun Friday		x
Barn Dances	x	x
FFA Movie Night	x	x
GLC	x	x
COLC	x	x
Reedley Novice Field Day	x	x
Davis Field Day	x	x
Ventura Section Field Day	x	x
Showmanship Day	x	x

FFA Meetings		
Committees: Farm, Apparel, Outreach	x	
Committees: Flower Power, Community Service, Scrapbook		x
Daisy Project		x
A Day at the Farm	x	x
8th Grade Recruitment	x	x
Blood Drive		x
Toy Drive – Fire Dept	x	
Project Competition	x	x
Officer Leadership Training	x	x
Regional Meeting	x	x
State Conference	x	x
National Convention	x	x
Leadership Activities	x	x

Facilities	**Klittich**	**Lemus**
School Farm	x	
Ag Room 12 Classroom		x
Ag Room 14 Lab		x
Ag Room 14 Welding Shop	x	
Ag Room 15 Wood Shop	x	
Campus Greenhouse		x
Ag Office	x	x

Fillmore High School
Course Handbook

2015-2016

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Fillmore High School

Mission Statement

Fillmore High School aspires to be a professional learning community, in which students are provided with rigorous curriculum to be prepared for college and careers, in a safe and caring learning environment.

Vision Statement

Empower Excellence

Fillmore High School

School-Wide Learning Results

The graduates of Fillmore High School will be:

- **Self directed learners** who set personal goals, make informed decisions, and take pride in producing quality work.

- **Effective communicators** who clearly articulate ideas and demonstrate a mastery of skills through appropriate modes of communication.

- **Critical thinkers** who are able to creatively solve problems individually and collaboratively, calling on a variety of strategies, and are able to both express an opinion and provide a convincing rationale in support of that position.

- **Technologically literate individuals** who use current technology to achieve their academic, personal, and career goals.

MESSAGE FOR PARENTS

Parent involvement and active participation hold the greatest promise for students to grow, thrive, and reach their academic goals. There are many ways you can become involved in the educational community of Fillmore High School. The most common and important way is to check Q Parent Connection and Q Student Connection daily to monitor your student's academic progress. If you need a password please email Barbara Lemons at Blemons@fillmorusd.org.

As parents and guardians, your involvement in the educational process at Fillmore High School is critical and appreciated. Parents and guardians are highly encouraged to become active members of the English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Organization (PTO), Band Boosters, Athletic Boosters, and Ag Boosters.

- **ELAC** is an opportunity for parents to provide input in the school's program for English Learners. Information is presented in Spanish to help parents/guardians to actively participate in the meetings. ELAC meets on a monthly basis, and meetings are open to the public.
- **SSC** is a representative body made up of parents, teachers, students, administrators and staff whose primary focus is how we use our categorical funds to enhance student achievement. They help to develop school goals to raise student achievement; evaluate the effectiveness of programs; and, develop and approve the School Plan for Student Achievement (SPSA). SSC meets on a monthly basis, and meetings are open to the public.
- **PTO** provides support to our students, teachers and staff. To this end, all parents are encouraged to be involved in their student's education by becoming members. The PTO works to promote unity within the school, parents, teachers, students and community. PTO meets on a monthly basis, and meetings are open to the public.
- **Booster Clubs.** We have three outstanding booster clubs whose purpose is to raise funds that support band, athletics and the agricultural program. Parents whose students are involved in these programs are encouraged to participate in booster clubs. Please contact the school secretary for information on meeting dates and times.
- **Parent Education Workshops**. New this year is a series of monthly free informational workshops and activities. Topics include parenting skills-communication, graduation requirements, identifying depression, anxiety and other mental health issues in adolescents, parent advocacy, navigating the school system, A-G requirements, college applications, college systems, financial aid, bullying prevention, teen pregnancy, education options, career paths and special programs on campus.

Fillmore High School prides itself in keeping the lines of communication open with our parents, guardians and community through automated telephone messages, school marquee, flyers and its website. To access information on events and activities, visit www.fillmoreusd.org and click on Fillmore High School. There you will find the daily bulletin, web-calendar, news on video directly from the students with the latest school updates, and the school's newsletter.

Fillmore Unified School District
GRADUATION REQUIREMENTS

MINIMUM SUBJECT (or course) REQUIREMENTS FOR GRADUATION	Required Length	A-G College Requirements C or better grade
SOCIAL SCIENCE: World History CP or AP European History - 10th U.S. History CP or AP U.S. History - 11th Economics CP or AP Macro Economics - 12th U.S. Government CP or AP U.S. Government - 12th	 1 year 1 year 1 semester 1 semester	**A** 3 years
ENGLISH: English 9 CP or Honors English 10 CP or Honors American Literature CP, AP English Language, English 11 World Literature CP, AP English Literature, English12 *ELD 1/2, English S, English 1, 2, 3 can replace above courses	 1 year 1 year 1 year 1 year	**B** 4 years
MATHEMATICS: Successful completion of Algebra 1, either in middle school or high school, is required to graduate. Algebra 1, Math 1 A, Math 1, Enhanced Math 1, Math 1B, Math 2, Enhanced Math 2,, Geometry, Algebra II, Honors Algebra II, Math Analysis, Honors Math Analysis, Statistics & Probability, AP Calculus, Business Math, Math Support	 3 years total (must be 3 different math courses)	**C** 3 - 4 years Algebra 2 minimum
SCIENCE: Life Science: Biology CP, Honors Biology, AP Biology, or ROP Environmental Science Physical Science: Integrated Science CP, Chemistry CP, AP Chemistry, Physics, AP Physics 1, or ROP Environmental Science	2 years total	**D** 2 years 3 recommended
FOREIGN LANGUAGE: Spanish 1, 2, 3 CP, Spanish Native Speaker 1 CP, Spanish Native Speaker 2 CP, AP Spanish Language, or AP Spanish Literature	1 year total	**E** 2 years 3 recommended
FINE ARTS Beg. Art CP, Adv. Art CP, Drama, Adv Drama CP, or Instrumental Music CP **or** **VOCATIONAL EDUCATION** Agriculture, Ag Mechanics, Ag Fabrication, Introduction to Multimedia Production, Broadcast Production *Vocational Education courses do not meet A-G requirements	1 year total	**F** 1 year Visual Performing Art
ELECTIVES: Any course that is not one of the required courses is an elective. **COMMUNITY SERVICE HOURS:**	16 semesters total 60 hours	**G** 2 semesters UC approved electives
PHYSICAL EDUCATION: PE must be taken by all 9th & 10th graders 20 units or exemption - 9th, l0th, 11th, or 12th grade Students must pass the California Physical Fitness Exam (first taken in 9th grade) or be required to take additional years of Physical Education	2 years total	
GRADUATION UNITS: Each semester course, except for Study Hall, earns five credits when passed with a D- or higher grade	230 credits	
Other State Requirements and/or District Requirements to be successfully completed. • California High School Exit Exam in English Language Arts and Math • Algebra 1 ***Overall GPA of 2.0 for all courses taken in high school***		

Maintaining minimum progress towards graduation is defined by earning 50 credits by the start of the sophomore year, 110 credits by the start of the junior year, and 170 credits by the start of the senior year.

UNIVERSITY/COLLEGE ADMISSIONS

UC/CSU Minimum Entrance Requirements ("a-g" subject requirements)
Subject Requirement: To satisfy the Subject Requirement, students must complete the high school courses listed below with a "C" grade or better. These courses are known as the **"a–g" subjects.**

Students must take 15 yearlong classes to fulfill the requirements – seven of which must be taken in the last two years of high school. To be acceptable to UC/CSU, the courses must be certified as meeting the "a-g" subject requirements. For more information please access the UC website: www.universityofcalifornia.edu or the CSU website: www.calstate.edu

Subjects	University of California	California State University	Community College
a. Social Science	a. 2 years of history required including: - 1 year of U.S. History or ½ year of U.S. History and ½ year of American government - 1 year of World History	a. (Same as UC)	No subject Requirement 18 years old, or a high school graduate; or passed the California High School Proficiency Exam
b. English	b. 4 years of college prep English or higher	b. (Same as UC)	No subject Requirement
c. Mathematics	c. 3 years required including: - Algebra 1 - Geometry - Algebra 2 - Math 1 (4 years recommended)	c. (Same as UC)	No subject Requirement – Completion of Algebra 2 is highly recommended
d. Science	d. 2 years required including: - 1 year of a biology - 1 year of physical science (3 years recommended)	d. (Same as UC)	No subject Requirement
e. Foreign Language	e. 2 years of the same language (3 years recommended)	e. (Same as UC)	No subject Requirement
f. Visual and Performing Art	f. 1 year of ***the same course*** of a Visual & Performing Art	f. (Same as UC)	No subject Requirement
g. Elective Courses	g. 1 year of advanced course work in math, English, science, foreign language, social science, history, visual and performing arts.	g. (Same as UC)	
Required Testing	SAT Reasoning or ACT with writing. AND SAT Subject Tests may be required or recommended by the college you are applying to A.P. & Honors courses are recommended	ACT &/or SAT Reasoning	Matriculation process of assessment, orientation, counseling

COLLEGE ENTRANCE EXAMS

State Level

Students in the 11th grade participate in the required California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced testing program. Students must pass the California High School Exit Exam (CAHSEE) in English/Language Arts and Mathematics in order to graduate. Students must also complete all District Graduation Requirements to receive a diploma.

Testing for College

Students planning to attend college should prepare for required entrance exams. Two preparatory pre-entrance exams are also available to students. "PLAN" is taken during the sophomore year as a preparation for the ACT. The PSAT-NMSQT, administered in the fall of the junior year, is used to identify National Merit Scholar Finalists and serves as a preparation for the SAT Reasoning Test. The final stage of pre-college testing involves the actual taking of the ACT and/or SAT in the spring of the junior year. Most four-year colleges require one of these tests for admission and may base scholarship eligibility on the results. Some colleges require or recommend one or more SAT Subject Tests (see SAT Subject Tests below). These tests are taken at the end of the subject of choice and/or by the end of 11th grade.

GRADE	TEST	MONTH	CONTENTS
11TH	PSAT-NMSQT	October (offered only once during the year)	• Critical Reading • Writing • Math
11th	ACT,SAT Reasoning and SAT Subject Exams	February-June	• Same formats as the PLAN (ACT) and PSAT (SAT)
12TH	ACT,SAT Reasoning	October, November, December	• Same formats as the PLAN (ACT) and PSAT (SAT)
10th – 12th	SAT Subject Tests These are high school level tests, reflecting high school curricula	SAT Subject Tests are generally offered 6 times in any given school year. There are 20 Subject Tests across five general subject areas: history, mathematics, science, English and foreign languages. **NOTE:** Students with IEP's requesting accommodations must apply to the College Board by the published date.	SAT Subject Tests may be required or recommended by the college you are applying to. Some colleges require or recommend one or more SAT Subject Tests as part of the application. Many colleges that don't require or recommend Subject Tests will still consider them when reviewing your application. To find out if the colleges or universities that you're interested in require or recommend SAT Subject Tests go to the following website. www.sat.collegeboard.org/about-tests/sat-subject-tests/why-take-the-test
9th – 12th	Advanced Placement (AP) **The approximate cost for each AP Exam is approximately $86. Fee waivers and/or scholarships are available for students if he/she applies by the March deadline. A form will be distributed in the student's AP course.**	May	-American Government - Biology -Calculus – AB, BC -Computer Science -Economics -English -11th / 12th -Environmental Science -German Language -Physics B -Spanish– Language or Literature -Statistics -Studio Art -U.S. History -AP European History -AP Chemistry

University of California, Santa Barbara
Early Academic Outreach Program (EAOP)

The Early Academic Outreach Program (EAOP) was established in 1976 by the University of California (UC) to increase the number of students from underserved schools and communities who have the opportunity to achieve a college education.

EAOP is the University of California's largest academic preparation program, serving students at more than 150 K-12 public schools throughout California. EAOP helps students prepare for college and the work force, complete all UC and California State University (CSU) admissions requirements, and apply for college and financial aid. EAOP also guides families by showing them how to navigate complex college preparation, college application, and financial aid processes.

University studies consistently show that EAOP students are better prepared for college than non-EAOP students, surpassing students statewide when it comes to "a-g" coursework and entrance exam completion, UC eligibility, college enrollment, and college persistence.

Fillmore High School became a "UC – Partnership School" during the spring 2000. This unique and special program will help prepare our students for: admission to a university-college, career options, and with becoming productive members of society. A full time College Site Coordinator – Admission Counselor is being provided through funds from the University of California, Santa Barbara and can be reached at 524-6100.

Fillmore High School
A - G Certificated Course List

Underlined courses denote extra honors credit: A= 5, B = 4, C = 3

a – HISTORY	b – ENGLISH	c – MATHEMATICS (*may only be used for the 'c' requirement)
AP European History	English 9.4	AP Calculus
Government & Law .4	Honors English 9.4	Math Analysis .4
U. S. Government .4	English 10.4	Honors Math Analysis .5
AP U.S. Government & Politics	Honors English 10.4	Algebra I
AP U.S. History	American Literature C.4, D.4	Algebra 2.4
U.S. History .4	AP English Language & Comp.	Honors Algebra II
World Cultures .4	World Literature C.4, D.4	Geometry .4
	AP English Literature & Comp.	Statistics & Probability .4
		Math 1A.4
		Math 1B.4
		Math 1.4
		Enhanced Math 1.4
		Math 2.4
		Enhanced Math 2.4
		Math S
d – LABORATORY SCIENCE	**e – LANGUAGE OTHER THAN ENGLISH**	**f – VISUAL/PERFORMING ARTS (*may only be used for the 'f' requirement)**
Biology .4	Spanish 1.4	*Beginning Art .4
AP Biology .5	Spanish 2.4	3-D Art 1.4
Honors Biology .4	Spanish 3.4	3-D Art 2.4
Chemistry .4	AP Spanish Language	Advanced Art 1.4
AP Chemistry .5	AP Spanish Literature	Advanced Art 2.4
Physics 1.4	Spanish Native Speaker 1.4 (=Span. 1.4 & 2.4)	Advanced Art 3.4
AP Physics 1.5	Spanish Native Speaker 2.4	Advanced Art 4.4
Integrated Science 2.4		DS Art Portfolio .4
		Advanced Drama .4
		Instrumental Music .4

g – ELECTIVE COURSES (All courses listed under a-f with the exception of *Mathematics or *Visual/Performing Arts courses, plus the following:	
Economics .4	Ethnic Studies .4
AP Macroeconomics	Latino Studies .4
	Psychology .4
PASS Program courses are available to Migrant Education students. See your counselor.	

Advance Placement Classes/Honors Course Policies

Prerequisites: Approval from appropriate department, GPA, and/or pre-test. Please see course descriptions.

The Advanced Placement program is a collaborative effort among motivated students, dedicated teachers, and committed high schools, colleges, and college universities. AP classes are offered in U.S. History, English, Calculus, Spanish, Government, Biology, Chemistry, Physics, and Macroeconomics. This program is designed for students capable of doing college-level work while in secondary school, and who are willing to devote the energy and time necessary to complete a course more rigorous than other courses designed for college prep students.

Advanced Placement classes make substantial academic demands on students. In applying for such courses, students and parents should check the prerequisites and consider the amount of time demanded by extracurricular activities and other obligations. AP/Honors parents and students must attend the annual AP/Honors meeting to discuss the class requirements, rigor, and drop policy. AP/Honors students and their parents will sign a contract (syllabus) clearly spelling out the anticipated rigor of the coursework and the drop policy.

Many exceptional students are able to handle multiple demands on their time and energy; others are not. These courses require more dedication, concentration and consistent work than a college prep course. More personal responsibility on the part of the student is expected; homework (reading, written assignments, study, etc.) will be assigned on weekends and vacations. Absences must be kept to a minimum in order to cover the curriculum of a college course by mid-May when the national tests are given. Students considering taking more than **two** AP/Honors courses must have parent and counselor approval.

In rewarding students for the degree of difficulty in an AP class, the following grading system is used: “A” earns 5 points, a “B” earns 4 points, “C” earns 3 points, etc., in calculating GPA. A student who received the mark of D or F in an AP class will have to repeat the course in a summer program at a Community College in order to receive AP credit for make-up work.

A national AP test is given in mid-May each year. All students who pay for and are enrolled in AP are required to take the AP test in those subject areas. Test scores are mailed by the College Board to students and schools in mid-July. Students who earn a score of 3, 4, or 5 may earn college credits for the course.

Students may withdraw from an AP/Honors course up to the fourth week of the semester with counselor, teacher, parent, administrator approval. Schedules will not be changed at the quarter. Students may withdraw from an AP course at the semester and enroll in a corresponding course if required for graduation.

Fillmore High School
COMMUNITY COLLEGE ENROLLMENT POLICY

A challenging high school course load is one of the primary criteria that college admissions counselors use to analyze candidates. The degree of difficulty of the course load and the grades earned in the courses help determine admission.

1. Students are encouraged to take classes at the community college to increase their competitiveness for acceptance into a 4-year university.

2. Students are encouraged to take classes at the community college in areas of their interests that we do not offer at Fillmore High School (for example, the Child Development series of courses, Landscaping, American Sign Language, Sociology).

3. Students are allowed to take classes at the community college that meet the Fillmore High School graduation requirements.

4. Students must meet with their counselors for approval of course selection. Counselors are certifying that the student "has demonstrated the ability to benefit from" the course(s) requested.

5. Counselors will use their best judgment for allowing students to enroll in a 4-week course versus a full semester course.

6. For students to enroll in a community college course, students and their parents must sign the appropriate documents including the Recommendation for Special Admission – High School Students and Memorandum of Understanding Admission of Minors to Ventura College or other related documents for other community colleges.

7. Students must meet with a college counselor to approve the course(s) and sign the documentation.

8. Ninth and Tenth grade students must obtain the professor's approval on the first day of the course.

9. Placement exams may be required for some courses.

10. Students are responsible to request the college transcript from the college, and provide it to the high school counselor in order receive high school credits.

11. For academic work, 1 college credit equals 3.3 high school credits. Thus a 3 credit college course will equal to 10 high school credits.

12. Generally students are not allowed to take English at the community college until they are seniors. We have an agreement with community colleges that English 1A is the only English class that will take the place of senior World Literature English or AP English Literature.

13. Students are required to have a minimum day at the high school per the Recommendation for Special Admission – High School Students agreement.

VALEDICTORIAN/SALUTATORIAN CRITERIA

Grade Point Average (GPA) is based on all subjects taken. The exact same course may be repeated for higher grade but no additional credit will be given for a repeat course. The GPA will be rounded off to the nearest hundredth. Any pluses or minuses on grades do not count. Honors classes will count as follows: A = 5 points, B = 4 points, C = 3 points, D = 1 point, F = 0 points.

1. Summer school, college work, correspondence or other transferable credit up through the first semester of graduation year will be included in the GPA ranking. Prospective exchange students should be aware of possible disqualification of lack of transferable grades.
2. No more than one (1) class per semester may carry a "pass" or "credit" grade in order to qualify for consideration. (Pass or credit grades are not computed in GPA.)
3. In the graduation year a minimum ADA day in resident is required. Exception: Those students who are accelerating through community college classes for mid-year completion. The community college classes must satisfy a high school graduation requirement or be transferable to a University of California.
4. Satisfactory school citizenship must have been demonstrated for each semester of the senior year. Any "U" received at the end of semester in citizenship shall result in disqualification for valedictorian and salutatorian.
5. Salutatorians and valedictorians must meet the freshman admission requirements of the California State University system. These requirements include a specific number of .4 college preparatory courses.

Based on a 4.0 grading scale, any student with a 4.0 GPA or above will be valedictorian(s). If no student has a 4.0 GPA, the highest ranking student will be valedictorian. Co-salutatorians must have identical GPA's rounded off to the nearest hundredth.
Reviewed by Board: 3/1/94; 9/3/02.

CALIFORNIA SCHOLARSHIP FEDERATION (CSF)

This national organization's purpose is to foster high standards of scholarship, service and citizenship. Eligibility is based on a point system. To qualify, students must earn ten (10) points. Points are awarded based on the type of courses students take (Advanced Placement, Honors, College Prep). For more information contact your guidance counselor.

GOLDEN STATE SEAL MERIT DIPLOMA CRITERIA

The Golden State Seal Merit Diploma is hereby established as an honors diploma to recognize high school graduates who have mastered the high school curriculum. The Golden State Seal Merit Diploma shall be awarded jointly by the State Board of Education and the Superintendent of Public Instruction to each qualifying high school student.

A student who meets the following requirements shall qualify for a Golden State Seal Merit Diploma:

(a) The completion of all requirements for a high school diploma.

(b) A demonstration of the mastery of the curriculum in at least six subject matter areas, four of which shall be mathematics, English language arts, science, and United States history, with the remaining two subject matter areas selected by the student.

The state board shall determine and adopt, based upon the recommendations of the Superintendent, the following:

(a) The means by which pupils may demonstrate mastery of the curriculum. For subject matter areas, the means may include, but shall not be limited to, any subject matter examinations deemed appropriately rigorous by the state board. For this purpose, the state board may designate examinations administered by or under the auspices of the department, or examinations produced by private providers or local educational agencies, that are supervised and administered under conditions that are deemed adequate by the state board.

(b) Pupil performance standards or achievement levels that demonstrate mastery of the curriculum.

THE STATE SEAL OF BILITERACY

The State Seal of Biliteracy (SSB) became effective January 1, 2012. In order to recognize and encourage linguistic proficiency and cultural literacy the district provides recognition to high school students who have demonstrated proficiency in speaking, reading, and writing in one or more languages in addition to English. Qualifying students must meet specific state criteria to qualify. The Superintendent or designee shall approve applications for the award based on a review of student qualifications in accordance with district established criteria. (Education Code 51460-5146.

REQUEST FOR COURSE CHANGE

Collaborative Classroom Support Process
At Fillmore High School we believe the best way to achieve success in the classroom is through regular communication between the student, teacher, and parent. Therefore, the following steps are required if and when issues between a student and his/her teacher arise:

1. (a) Parent, and/or student and teacher meet to identify and analyze the problem.

   (b) Issues are clarified (grades, attendance, homework, tests/quizzes, behavior, etc.) and modifications are explored.

   (c) Interventions are considered (teacher assistance, tutoring, One Step, parent classroom visitation, on-line assistance, etc.) which results in the design and implementation of a plan and a timeline to address the issue.

   (d) Provide a copy of the agreed upon plan by the parent, student and teacher to the student's assigned administrator and counselor.

2. Parent classroom visitation.

3. Revisit plan at the end of the timeline to assess effectiveness

4. Meet with the counselor to see if there are any other available interventions.

5. If a consensus is not reached, or the plan implementation is not successful, parent request for class change should be directed to the appropriate administrator. A meeting will be set up with the teacher, student, parent, counselor, and administrator. The class change will be honored provided subject level placement is available and corresponding increase in enrollment in the receiving class is appropriate at the semester.

6. If after the steps above have been implemented and the parent continues to have concerns or would like to appeal the decision they will need to make an appointment with the site principal to address the issue. Again, the class change will only be honored provided subject level placement is available and corresponding increase in enrollment in the receiving class is appropriate at the semester.

Our district is committed to celebrating and affirming our diversity. We do not tolerate discrimination, harassment, or hostile work environments based on race, sex, age, sexual orientation, disability, marital status, or other protected characteristics. This is a reminder to all that request for transfer of a student based solely upon the teacher's protected characteristic will be rejected. If there is a complaint by a parent about a teacher based on unlawful discrimination against any protected group, we will follow the Uniform Complaint Procedure set forth in our Board Policies and Administrative Regulations, including requiring they be put in writing, immediately advising teacher of such complaints, encouraging mediation between the parties and fully investigating all such complaints, including interviewing all those with pertinent knowledge.

GRADING POLICY FOR NEW ENROLLEES

If a student enrolls in Fillmore High School without having been enrolled in another school that same or previous semester (and therefore has no forwarding grades), grading of that student will be determined in the following manner:

- Enrolled within 1-3 weeks of the beginning of the semester: the student receives appropriate grade and five units of credit for the semester.
- Enrolled from the 4th - 9th week of the semester: teacher discretion on whether a student can receive 2.5 or five units of credit for the semester.
- Enrolled from 10th-12th week of the semester: student receives 2.5 units of credit and appropriate grade. Counselors will notify the Registrar which students should receive 2.5 credits. This information will be put into the computer by the registrar.
- Enrolled from 13th week on during the semester: the student *cannot* receive any credit for the semester and the current quarter.
- Students who have been enrolled in and regularly attending another school and wish to transfer to Fillmore High School during the last two weeks of the semester will be reviewed individually.
- Ed. Code 48231: Notwithstanding Section 48201, pupils between 12 and 18 years of age who enter an attendance area from another state within ten school days before the end of the school term during which such entrance occurs are exempt for the remainder of the school term. (Added Stats. 1977. Ch. 1221).

ALTERNATIVE EDUCATION REFERRAL PROCESS

1. Referring party obtains and completes Alternative Education Application.
2. Supporting documents are attached to application.
3. Application is forwarded to site counselor for preliminary approval.
4. If student has an IEP, counselor contacts case manager for input. If in agreement, transfer IEP is scheduled. If the application is considered an emergency transfer for safety or health, the IEP will not prevent the student from attending the alternative school immediately and will be scheduled within the first 10 days of the transfer.
5. If the application is deemed an emergency, the Application is submitted to office manager at Sierra High School. Otherwise the application will be held at the site until the scheduled Alternative Education Board meets to discuss the applications.
6. The Alternative Education Administrator will attend the Alternative Education Board meeting and any Readmits that are scheduled throughout the year.
7. The applications will be approved or denied at the Alternative Education Board meeting. If approved,
    a. Student and parent attend interview and orientation at SHS.
    b. Parent signs agreement contract and enrollment paperwork.
    c. Parent address is verified by SHS Dean.
    d. SHS Dean notifies site counselor (and special services office).
    e. Student returns to FHS registrar to check out.
    f. I.S. (Independent Study) student obtains course recommendations from site counselor.
    g. I.S. student signs course contracts with assigned teacher.
    h. I.S. student materials and textbooks are obtained by IS teacher or students through the High School check out system.
    i. Start date is determined and entered into Zangle by SHS Dean.
    j. Placement is reviewed each subsequent semester by counselor and administrators.

VISUAL AND PERFORMING ARTS DEPARTMENT

3-D ART 1.4 Course Length: Semester UC Approved Course
3D art is a creative hands-on course in visual art. Students will be introduced to a variety of materials and projects allowing them an opportunity to create art and express themselves visually. Projects will range from 2 dimensional works through low relief sculptures to free standing art pieces. Lessons will introduce the elements of art and the principles of design and composition. Besides learning technical skills, the development of creative and original problem solving skills will be stressed.
Prerequisite: None

3-D ART 2 .4 Course Length: Semester UC Approved Course
This course is a creative, hands-on course in visual art. Appreciation and understanding of artwork, history and materials from cultures with a strong arts and crafts tradition will be highlighted and discussed. These may include: African, Mexican, Native American and South American Indian, Asian, Islamic and European cultures. The elements and principles of art along with a variety of materials and techniques will be used.
Prerequisite: 3D Art, Beginning or Advanced Art with a passing grade

BEGINNING ART 1.4 Course Length: Semester UC Approved Course
This course is an introductory class in art. Students will explore the elements and principles of art through a series of drawing and painting exercises using a variety of materials such as pencil, tempera and pastel. Vocabulary and art history will be introduced. Weekly sketchbook assignments are a course requirement. A portfolio of completed work will be evaluated at the end of the semester. This course is open to any student and is a prerequisite for Advanced Art.
Prerequisite: None

ADVANCED ART 1.4 Course Length: Semester UC Approved Course
The further development of the elements and principles of art through the use of various materials and techniques will be studied. Students will continue to develop their skills in drawing and painting, and will increase their awareness of art historically, culturally and in their environment. Weekly sketchbook assignments are a course requirement. A portfolio of completed coursework will be evaluated at the end of the semester. Students will be expected to complete work to be shown in the student gallery and/or art show.
Prerequisite: Beginning Art (high school level) with a passing grade.

ADVANCED ART 2.4 Course Length: Semester UC Approved Course
See description for Advanced Art 1. Perspective, composition and the use of elements and principles of art will be emphasized in 2 and 3 dimensional work. **Sketchbooks and outside class assignments** are required, as well as participation in the student art show.
Prerequisite: Beginning Art and Advanced Art 1 with a passing grade.

ADVANCED ART 3.4 Course Length: Semester UC Approved Course
The major goal of this course is for serious Art students to explore new ways of creating and developing their own styles. This course will stress the importance of planning, creativity and craftsmanship as the student develops a portfolio for final review. **Sketchbooks and outside class assignments are required** as well as participation in the student art show.
Prerequisite: Advanced Art 2 with a passing grade and teacher approval.

ADVANCED ART 4.4 **Course Length: Semester** **UC Approved Course**

See description for Advanced Art 3. This course is for students who have a serious commitment to Art and are able to work somewhat independently. Students will be encouraged to challenge themselves to develop a highly personal approach to art and to focus on a particular skill or medium. Students will bear the cost of unusual supplies or expensive materials for specialized interests. **Sketchbooks and outside class assignments are required as well as participation in the student art show.**

Prerequisite: Advanced Art 3 with a passing grade and teacher approval.

DIRECTED STUDY: ART .4) **Course Length: Semester**

Students must be serious about art or be considering a college major in art. Emphasis will be on sharpening skills, developing their own personal style, and building a portfolio of examples of their work. With minimal supervision, students will be expected to complete classroom as well as outside the classroom assignments.

Prerequisite: Beginning Art, two or more semesters of Advanced Art and teacher approval (may be repeated more than once).

CERAMICS **Course Length: Semester** **UC Approved Course**

This is an introductory, hands-on course to ceramics including; pinch, slab, coil, and sculpture construction techniques with explanation of potter's language, tools, and sources of inspiration. In addition, students will learn about color and its design and communication properties through the glazing process.

Lessons will introduce the elements of art and the principles of design and composition. Besides learning technical skills, the development of creative and original problem solving skills will be stressed.

Prerequisite: Beginning and Advanced Art; or 3D Art 1 and 2 and teacher approval.

CERAMICS 2 **Course Length: Semester** **UC Approved Course**

This course will allow students to further explore the medium of clay. There will be more complex problems in the hand-building method with greater emphasis on personal directions in content, form, decoration and color. Throwing on the potter's wheel will be a major focus in this class.

Prerequisite: Ceramics I and teacher approval.

INSTRUMENTAL MUSIC .4 **Course Length: Year** **UC Approved Course**

This course stresses improvement of instrumental and performance techniques and emphasizes exposure to and performance of concert band music of all styles and periods. The band plays for campus and community functions and music festivals. ATTENDANCE AT ALL PERFORMANCES IS MANDATORY.

Prerequisite: Audition and consent of instructor

MARCHING BAND **Course Length: Year** **5 Credits Fall Semester Only**

Prerequisite: Previous participation in music class or performing group or consent of instructor. This class emphasizes practice and performance on a musical instrument as applied to marching band, including techniques in both parade and field settings. Students will be expected to participate in regular aerobic training and stretching. Attendance at all performances and practices outside the regular school day are required. Students will earn one year of P.E. credit by taking two semesters of marching band (Fall semester only.)

BEGINNING DRAMA **Course Length: Semester**

This class is designed for students with no prior experience with the dramatic arts. Beginning Drama teaches students basic stage techniques; effective use of voice, face and body; some theatre history; and simple scene production.

Prerequisite: None

ADVANCED DRAMA **Course Length: Semester** **UC Approved Course**

This class focuses on preparing students for major, serious productions. Advanced Drama teaches students complex stage techniques; advanced use of voice, face and body; in-depth theater history; and complex scene and play production.

Prerequisite: Beginning drama or teacher approval.

ENGLISH DEPARTMENT

ENGLISH 9.4 Course Length: Year UC Approved Course
English 9.4 is a college-prep course in which students develop the reading, writing, listening, and communication skills necessary to succeed in college and the workplace. This course is designed to establish a foundation for English coursework in high school, and includes reading entire works of literature, literary analysis, writing as a process, Cornell note-taking, researching topics, grammar, and peer collaboration.

ENGLISH 10.4 Course Length: Year UC Approved Course
Students will respond to core literary works representative of different genres through integrated reading, writing, listening, and speaking activities. Students will continue to refine skills for expository essays, and will develop thinking and writing strategies.

HONORS ENGLISH 9.4 / 10.4 Course Length: Year UC Approved Course
These courses meet the requirements for 9th and 10th grade English. A core of literary works will be studied in class and independently. Students will have an opportunity to practice research skills, note taking, discussion, group interaction and communication skills and will be expected to make written and oral presentations. The inquiry method will be stressed, allowing students to assume increasing responsibility for their learning as they undertake the expectations of these yearlong courses. These courses are designed to also prepare the students for the rigors of college work. The courses will also help the student become ready for the AP English Literature and Composition Exam and the SAT. (Important note: Students who do not maintain at least a "C" average in these classes will be transferred to a lower level class at the end of the quarter at the teacher's discretion.) An incident of cheating will be cause for removal from any Honors class.
Prerequisite: Criteria for 8th grade students for entering into the honors program: Students' reading level will be tested and their writing skills will be assessed to determine placement in these classes.

AMERICAN LITERATURE .4 Course Length: Year UC Approved Course
This course is recognized as meeting the English requirement by the state college and university systems. Students will practice higher level thinking by studying literary selections by American authors in class and independently. This course offers students extensive practice in essay writing as they respond to the core literary works.
Prerequisite: American Literature 11.4 is available to students by reading level and teacher recommendation.

AP ENGLISH LANGUAGE & COMPOSITION Course Length: Year UC Approved Course
This course meets the requirement for 11th grade English and is also recognized by the state college and university systems as an AP course worth .5 credits. By studying a core of classic and contemporary American literature, students have an opportunity to practice higher level thinking skills, group work and oral presentations. Students will prepare extensively for the AP English Language and Composition exam. Students will assume increasing responsibility for their learning as they undertake the expectations of this course. (Important note: Students who do not maintain at least a "C" average in this class will be transferred to a College Prep .4 class at the end of the semester at the teacher's discretion). The specific course content may be found on the AP web site @ www.collegeboard.org. **Prerequisite: Grade of A or B in Honors English 10.**

ENGLISH 12 Course Length: Year
For students continuing their education at community college certificate program or entering the job market after graduation. This course integrates reading, writing, speaking and listening skills through selected literature and non-fiction.

AP ENGLISH LITERATURE & COMPOSITION **Course Length: Year** **UC Approved Course**

This course meets the requirement for 12th grade English and is also recognized by the state college and university systems as an AP course meaning it is a .5 class. By studying a core of classic and contemporary English literature, students have an opportunity to practice higher level thinking skills, group work, and oral presentations. Students will prepare extensively for the AP English Literature Exam. Students will assume increasing responsibility for their learning as they undertake the expectations of this course and should be prepared to write well at the university level. (Important note: Students who do not maintain at least a "C" average in this class will be transferred to a College Prep .4 class at the end of the semester at the teacher's discretion). The specific course content may be found on the AP web site @ www.collegeboard.org.
Prerequisite: A or B in AP English 11.5 (Language & Composition) or an 'A' in American Literature and teacher recommendation.

WORLD LITERATURE 12.4 **Course Length: Year** **UC Approved Course**

This course is recognized as meeting the English requirement by the state college and university systems. Students will study a variety of literary genres from selected world literature which includes the novel, short stories, poetry, drama and essay. Students will respond to core literary works through integrated reading, writing, speaking and listening activities. This course offers students extensive practice in essay writing that is designed to strengthen students' ability to analyze, synthesize and evaluate. **Prerequisite: Enrollment in World Literature 12.4 is determined by student's reading level and teacher recommendation**.

ENGLISH 11S and 12S **Course Length: 1 year**
Grade Level: 11/12

The California High School Exit Exam has been given to all sophomores and has been a graduation requirement in the state since 2006. This class is an intervention designed to aid juniors and seniors who have not yet passed the Exam.

CAHSEE English 11/12 uses students' past Exam scores and other assessments to determine the individual Areas of Need (AoN) for students to help them pass the Exam. Like the Exam itself, the class focuses on three main areas: Writing (essays, letters, etc.), Writing Strategies (grammar, sentence structure, proofreading, etc.), and Reading Comprehension.

Throughout each semester, students will write no fewer than ten (10) essays. These essays use a modified version of the Jane Schaeffer Method and encompass argumentative/persuasive, expository, and analytical forms. Through organic assessments, we determine which essay form needs the most practice.

On a daily basis, our Intervention English classes write responses to prompts, both in essay format and in a more free-style, journaling style. All of this writing is to practice the skills students develop weekly. The students are expected to demonstrate, through writing, their ability to use Figurative Language, proper spelling/grammar/punctuation, effectively write within a theme or genre, and to identify the mistakes in any of the above in an independent writing, whether it be fiction or non-fiction.

Our students are expected to read extensively on a daily basis. The greatest measure of success on any standardized test, like the CAHSEE, is how much a student reads. Therefore, we require all students to read a book other than their required, school-issued textbook, for at least 30 minutes every day. We also use released materials from the California Department of Education to constantly assess our young readers and to give them practice using retired excerpts from the Exam.

ENGLISH LANGUAGE DEVELOPMENT (ELD) DEPARTMENT

DETERMINING LANGUAGE DESIGNATION OF STUDENTS

When a student enrolls for the first time in a school in the Fillmore Unified School District, the parent completes a Language Census form (R-30). The Language Census form informs the school of the student's primary language and the language spoken at home. When a language other than English is reported, the student is identified as an English Language Learner until the administration of the CELDT. The student's performance on the CELDT test determines the student as either English Language Learner (ELL) or as Fluent English Proficient (FEP). Based on this information, the student is placed in the English class/level that corresponds to his/her English proficiency. As fluency develops, students are retested annually until they can be re-designated as RFEP (Reclassified Fluent English Proficient) and integrated successfully into mainstream courses.

ENGLISH LANGUAGE DEVELOPMENT-ELD 1 **Course Length: Year (2-period block)**

Listening, speaking, reading, and writing exercises are designed to assist beginning ELL students learn the English language. Content area revolves around the ELD standards. Only one course per semester may be used to fulfill the English requirement for graduation.

Prerequisite: CELDT Level 1 = Beginning;

Exit Criteria: C or better in the class; Mastery of Beginning Level on ELD Standards; CELDT Level 2; Teacher Recommendation.

ENGLISH LANGUAGE DEVELOPMENT-ELD 2 **Course Length: Year (2-period block)**

This course is designed to assist the early intermediate level student in acquiring greater proficiency in the areas of listening, speaking, reading and writing in English. Content area revolves around the ELD standards. Course of instruction includes a balance of proficiency test-based activities and literature study.

Prerequisite: CELDT Level 2 = Early Intermediate; Grade of C or better in ELD 1, Teacher Recommendation.

Exit Criteria: C or better in class; Mastery of Early Intermediate Level on ELD Standards; CELDT Level 3 = Intermediate; Teacher Recommendation.

ENGLISH LANGUAGE DEVELOPMENT-ELD 3 **Course Length: Year (2-period block)**

This course is designed to further assist the intermediate level student in acquiring greater development of listening, speaking, reading and writing skills. Content area revolves around the ELD and ELA English 9 and 10 standards. Course of instruction includes a balance of proficiency test-based activities and literature study.

Pre-Requisite: CELDT Level 3 = Intermediate; Grade of C or better in ELD 2; Teacher Recommendation.

Exit Criteria: C in class; Teacher Recommendation.

ENGLISH 3D1 A & B
English 3D is a language program designed to accelerate language skills for all academic language learners, including long-term English language learners and advanced EL students. Targeted instructional routines for vocabulary, writing, speaking, and listening help language learners achieve the raised expectations of the Next Generation Assessments and succeed in college and career. The Lexile range for course 1 is 750L-1100L.
Prerequisite: Students in grades 9-10 only. ELD 1, 2 and 3 and/or has been an EL for 6 years or more with a minimum CELDT level of Intermediate overall.
Exit Criteria: Student Reclassified Fluent English Proficient (RFEP)
**Special circumstance: May also be appropriate for RFEP students who are not making adequate progress in their English course.

English 3D2 A & B
English 3D is a language program designed to accelerate language skills for all academic language learners, including long-term English language learners and advanced EL students. Targeted instructional routines for vocabulary, writing, speaking, and listening help language learners achieve the raised expectations of the Next Generation Assessments and succeed in college and career. The Lexile range for course 2 is 890L-1410L.
Prerequisite: Students in grades 9-12. ELD 1,2 and 3; English 3D1 A & B and/or has been an EL for 6 years or more with a minimum CELDT level of Intermediate overall.
Exit Criteria: Student Reclassified Fluent English Proficient (RFEP).

****Special circumstance: May also be appropriate for RFEP students who are not making adequate progress in their English course.**

FOREIGN LANGUAGE DEPARTMENT

SPANISH 1.4 **Course Length: Year** **UC Approved Course**
This course emphasizes the foreign language goals of communication, culture, connections, comparison and communities and the foreign language standards. It stresses fluency and accurate pronunciation. Introduces and develops basic language concepts through practice of useful structures and vocabulary. Provides practice in listening comprehension, speaking, reading and writing. It also presents information about common traditions and customs of the people who speak the language**.**
Important: Students must receive a passing grade to continue second semester.
Prerequisite: "C"or better in English.

SPANISH 2.4 **Course Length: Year** **UC Approved Course**
This course emphasizes the foreign language goals of communication, culture, connections, comparison and communities and the foreign language standards. It provides further development of the four basic language skills with emphasis on fluency, accurate pronunciation and effective communication. It also presents additional information about the life and culture of the people.
Important: Students must receive a passing grade to continue second semester
Prerequisite: "C" in Spanish 1 or teacher approval.

SPANISH 3.4 **Course Length: Year** **UC Approved Course**
This course is a college preparatory, rigorous, and enriching course with a high-school curriculum. Students continue to develop and increase their language acquisition in Spanish through the study of language structures in cultural and historical contexts. Students will be engaged in a study of language structures and vocabulary through reading, listening, speaking, and writing activities. Aspects of contemporary Spanish and Hispanic cultures are emphasized in this class. Students will be assessed using a variety of methods including: oral and written tests and quizzes, classroom discussions and interactive activities, oral/aural assignments, presentations, dialogues, short compositions, and other displays.
Important: Students must receive a passing grade to continue second semester.
Prerequisite: "C" in Spanish 2 or teacher approval.

SPANISH FOR THE NATIVE SPEAKER 1.4 **Course Length: Year** **UC Approved Course**
This course is designed to meet the needs of those students who due to their background already possess the ability to understand and speak Spanish. The goal of the course is to introduce the students to the world of written Spanish, including the study of grammar, orthography, literature and cultural diversity within the Spanish-speaking world. Completion of this course will satisfy the California State and University of California requirements for two years of a foreign language.
Important: Students must receive a passing grade to continue second semester.
Prerequisite: Ability to understand spoken language and speak the language with native or near native fluency.

SPANISH FOR THE NATIVE SPEAKER 2.4 **Course Length: Year** **UC Approved Course**
This course is a continuation of Spanish for the Native Speaker 1. Emphasis is on building on the reading, writing, and speaking abilities of the native or near native Spanish speaker in preparation to take the AP Spanish Language Class. Study of literature is included to prepare students to succeed in the Advanced Placement Spanish Classes.
Prerequisite: Spanish for the Native Speaker 1.4.

AP SPANISH LANGUAGE **Course Length: Year** **UC Approved Course**

This course emphasizes the foreign language goals of communication, culture, connections, comparison and communities and the foreign language standards. It reviews and extends advanced language concepts and continues to provide practice in the four basic language skills. Reading and writing is emphasized through the use of articles, newspapers and literary works. It continues to present information about the life and culture of the people. It also includes student oral discussions and written reports. Students are required to take the AP Spanish Language Exam in May.

Prerequisite: Successful completion of Spanish Native Speakers I.4 and 2.4.

AP SPANISH LITERATURE **Course Length: Year** **UC Approved Course**

This course is designed for those students who have reached a high degree of ability in reading, written and oral expression in Spanish. The course is based on the study of the outstanding Hispanic authors and their works taken from AP required reading list. Students are required to analyze and discuss in writing works from three major genres: narrative, poetry, and theater, using the appropriate terminology and applying the different tools of literary criticism. Students will be eligible to take the AP Spanish Literature Exam in May.

Prerequisite: Successful completion (Grade of A or B) in AP Language, Spanish for the Native Speaker I and II.

ETHNIC STUDIES .4 **Course Length: Semester** **UC Approved Course**
Grade Level: 11/12

This course exposes students to past and present views on racism, stereotypes, sexism and prejudice in the U.S. In addition, students learn about the cultures of various ethnic groups such as African American, Asian American and Native American.

LATINO STUDIES .4 **Course Length: Semester** **UC Approved Course**
Grade Level: 11/12

This course will allow students to see that even though we live in the U.S., it is also very important to realize that we are a multi-cultural, diverse society; and acquiring knowledge of other people is vital for any sense of cultural harmony. Students will have an opportunity to learn and appreciate Latino history and its relationship with the U.S. as a whole from Pre-Columbian to present time. This class will also emphasize the significant social, political, and economical contributions of the Latino in America. Hopefully, this course will act as a unification device to bring about a cultural appreciation of all peoples, not just Latino or Anglo-American.

MATHEMATICS DEPARTMENT

Math Department Calculator Recommendation: It is recommended that all students pursuing course work from Math 1 through AP Calculus use and have personal access to a scientific calculator. Advanced students wishing to use graphing calculators should consult their teacher before purchasing.

MATH 1A.4 **Course Length: Year** **UC Approved Course**
Math 1 is the first semester course of a three course sequence including Math 1, 2, and 3. This will be a one year course which satisfies the Common Corse Standards Integrated Pathway model. It will strength and build on students' previous knowledge in middle school algebra and geometry. This course will focus on algebraic expressions, linear functions, some basic exponential functions, exponents, and solving equations.
Prerequisite: Grade 8 CC Math/Math 1, D or F 1st semester only

MATH 1B.4 **Course Length: Year** **UC Approved Course**
Math 1 is the second semester course of a three course sequence including Math 1, 2, and 3. This will be a one year course which satisfies the Common Corse Standards Integrated Pathway model. It will strength and build on students' previous knowledge in middle school algebra and geometry. This course will focus on solving equations, geometric congruence proof and construction methods, finding volumes, areas, descriptive statistics, connecting algebra and geometry through reasoning and proof as well as real life applications.
Prerequisite: C- or better in Math 1A.

MATH 1.4 **Course Length: Year** **UC Approved Course**
Math 1 is the first course of a three course sequence including Math 1, 2, and 3. This will be a one year course which satisfies the Common Corse Standards Integrated Pathway model. It will strength and build on students' previous knowledge in middle school algebra and geometry. This course will focus on algebraic expressions, linear functions, some basic exponential functions, exponents, solving equations, geometric congruence proof and construction methods, finding volumes, areas, descriptive statistics, connecting algebra and geometry through reasoning and proof as well as real life applications.
Prerequisite: Math 8 CC with a C- or above

ENHANCED MATH 1.4 **Course Length: Year** **UC Approved Course**
Enhanced Math 1 is the first course of a three course sequence including Enhanced Math 1, 2, and 3. This will be a one year course which satisfies the Common Corse Standards Integrated Pathway Accelerated model. It will strength and build on students' previous knowledge in middle school algebra. This course will focus on algebraic expressions, linear functions, quadratic functions, some basic exponential functions, exponents, polynomials, solving equations, geometric congruence proof and construction methods, finding volumes, areas, descriptive statistics, connecting algebra and geometry through reasoning and proof as well as real life applications. In addition matrices and vectors will be introduced.
Prerequisite: B or better in Honors Math 8 CC.

MATH 2 .4 **Course Length: Year** **UC Approved Course**
Mathematics 2 is the second of a three year integrated math sequence that will help students see the relationships between algebra, geometry and statistics. In this course students are introduced to quadratic function and learn to compare them to exponential and linear functions that were studied in Mathematics 1. Students see that quadratics can be used to represent circles and

parabolas and use the distance formula and the Pythagorean Theorem from Mathematics 1 to aide in modeling them.

Students will understand that writing functions and expression in different forms can reveal key features that can be used to guide the solving of problems. Students will need to explore the notion of the complex number system so that all quadratics can be solved. They will explore the relationships between all of the different number systems. Students continue work with systems of equations to include systems of quadratic equations. Students continue to work with data and probability in this course. They will see the connection between the two by studying conditional probability. They will use probability models to make informed decisions. Students will build on prior work with dilations and proportionality to build a formal understanding of similarity. Students will use similar triangles to understand right triangle trigonometry. Students will expand their knowledge of proof in geometry to move from informal to formal. Students will learn and understand how to construct a formal geometric proof and use the learned techniques to prove many geometric theorems. Students will establish formulas to solve problems involving circles and the volume of cylinders, pyramids and cones.
Prerequisite: Math 1 (or 1A & 1B) with a grade of "C-" or better

ALGEBRA 2 .4 **Course Length: Year** **UC Approved Course**
This course revisits the topics covered in Algebra 1 and extends them to new levels including logarithms, conic sections, the binomial theorem, probability and statistics, and sequences and series. A graphing calculator is recommended. This course satisfies one of the University of California math requirements.
Prerequisite: Algebra 1 (or 1A & 1B) & Geometry with a grade of "C" or better or teacher recommendation.

ENHANCED MATH 2 .4 **Course Length: Year** **UC Approved Course**
Enhanced Mathematics 2 is the second of a three year integrated math sequence that will help students see the relationships between algebra, geometry and statistics. In this course students are introduced to quadratic function and learn to compare them to exponential and linear functions that were studied in Mathematics 1. Students see that quadratics can be used to represent circles and parabolas and use the distance formula and the Pythagorean Theorem from Mathematics 1 to aide in modeling them. Students will understand that writing functions and expression in different forms can reveal key features that can be used to guide the solving of problems. Students will need to explore the notion of the complex number system so that all quadratics can be solved. They will explore the relationships between all of the different number systems. Students continue work with systems of equations to include systems of quadratic equations. Students continue to work with data and probability in this course. They will see the connection between the two by studying conditional probability. They will use probability models to make informed decisions. Students will build on prior work with dilations and proportionality to build a formal understanding of similarity. Students will use similar triangles to understand right triangle trigonometry. Students will expand their knowledge of proof in geometry to move from informal to formal. Students will learn and understand how to construct a formal geometric proof and use the learned techniques to prove many geometric theorems. Students will establish formulas to solve problems involving circles and the volume of cylinders, pyramids and cones.
Enhanced Mathematics 2 will also deepen the students understanding of core pre-calculus concepts and use trigonometry and transformations at a new level to gain new understandings of mathematical concepts necessary for Calculus
Prerequisite: Enhanced Math 1 with a grade of "B" or better

GEOMETRY .4
This course covers the topics of geometry including properties of lines, triangles, quadrilaterals, circles, polygons, transformations, similarity, trigonometry, surface area, and volume. Logic and proofs will be presented throughout the course. The course will require some use of the graphing calculator. This course satisfies one of the University of California math requirements.
Prerequisite: Algebra 1 (or 1A & 1B) with a grade of "C" or better and recommendation of Fillmore Middle School Math Department.

STATISTICS & PROBABILITY .4 Course Length: Year UC Approved Course
This course covers the basics or probability, statistics and data analysis with an emphasis on concepts and projects, rather than upon numbers and calculations. This course satisfies one of the University of California math requirements.
Prerequisites: Algebra 2 or above with a grade of C or better.

HONORS MATH ANALYSIS .5 Course Length: Year UC Approved Course
This honors course covers the same material as Math Analysis, but in additional depth and detail. Course work will be more challenging and move at a faster pace, better preparing students for Calculus. This course satisfies one of the University of California math requirements.
Prerequisite: A grade of "C" or better in Honors Algebra 2 as well as a rating of "Proficient" or better on the most recently available California Standards Test in Mathematics or teacher approval.

AP CALCULUS AB Course Length: Year UC Approved Course
Students in this course are required to take the AP Calculus (AB) exam in May. AP Calculus AB is generally equivalent to one semester of a college Calculus sequence. This course follows the advanced placement course description as outlined by The College Board. The course integrates as many concepts as possible by using a functional and graphical approach to explore topics of derivatives and integrals. This approach is reinforced through extensive use of the graphing calculator. A graphing calculator (TI-83 or better) is required for this course.
Prerequisite: H-Math Analysis with a grade of "C" or better or teacher approval.

BUSINESS MATH Course Length: Year
This course is designed for students to find more success with math than perhaps they have had in the past. The emphasis of evaluation is placed equally on effort and ability. It is essential that students take good daily notes – these notes can be used on all quizzes and tests throughout the year! Homework will be minimal – students will be provided time during class to complete most work. To make this class as applicable to students' lives as possible, each unit will be comprised of at least one real-world project. A passing grade in both semesters of this course will result in one mathematics credit towards graduation, as well as completion of the state's consumer education requirement. **This class is for Seniors ONLY.**

MATH S Course Length: Semester-repeatable
Math S provides a broad overview in foundational mathematical concepts, assisting students to become proficient in the skills necessary to be successful on the California High School Exit Exam, (CAHSEE). This course is intended for all students who have not yet passed the math portion of the CAHSEE. The student will develop proficiency in the following areas of mathematics, as appropriate for this class: statistics, data analysis and probability; number sense; algebra and functions; measurement and geometry; and mathematical reasoning.
Prerequisite: Students who have not yet passed the math portion of the California High School Exit Exam.

PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION 9 **Course Length: Semester**
This is an introductory course in which students will participate in physical fitness activities and sports. The students will be required to dress in a school appropriate PE uniform, participate, and attend class daily in order to earn a passing grade. Students will participate in or study about each of the following categories: mechanics of body movement, team sports, combative, and gymnastics / tumbling. Some possible activities include: Guest speaker presentations, football, soccer, agility drills, and field trips. **Prerequisite: Must be in 9th grade**

PHYSICAL EDUCATION 10 **Course Length: Semester**
This is the secondary course in which students will participate in physical fitness activities and sports. The students will be required to dress in a school appropriate PE uniform, participate, and attend class daily in order to earn a passing grade. Students will participate in or study about each of the following categories: mechanics of body movement, dual / individual sports, aquatics, and rhythms / dance. Some possible activities include: Guest speaker presentations, golf, archery, racket sports, and field trips. **Prerequisite: Must be in 10th grade**

PHYSICAL EDUCATION 11-12 **Course Length: Semester**
This is a credit recovery course in which students will participate in physical fitness activities and sports. The students will be required to dress in a school appropriate PE uniform, participate, and attend class daily in order to earn a passing grade. Students will participate in or study about each of the following 8 categories: mechanics of body movement, the effect of physical activity upon dynamic health, team sports, individual / dual sports, aquatics, rhythms / dance, gymnastics / tumbling, and combative. Some other possible activities include: cardio kickboxing, yoga, pilates, aerobics, step aerobics, resistance band training, water aerobics, swimming and field trips. **Prerequisite: Must be in 11th or 12th grade**

ATHLETIC ELECTIVES **Course Length: Semester** **Grade Level: 09-12**
This course is available to athletes who participate in High School Sports that are taught during 6th period. The course is designed to condition and prepare varsity athletes for their in-season sports. Stretching and conditioning concepts will be taught as well as the necessary skills for their sport.

ATHLETIC WEIGHT TRAINING **Course Length: Semester** **Grade Level: 09-12**
This course is available to athletes who participate in High School Sports. The course is designed to condition and prepare varsity athletes for their sports. The students in the class will be lifting weights and participating in conditioning drills. Students are required to dress out and participate daily. **Prerequisite: Athlete / Teacher Approval.**

PHYSICAL EDUCATION EXEMPTIONS

Regular day high school pupils are required to successfully complete four semesters of physical education prior to graduation. These pupils shall attend physical education in grades 9 and 10, but may complete the physical education graduation requirement, or approved alternatives, in any of their four remaining semesters. The education code and local regulations provide alternative ways to meet these requirements. In no case shall units toward graduation be granted for meeting the physical education requirements via alternative methods.

Temporary Exemptions

The Superintendent or designee may grant a temporary exemption from physical education under either of the following conditions:

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.
2. The student is enrolled for one-half time or less.

Two-Year Exemptions

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the state's physical fitness test in grade 9.

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the physical fitness test to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Permanent Exemptions

The Superintendent or designee may grant a permanent exemption from physical education to an individual student under any of the following conditions:

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years.
2. The student is enrolled as a postgraduate student.
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

Other Exemptions

The Superintendent or designee may grant an exemption from physical education under the following special circumstances:

1. The student in grades 10-12 is excused for up to 24 clock hours in order to participate in automobile driver training.
2. The student in grades 10-12 attends a regional occupational center or program and attendance in physical education courses results in hardship because of the travel time involved.
3. The student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours.*

To request a Physical Education Exemption, please fill out an application and return to your counselor along with evidence of qualification if applicable. *A Physical Education Credit Contract must be filled out along with the application.

SCIENCE DEPARTMENT

BIOLOGY .4 Course Length: Year UC Approved Course

Biology is a course that includes the fundamentals of microbiology, cells, genetics, physiology, and evolution. Laboratory investigations include the use of scientific inquiry, research, problem solving, laboratory tools and technologies, experimental procedures, and safety procedures. The course is designed to help all students develop an integrated view of the natural world, formulate explanations utilizing critical and logical thinking, and the skills to calibrate and troubleshoot equipment used to make observations. Students will gain an understanding of measurement error and will learn skills to collect, interpret, and present data. This class fulfills the life science graduation requirement for FUSD, as well as the lab requirement for admission to the University of California.

HONORS BIOLOGY .4

The content focus of this course is consistent with Biology .4, however students will explore these concepts in greater depth. While the academic pace and rigor is increased for Honors level course work, so are the opportunities to perform field work and interact with working scientists. Major projects include river restoration projects with UCSB, as well as, leading local 3rd grade students in science activities and field trips.

Prerequisite: Students are placed in Honors Biology based on grades received in middle school as well as placement in Honors Math or English courses.

AP BIOLOGY Course Length: Year

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes energy and communication, genetics, information transfer, ecology, and interactions. **LABORATORY REQUIREMENT:** Students are engaged in hands-on laboratory work integrated throughout the course that accounts for more than 25% of the class time with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Prerequisite: Students should have successfully completed high school courses in biology and chemistry with a grade of "C" or higher.

CHEMISTRY .4 Course Length: Year UC Approved Course
Grade Level: 11/12

This course covers the qualitative and quantitative aspects of scientific measurement, the nature of matter, gases, liquids and solids, energy, atomic theory, properties of elements, chemical bonding, acids and bases, equilibrium, kinetics, molecular structure and properties, stoichiometry, thermochemistry and solutions. **Prerequisites: Biology; completion of Geometry with "C" or better and enrolled in Algebra 2 or higher.**

AP CHEMISTRY Course Length: Year

The purpose of Advanced Placement Chemistry is to provide a college level course in chemistry and to prepare the student to seek credit and or appropriate placement in college chemistry courses. Students are engaged in hands-on laboratory work, integrated throughout the course that accounts for more than 25% of the class time. Emphasis is placed on depth of understanding of a topic, rather than breadth of topics. Two days prior to each chapter test is spent in study groups using old AP Chemistry Free Response questions/Study Guides for review.

PHYSICS .4 **Course Length: Year** **UC Approved Course**
Grade Level: 11/12
Physics is the study of the relationship between energy and matter. This relationship is studied via mathematical models, experimentation, and hands-on activities. The course stresses the ability to be able to make careful observations, properly record data and analyze the data through graphs. This course covers measurements, one-dimensional motion, two-dimensional motion, forces, work and energy, momentum, circular motion, gravitation, waves, sound, light, electricity and magnetism.
Prerequisites: Prior high school science course with a "C" or better, an "A" or "B" is preferred; concurrent enrollment or completion of Algebra 2 with a "C" or better; concurrent enrollment in Pre-calculus is strongly recommended.

AP PHYSICS 1 **Course Length: Year** **UC Approved Course**
Grade Level: 11/12
The AP Physics course is designed to be the equivalent of the general physics course usually taken during the first college year. The course requires that the student become competent in doing physics calculations involving algebra and trig, doing hands-on experiments involving physics lab equipment and developing an understanding of physical concepts. For some students, the course enables them to undertake, in the first year, second-year course work in the physics sequence at their institution or to register in courses in other fields where general physics is a prerequisite. For other students, the AP Physics course fulfills the laboratory science requirements and frees time for other courses.

AP Physics covers the following topics as recommended by the administrators of the AP Physics B Exam; Newtonian Mechanics, Fluid Mechanics, Thermal Physics, Electricity and Magnetism, Waves and Optics, Atomic and Nuclear Physics. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. At the end of the course students are required to register and take the AP Physics B examination given by the College Board.
Prerequisites: "B" or better in previous science classes; completion of Algebra 2 and "B" or better; teacher recommendation; concurrent enrollment in Pre-calculus is strongly recommended.

INTEGRATED SCIENCE 2.4 **Course Length: Year** **UC Approved Course**
Grade Level: 10/11
Integrated Science 2 is a laboratory science-based, rigorous college-prep course designed to engage and challenge students in the study of subjects within the earth science and physical science disciplines. It is fully aligned to the Next Generation Science Standards (NGSS) for Earth Science and Physical Science, as well as the Common Core Standards for English Language Arts and Literacy in Science.

In this course, students take a global view of the world in which they live and learn how to generate, analyze, and integrate data, and communicate findings both in writing and orally. Experimental design and imagination are emphasized and projects reflect appropriate levels of rigor. The use of technological tools to analyze data, support conclusions, and present findings is a key element of the course. Topics include: The Atmosphere and Climate Change, Forms and Definitions of Energy, Energy in (and from) the Universe, and Force and Motion.
Prerequisite: Biology.4

SOCIAL STUDIES DEPARTMENT

Prerequisites/Requirements: To enroll in an AP social studies course, a sophomore or junior must have a 3.25 overall GPA or above **AND** be currently in an AP social studies course with an 'A' or 'B' and a recommendation from that teacher ***OR*** have a strong recommendation from current social studies teacher and an "A" grade in that class **AND** have a strong recommendation from current English teacher with an 'A' grade in the regular class or an 'A' or 'B' in the Honors class. Student must receive final approval from current AP instructor.

WORLD HISTORY .4 **Course Length: Year** **UC Approved Course**
This course covers the major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two major world wars. Students will 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. Students will 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 will also develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. **Grade Level: 10**

AP EUROPEAN HISTORY **Course Length: Year** **UC Approved Course**
Grade Level: 10
A yearlong .5 course that covers European History (1450-present) as it is taught at the introductory level in most colleges and universities. Knowledge of fundamental political events will be balanced with social, cultural and intellectual history. Each student will be prepared to take the AP European History exam in May. Particular attention will be given to the development of the following skills: note taking from reading, evaluation of bias, writing coherent, thoughtful essays, arguing points of view, presenting topics of interest to fellow students, working in small groups, taking multiple choice exams, and analyzing and interpreting historical evidence. This course is for college bound students who are ready for rigorous coursework. All students enrolled in the course will be expected to take the APEH exam. **Prerequisite: See top of this page**

U.S. HISTORY .4 **Course Length: Year** **UC Approved Course**
Grade Level: 11
The course shall include the study of Grade Eleven Content Standards 11.1-11.11. This is a standards based semester course that includes the development of America's philosophy of government, the rise of industrialization, and the rise of America as a world power. It includes a study of life in the 1920s, the Great Depression and the New Deal, America's participation in World War II, post World War II America, the development of federal civil rights and voting rights, and the study of issues facing contemporary America. **Prerequisite: None**

AP U.S. HISTORY **Course Length: Year** **UC Approved Course**
Grade Level: 11
A year course for .5 credit taught on a college level. The course is highly intensive and requires an extensive amount of reading and writing. The course covers U.S. History from pre-Columbian times to the present with an emphasis on the following: 1) expanding role of the federal government and federal courts, 2) continuing tension between the individual and the government, and between minority rights and majority power, 3) the emergence of the modern corporate society, 4) the impact of technology on American society and culture, 5) the change in the ethnic composition of American

society, 6) the movements toward equal rights for racial minorities and
women, 7) the role of the U.S. as a major world power. In the month of May, students will take a nationally administered test by the College Board®. Those students who pass may receive college credit. Nearly 2,800 colleges that most AP students attend give credit or advanced placement or both.
Prerequisite: See top of this page

U.S. GOVERNMENT .4 **Course Length: Semester** **UC Approved Course**
Grade Level: 12
This course covers the California Social Studies Standards 12.1-12-10. The course will focus on the three branches of government and how they influence the government at the federal, state and local levels. Students shall review a select number of Federalist Papers and they should be able to link them to how they influenced our Constitution and Bill of Rights. Students shall study the rights and duties of citizenship in a free society, along with the ramifications of the civil rights movement, political parties and voting. There will be an emphasis on their civic duty. The students will study the impact of various landmark Supreme Court decisions on our government.
Prerequisite: None

AP U.S. GOVERNMENT & POLITICS **Course Length: Semester** **UC Approved Course**
Grade Level: 12
This course provides students with extensive coverage of the U.S. government & political system, including the historical background, related theories & ideologies. A passing score on the AP exam enables the college bound student to receive college credit and/or advanced placement from some universities.
Prerequisite: Students wishing to sign up for AP Government must have a minimum GPA of 3.2, be at 11th grade reading level or above (as determined by current English teacher), have completed a previous AP class (i.e., Honors courses do not count); and, have a current grade of "B" or above in both English and U.S. History.

ECONOMICS .4 **Course Length: Semester** **UC Approved Course**
Grade Level: 12
This course is the study of how our finite resources are used to satisfy wants. Most economic problems arise from the fact that there is a limited amount of a desired resource. Economists study how the goods and services we demand are produced and distributed. In order to achieve this basic understanding, students should master the fundamental economic concepts, appreciate how the principle concepts of economics relate to each other, and understand the structure of economic systems: Supply & Demand, Trade Off, Cost Analysis and Economic System & Order.
Prerequisite: None

AP MACROECONOMICS **Course Length: Semester** **UC Approved Course**
Grade Level: 12
This course focuses on preparing students for the AP exam in macroeconomics and will cover all topics therein: unemployment, gross national product, inflation, recession, depression, money, monetary policy/Federal Reserve System, fiscal policy/the role of government in the economy, and comparative economies.
Prerequisite: Students wishing to sign up for AP Macroeconomics must have a minimum GPA of 3.2, be at 11th grade reading level or above (as determined by current English teacher), have completed a previous AP class (i.e., Honors courses do not count), and a current grade of "B" or above in **current** math class.

GOVERNMENT & LAW .4 **Course Length: Semester** **UC Approved Course**
Grade Level: 11/12
This course is the study of the American political and legal system. Students will be given the opportunity to study the basis and formation of the American political and legal system and compare these to systems of government in the world today. The Constitution, Bill of Rights, and landmark Supreme Court cases will be studied in depth. Students will also analyze the relationship among the federal, state, and local government and legal institutions. In addition, students will be given capability (prepare to vote, participate in community activities, and assume the responsibilities of citizenship) to participate in these two systems. Upon the successful completion of this course, students will be prepared to vote and participate in community activities. Students will have an understanding of his or her legal rights and responsibilities, knowledge of everyday legal problems, an understanding of legal terms, legal and political history, the judicial system, how laws are made, and the ability to analyze current issues concerning law and government. (Previously Criminal Justice .4)

PSYCHOLOGY .4 **Course Length: Semester** **UC Approved Course**
Grade Level: 11/12
Psychology is the study of human behavior. Students examine units on learning and thinking, personality, intelligence and testing, abnormal psychology, mental health, marriage and the family, and social adjustment. Regular written assignments and tests are required. There will be a minimum of one project per semester.

SPECIALIZED ACADEMIC INSTRUCTION

Specialized Academic Instruction (SAI) is available to students with disabilities who have a current IEP reflecting Special Education eligibility and a need for such classes or services. Parents who suspect that their child may have a handicapping condition that has not been identified are encouraged to contact the school counselor to request a Student Study Team meeting so that a plan of action may be developed to address the student's needs.
Note: Support is also provided by para-educators in the general education classes where clusters of special education students are scheduled.

ENGLISH **Course Length: Year**
Resource English is a standards-based course focusing mainly on two areas of study: 1) to improve reading comprehension 2) writing skills including pre-writing; the writing of essays and related paragraphs; and the students' self-editing of their own written work per accepted standards of grammar and style. The course will emphasize the California content standards and the development of skills needed to pass the California High School Exit Exam. Students are placed according to level (A, B, C) and take this course with prior approval from their IEP team.

MATH S **Course Length: Year**
This course is designed for Special Education students who need to further develop basic skills in preparing for Algebra and passing the Exit Exam. The course covers state standards including absolute value of real numbers; using the four basic operations with rational numbers and taking them to whole number powers; the four basic operations with fractions; using fractions and decimals as discounts, mark-ups and interest; converting fractions to decimals and vice versa; percentages; using measures expressed as rates and products to solve problems; using reciprocals, roots and exponents. In addition, each semester, students will participate in weekly tests in multiplication tables from zeroes through twelve's. Students are placed according to level (A, B) and take this course with prior approval from their IEP team

GEOMETRY **Course Length: Year**
This course covers the topics of geometry including properties of lines, triangles, quadrilaterals, circles, polygons, transformations, similarity, trigonometry, surface area, and volume. Logic and proofs will be presented throughout the course. The course will require some use of the graphing calculator. This course satisfies one of the University of California math requirements.
Prerequisite: Algebra 1 (or 1A & 1B) with a grade of "C" or better and recommendation of Fillmore Middle School Math Department.

WORKABILITY
Course Length: 1 semester to 1 year, not to exceed two periods per day
The mission of Workability is to involve students, families, educators, employers and other agencies in planning and implementing an array of services that will culminate in the student's successful transition to employment, lifelong learning and quality of life. This course will cover evaluations of students' interests, screening and vocational training for applicants, career awareness activities, placement assistance and follow-up. The Workability program allows most students either paid or unpaid job opportunities. Job coaches assist with skills training and employment placement, and provide follow-up for 2 years after completion of high school. By the end of their senior year, students will have completed a transition portfolio providing them with a job resume, practice applications, interview questions, a letter to an employer, references and other resources designed to assist them in gaining employment. Students take this course with prior approval from their IEP team and the Workability staff.

SPECIAL DAY CLASSES
STUDENTS with MODERATE to SEVERE DISABILITIES
Grades 9- 12 and Post-Secondary (ages 18-22)

Functional Skills Program for students with moderate to severe disabilities: Grades 9-12 and Post-Secondary (ages 18-22).

Academic instruction aligned with the Common Core State Standards in:
English Language Arts/Literacy
Writing
Mathematics
Science
Social Studies

Functional Academic Instruction includes training in:
- Wellness
- Vocational /Community Access
- Motor Skills/Mobility
- Recreation/Leisure
- Self-Care/Independent Living
- Communication
- Social/Emotional Growth

Transition to Adult Life Goals and Future Outcomes in:
- Prevocational/Vocational Training
- Education/Training
- Independent Living

Serving students with moderate to severe disabilities (M/S), Fillmore High School offers self-contained, non-categorical high school and post-secondary classrooms. Academic instruction is driven by the grade level Common Core State Standards (CCSS) in alignment with the California Alternate Assessment (CAA) with individualized supports for learning (Universal Design for Learning). Academic instruction is provided in the following curricular domains: English Language Arts/Literacy, Writing, Mathematics, Science, and Social Studies. Instruction in Functional/Adaptive Skills curricular domains includes Wellness, Vocational/Community Access; Motor Skills/Mobility; Recreation/Leisure; Self-Care/Independent Living; Communication; and Social/Emotional Growth.

Peer tutors in the classrooms provide friendships, social skills role models, and communication language models. Integration opportunities in general education classes and campus extracurricular settings to the extent the student abilities allow. Community Based Instruction (CBI) includes street safety, functional survival skills, grocery and department store shopping, and restaurant/fast food ordering and purchasing, while Vocational Training exposes students to a variety of job experiences in the classroom, on the campus and in the community. The program also provides instruction in modified PE activities, computer skills, and library access. Individualized Education Plans are driven by the CCSS aligned to the CAA, Functional/Adaptive Skills, and Transition to Adult Life Goals and Future Outcomes. Activities within each domain are designed to maintain high expectations, following student interests, ensuring that students have increasingly higher academic outcomes and leave high school ready for post-secondary options. The program provides an emphasis on students being career, college, and community ready.

NON-DEPARTMENTAL COURSES

AVID 1 **Course Length: Year** **Grade Level: 9**

Major Concepts/Content: Advancement via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

Some students will have previous experience with AVID at the middle grades, and some students will be experiencing AVID for the first time. Either way, the ninth grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Student will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will includefinancial topics and building their knowledge on colleges and careers of interest.

AVID 2 **Course Length: Year** **Grade Level: 10**

Major Concepts/Content: Advancement via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

During the tenth grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

AVID 3 **Course Length: Year** **Grade Level: 11**

Major Concepts/Content: Advancement via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research.

The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

AVID 4.4 **Course Length: Year** **Grade Level: 12**

Major Concepts/Content: Advancement via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research.

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

YEARBOOK **Course Length: Year** **Grade Level: 9-12**

The yearbook class is responsible for producing the Fillmore High School yearbook. Students are trained in design programs, such as In Design, and Photoshop. Emphasis is given to yearbook design concepts, copy writing and journalism ethics, photography, editing, leadership, advertising and sales. In addition, yearbook staff members are expected to attend school activities and engage in interviews with students, faculty and other adult staff members, and in some cases, members of the community. Students are exposed to a business-like environment in which they are expected to meet deadlines, and understand budget concerns. Freshman candidates must have middle school experience with recommendations from their previous yearbook adviser.
Prerequisite: Teacher approval and 2.00 GPA

ASB STUDENT GOVERNMENT **Course Length: Year** **Grade 9-12**

A laboratory class dealing with the development and application of skills required for operating a government. The class plans, implements and directs school-wide activities and oversees the use of student body funds. The principles of leadership and management are stressed. This class is available during period 5 only. Parliamentary procedure & leadership techniques are taught.
Prerequisite: Student must be elected or appointed by interview as an Associated Student Body Officer.

OFFICE AIDE **Course Length: Semester** **Grade Level: 12**

The office aide assists with filing, typing, record keeping and miscellaneous duties as directed by office personnel. Office aide must have OA identification card at all times, and have had no disciplinary action taken.
Prerequisite: 2.0 GPA

TEACHER AIDE **Course Length: Semester** **Grade Level: 12**

Students who participate in the teacher aide program will have opportunities to work with students and teachers in a manner supporting the instructional program. Among the expected tasks to be performed are preparing, distributing, putting away materials, assisting students in class activities as well as handling equipment used as a part of the class. Through the teacher aide program, students can further develop their own skills and also provide a useful support service to teachers and fellow students. **Prerequisite: 2.0 GPA**

STUDENT TUTOR **Course Length: Year** **Grade Level: 11/12**

Students who participate in the Student Tutor program will have the opportunity to work with students and teachers in a manner supporting the instructional program. Tutors are assigned to classes where many students need extra assistance. These tutors assist the teacher in supporting the instructional content by assisting students in individual or small groups**.** Activities include helping students with class activities, checking homework, encouraging students to keep trying or to stay focused. Typically student tutors are assigned to Special Day Classes for students with disabilities, resource math classes, lower level math classes, and ELD classes. Through the Student Tutor Program, students can further develop their own skills and also provide a useful support service to teachers and fellow students.
Prerequisite: 2.5 GPA

CAREER TECHNICAL EDUCATION

ARTS, MEDIA, and ENTERTAINMENT SECTOR

Pathway: Design, Visual and Media Arts

INTRODUCTION TO MULTIMEDIA PRODUCTION **Course Length: Year**

Introduction to Multimedia Production is the first course in the Media Production and Video Editing series. In this course students learn about the film and video industry and the variety of job opportunities available. Students learn how to evaluate video and other media for key characteristics and learn what goes into getting ready to make a video. Developing shooting, lighting and editing skills is a big part of this course. In addition, students have the opportunity to be primary contributors to FHS news digital publications.

Prerequisite: None

BROADCAST PRODUCTION **Course Length: Year**

Broadcast Production is the second year of Introduction to Multimedia Production series. In this course, students focus advanced editing and filming techniques as they develop their own personal project. In addition, this course will allow students skills and competencies in broadcast media including television, radio, web/pod casting, and emerging broadcasting technologies. Students will become familiar with current and emerging technology and practices and the variety of career opportunities that present themselves in the live broadcasting pathways.

Prerequisite: Introduction to Multimedia Production

HEALTH SCIENCE and MEDICAL TECHNOLOGY SECTOR

Pathway: Health Care Administrative Services

INTRO TO HEALTH CAREERS/MEDICAL TERMINOLOGY/CPR **Course Length: Year**

This is an introductory course that provides students with the knowledge, skill and application to provide immediate care to individuals experiencing an acute medical emergency. Students will learn, practice, and be certified in basic assessment, breathing and heart rescue and/or first aid procedures until transport or additional health professional arrive. Students will be certified in CPR, AED, First Aid, as well as exploring the healthcare occupations through guest speakers, field trips, and job shadowing. Students will explore healthcare occupations that include an overview of prevention, treatment, and management of illness and preservation of mental and physical well-being through the services offered by the medical and allied health professions.

Prerequisite: None

SPORTS MEDICINE/ CERT **Course Length: Year**

This is a course that applies to occupations or functions relating to the treatment of disease or disorders of patients; providing or assisting in a cure changing the health status of the patient. This course provides students with the knowledge, skill and application to provide immediate care to individuals in an acute medical emergency as well as providing training on how to prevent common injuries. Students will learn the major injuries, treatments for those injuries, and preventative strategies to avoid common injuries. Students will be taught the basic principles of emergency preparedness and how to manage during an emergency.

Prerequisite: Intro. To Health Careers/Medical Terminology/CPR

INFORMATION TECHNOLOGY SECTOR

Pathway: Software and Systems Development

EXPLORING COMPUTER SCIENCE **Course Length: Year**

This course provides students with foundational knowledge of computer science. Students will explore topics of human computer interaction, problem solving, web design, computer programming, data modeling, and robotics. Throughout the course, students will understand the algorithmic underpinnings of computer applications and gain technical expertise using computational tools.

Prerequisite: None

COMPUTER PROGRAMMING FOR SOLVING APPLIED PROBLEMS **Course Length: Year**

This course provides students with the fundamental knowledge of computer programming for solving applied problems. Students learn how a computer works and structured programming for software development. The topics include programming constructs, data types and declaration of variables, expressions and operators, selection statements, repetition, flowcharts for algorithm development, functions, arrays, and processing data files. Considerable attention is devoted to program design, task decomposition, testing, debugging, and software reuse. Students write computer programs with graphical plotting in an integrated development environment. Through problem-based projects, students develop critical thinking, problem solving, computational thinking, effective communication, and team work skills.

Prerequisite: Exploring Computer Science

TRANSPORTATION SECTOR

Pathway: Systems Diagnostics, Service, and Repair

AUTOMOTIVE SERVICE

This course provides students with the knowledge and skills in a laboratory-based, integrated curriculum that emphasizes preventative auto maintenance and automobile troubleshooting. Course content typically includes tune-up, oil change, and lubrication skills; tire replacement, alignment and balancing; and basic knowledge of brake, cooling, electrical, emission, fuel, ignition, steering, suspension, and transmission systems.

ADVANCED AUTOMOTIVE SERVICE

This course provides students with advanced knowledge and skills to diagnose, service and repair vehicles and support systems such as engines, brakes, cooling, drive trains, electrical/electronics components, emission, fuel, ignition, steering, suspensions and transmissions. Course topics often include the comprehension and use of repair manuals and data systems, safety, and employability skills.

Prerequisite: Automotive Service

AGRICULTURE and NATURAL RESOURCES SECTOR

Pathway: Agriculture Business

AGRICULTURE 1 **Course Length: Year** H.S. Graduation Requirement

This course is designed to give students an overview of the agriculture industry. Students will learn about California's agriculture industry and crops grown in the state and the county. Additionally, they will learn about the industry, nutrition, management, and evaluation of livestock. A focus on plant science will include crop production and management, basic botany, nutrition, soils and reproduction. Leadership is an important part of this course and students will learn about the history of the FFA organization and have the opportunity to develop public speaking and interpersonal skill development. An emphasis will be placed on Supervised Agriculture Experience Programs, record keeping and career development. All grades in Ag classes are determined by participation in class. **Prerequisite: None**

AGRICULTURE 2 **Course Length: Year** UC Approved Course
H.S. Graduation Requirement

The major emphasis of this course is to provide students with opportunities through instruction and activities related to the agriculture industry. Students will focus on the Agriscience Career Pathway Standards which will include in depth instruction in the following areas: determine the importance of animals, the domestication of animals, and the role of animals in modern society,
explore animal anatomy and systems, basic animal genetics, fundamental animal nutrition and feeding, evaluate basic animal health, analyze plant growth and development, and soil science principles. FFA leadership, interpersonal skill development and public speaking are a part of the course curriculum. An emphasis will be placed on Supervised Agriculture Experience Programs, record keeping and career development.
Prerequisite: Agriculture 1

AGRICULTURE 3 **Course Length: Year**

This class covers more advanced practices of raising plants and animals with emphasis on the cost. Students learn about animal breeding and proper care of newborn animals. Marketing of crops, farm credit, and farm management are also covered. Job opportunities are explored through guest speakers and field trips.
Prerequisite: Two semesters of Ag Careers or Ag Biology are preferred but not required

AGRICULTURE 4 **Course Length: Year**

This course will cover management practices of citrus, avocados and livestock operations. Students will be able to determine actual costs and income from various types of operations. They also will develop skills needed to perform these management practices. Animal physiology and health practices are covered. Hands-on activities are performed at the school farm.
Prerequisite: Two semesters of Ag 3

ENVIRONMENTAL HORTICULTURE **Course Length: Year**
H.S. Graduation Requirement

The course will provide student with theories, principles and skills related to environmental horticulture science. Students will focus on the following areas: environmental ecology, plant reproduction, plant physiology and growth, soils, plant nutrients, classification of plants, pathology and entomology. FFA leadership, interpersonal skill development and public speaking are a part of the course curriculum. An emphasis will be placed on Supervised Agriculture Experience Programs, record keeping and career development.
Prerequisite: Two years of courses in the Agriscience or Agriculture Mechanics Pathway, or Biology

AGRICULTURAL MECHANICS 1 **Course Length: Year**
H.S. Graduation Requirement

The focus of this course is to provide students with an introduction to shop safety, basic woodworking, arc and oxy-acetylene welding, electrical and plumbing. Students will learn how to construct different types of individual projects. FFA leadership, interpersonal skill development and public speaking are a part of the course curriculum. An emphasis will be placed on Supervised Agriculture Experience Programs, record keeping and career development.
Prerequisite: None

AGRICULTURAL MECHANICS 2 **Course Length: Year**

H.S. Graduation Requirement

This course is an in-depth sequential course to Agriculture Mechanics I providing students with the opportunity to utilize and perfect their mechanical skills on more complex projects. Students will be encouraged to design and construct their own projects or projects for the school farm. FFA leadership, interpersonal skill development and public speaking are a part of the course curriculum. An emphasis will be placed on Supervised Agriculture Experience Programs, record keeping and career development.

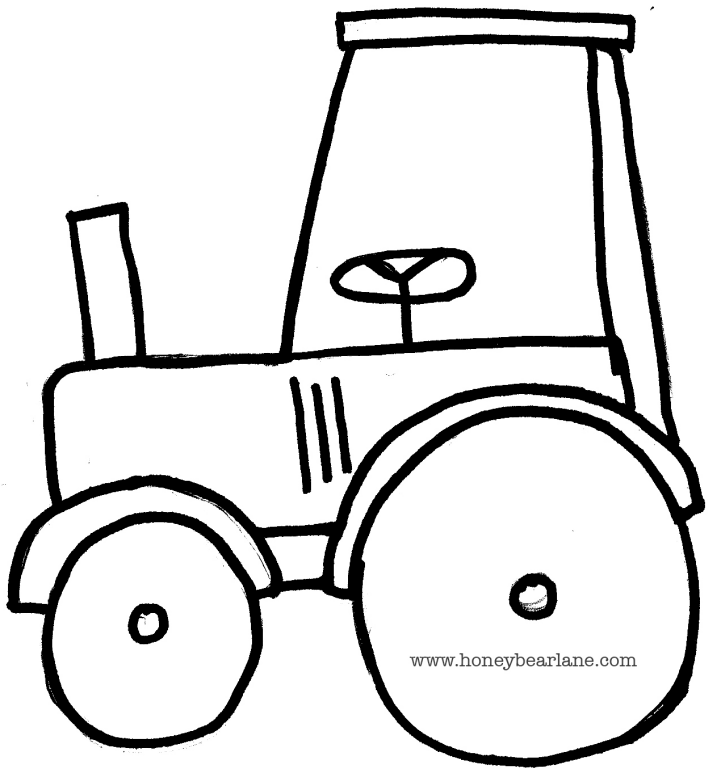
Prerequisite: Agriculture Mechanics I

AGRICULTURAL WELDING AND FABRICATION **Course Length: 1 Year (2 Hr Block)**

H.S. Graduation Requirement

The course emphasis is on welding and fabrication skills for entry level employment in the agriculture industry. Students will learn oxy-acetylene, tig and arc welding skills and will have the opportunity to design and fabricate projects for themselves or on the school farm. Students will be responsible for completing a culminating project. Participation in FFA student activities, interpersonal skill development and public speaking are an integral part of the course component for leadership development, career exploration and reinforcement of academic concepts. An emphasis will be placed on Supervised Agriculture Experience Programs, record keeping and career development.

Prerequisite:



REGIONAL OCCUPATIONAL PROGRAM (ROP)

Ventura County Schools offers a countywide occupational training program for all high school juniors and seniors in Ventura County. The ROP training is designed for student desiring marketable, entry-level skills after high school graduation. Most of the classes are offered at Ventura County School's Camarillo Airport facility. However, many classes are offered at other sites in the community and transportation is provided for most courses **(check with your counselor for the exact location of each class).** The counseling staff selects students on a first to apply/first-selected basis. In addition, a student's prior attendance record may be a consideration for selection.

Students in the majority of ROP classes will be placed with an employer for further training and supervised practical experience. During this phase of training, students will have an opportunity to apply skills they have learned in the classroom. Students will be exposed to the realism of the work environment in an industry related to their training. Employers indicate that this phase of training is an essential part of preparing students for employment. Experience has demonstrated that a student's chance of obtaining gainful employment is greatly increased by the internship phase of the program.

Because the ROP is a career preparation program, students are not paid while enrolled in class. (Students receive high school elective credit and on-the-job experience). However, "Cooperative" courses combine paid employment with weekly classroom instruction to give advanced training to students that have attained employment.

Internship: Course Length: Two Semesters **Grade Level: 11/12**
Eligibility:

- Students must be eligible for a work permit if under the age of 18 years old.
- Students must be employed and stay employed to stay in the program.
- Students must be paid with a paycheck.
- Due to limited class size, seniors will get priority over juniors.
- Mandatory class 2 hours each week.

Listed below are some classes offered by the ROP:
Business Career
Introduction to Emergency
Introduction to Healthcare Careers
Health Careers
Environmental Horticulture Science
Introduction to IT Essentials
Fashion/Retail Merchandising
Auto Painting/Refinishing
Auto Service
Nursing Assistant I and II
Dental Assistant
Criminal Justice
Video Game Development
Emergency/First Responder

Please see: Ventura County Office of Education, Career Education Center, 2015-2016

Course Catalog for course descriptions, requirements and prerequisites.

Ventura College Concurrent Enrollment Offerings

Fillmore High School partners with Ventura College to offer courses on our campus. Concurrent enrollment is a great way for students to earn college credit while completing their high school studies. Ventura College wants to be an engaged, proactive partner with us to ensure our students have a positive experience taking college classes. The course options are listed below. Every course is both a UC and CSU transferable.

Art V01 - Art Appreciation – 3 units Hours: 3 lecture weekly
This course is designed as an introduction for the non-art major to basic concepts common to the visual arts and to acquaint the student with the major periods and styles of art. Painting, sculpture, and architecture from prehistoric times to Post-Modernism will be explored with particular emphasis on the art object as a form of cultural and social expression.
Fieldtrips may be required. Formerly Art 2A. Transfer credit: CSU; UC.

CD V02 – Child Growth and Development – 3 units Hours: 3 lecture weekly
This course examines the major developmental milestones of children, both typical and atypical, from conception through adolescence. Physical, psychosocial and cognitive development are studied with an emphasis on the interactions between maturational processes and environmental factors including language, culture, and diversity. Students will observe children, evaluate individual differences, and analyze characteristics of developmental various stages while studying developmental theory and investigative research methodologies.
Field trips may be required. Transfer credit: CS; UC; credit limitations –see counselor.

HED V87 – Nutrition – 3 units Hours: 3 lecture weekly
Human nutrition will be studied through a critical examination of the principles of nutrition science as they relate to health. Topics will include: health and food choices, nutrient needs and dietary analysis, energy nutrients and energy balance, vitamins, minerals, sports nutrition, supplements, food safety, diet and disease, genetically modified foods, and global nutrition.
Formerly HEC V10. Transfer credit: CSU; UC

SOC V01 – Introduction to Sociology – 3 units
C-ID: SOCI 110 Hours: 3 lecture weekly
This course examines human social behavior in groups in relation to the wider social forces which influence that behavior, such as: socioeconomic status, gender, race/ethnicity, and age. Theoretical perspectives as well as scientific methodology are utilized to explore culture, social interaction, social organizations, socialization, social institutions, population dynamics and social change. Formerly Soc 1. Transfer credit: CSU; UC

CJ V01 – Introduction to Criminal Justice – 3 units
C-ID: AJ 110 Hours: 3 lecture weekly
This course will offer a general overview of the criminal justice system in the U.S. The history and philosophy of criminal justice will be examined. Systemic problems, such as the organization and jurisdiction of local, state and federal criminal justice components, will be discussed and possible solutions developed. Historical and current theories of crime causation and punishment in America will be explained and discussed.
Field trips may be required. Formerly CJ 1. Transfer credit: CSU; UC.

NOTE: Course offerings subject to change due to enrollment numbers.

Fillmore Unified School District

Annual Notification of the Uniform Complaint Procedures (UCP) 2015 - 2016

For students, employees, parents/guardians, school and district advisory committee members, appropriate private school officials, and other interested parties

The Fillmore Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state
or federal laws governing educational programs and the charging of unlawful pupil fees.

The Fillmore Unified School District shall investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

Consolidated Categorical Aid Programs
Migrant Education
Career Technical and Technical Education and Training Programs
Child Care and Developmental Programs
Child Nutrition Programs
Special Education Programs
Safety Planning Requirements

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Name* and/or Title: Martha Hernandez, Assistant Superintendent

Unit or office: Educational Services

Address: 627 Sespe Avenue, Fillmore, California 93015

Telephone Number: 805 524-6036

*Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal [the LEA]'s Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the LEA's Decision. The appeal must include a copy of the complaint filed with [the LEA] and a copy of the LEA's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the LEA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the Fillmore Unified School District's UCP policy and complaint procedures shall be available free of charge.

Fillmore Unified School District

Student Support Services/Educational Services
627 Sespe Avenue ● Fillmore, CA ● 93015
Phone: 805-524-8037 ● FAX: 805-524-6199

Fillmore Unified School District
Bullying, Harassment, Intimidation and Discrimination Policy

The Fillmore Unified School District prohibits acts of bullying, harassment, intimidation or discrimination. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district.

Definition
"Bullying, harassment, intimidation or discrimination" means any gesture, written, verbal or physical act that takes place on school property, at any school-sponsored function, over any electronic devices that include, but are not limited to, cell phones, internet, or social networking sites or any other written communication device, on a school bus, or going to and from school as noted in the California Educational Code **and that also meet the following criteria:**

- Is motivated by any actual or perceived characteristic, such as but not limited to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or by any other distinguishing characteristic;
- A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
- Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school, or by the victim's participation in school.
- Acts of harassment, intimidation or bullying may also be a pupil exercising power and control over another pupil, in either isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

Expected Behavior
Pupils and all District staff members are expected to conduct themselves with proper regard for:
the rights and welfare of other pupils and staff,
the educational purpose underlying all school activities, and
the care of school facilities and equipment.

The standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff and community members.

Fillmore Unified School District
Use of Metal Detectors

The Superintendent is authorized to establish a metal detector scanning and extended search program to deter the presence of weapons and other dangerous devices and thereby prevent violence and serious physical injury in school. (Board Policy 5145.12)

The purpose of the metal detector scan is to prevent weapons and other dangerous devices from entering the school or location where a school-related activity is being held. At all times, the degree and nature of the search are not to go beyond what is necessary to allow staff to discharge its responsibility.

Each school principal shall provide advance prior written notice, including the use of signs or public announcements, before metal detectors are used. The school principal shall provide each student and his or her parents/guardians with advance written notice (in English and Spanish) that metal detector searches will take place under specified circumstances at school or school-related activities.

The principal or principal's designee must be present to observe the scanning or students or other individuals. Where there is more than one scanning site, designees shall be assigned at the direction of the principal to ensure proper coordination of the scan procedure.

All individuals entering the building, campus, school building or designated area (i.e. football field) may be scanned. However, when necessary, the principal may not elect to scan every person. In such cases, the principal will determine the proportion of persons to be scanned on a random basis.

Every effort must be made to minimize the intrusion of privacy from metal detector scans. The metal detector or screening device is used only to determine whether a further physical search is necessary. Students/individuals who do not activate the metal detector would not be subject to any further search without reasonable cause.

Discovery of any prohibited items (weapons, dangerous devices, drugs, etc.) will result in disciplinary action per Education Code Section 48900(a-o) and prohibited items will be transferred to a local law enforcement official.

ATHLETIC INFORMATION

FALL SPORTS
Football
Girls Volleyball
Cross Country
Girls Golf

WINTER SPORTS
Boys Basketball
Girls Basketball
Boys Soccer
Girls Soccer
Wrestling

SPRING SPORTS
Baseball
Softball
Track
Swimming
Boys Volleyball
Boys Golf

Eligibility for Participation
To represent Fillmore High School in extracurricular and co-curricular performances and/or competition, a student must have earned an overall academic grade point average of 2.0 or higher the quarter immediately preceding that of participation. The student athlete must maintain the average of 2.0 during the season of participation to remain eligible.

Sport Physical
As a condition of CIF membership, all athletes are required to receive an annual physical examination conducted by a physician certifying that the student is physically fit to participate in athletics. A physical examination must be completed before a student may try out, practice or participate in interscholastic athletic competition.

Insurance
California law (Education Code Section 32220-24) states that every high school athlete, while participating in athletics, must be covered by: **A $1500 (minimum) policy of medical and hospital insurance.**

If the family insurance plan does not meet the Education Code requirements, FHS will have a proper, low cost, insurance plan available for purchase. **No student athlete** will be allowed at a practice during a season without proper insurance. It is the parent's responsibility to know the benefits, limits, and liabilities of their coverage.

Students must be completely cleared for their athletic team within the first two weeks of the semester or they will be dropped from Athletics.

CLUBS & ORGANIZATIONS

An important part of student life on campus is clubs and organizations. There are many ways to become involved at Fillmore High School. The following is a list of clubs and organizations active on campus. For a more detailed explanation of what each club does, attend a club meeting or talk to a club member or advisor. If you would like to start a new club, the process is very simple. First, find an adult (faculty) sponsor on campus. Next, develop a constitution stating the club's purpose, meeting times, officers and other information. Forms for writing a constitution are available in the ASB office. Finally, submit your constitution to the AS for final approval. Once approved, you are an official club on campus.

ASB
Above the Net Club (B-VB)
Art Club
AVID
Band Club
CSF Club
Drama Club
Dugout Club (BB)
Fashion Club
FFA Club
Fitness Club
FLA Club
Flashes Go Green Club
Gaming Club
Glee Club
Harriet's Club (x-country)
Lady Flashes Basketball Club
Leo Club
MEchA Club
Meditation Club
Mentor Program
Mulligan Club (golf)
N.O.T.W. (Not of this World)
Pep Squad
Poetry Club
Prayer Club
Project Unify
Renaissance
Skywalkers Club (BBB)
Soccer Club
Interact Club
Social Equality Club
Softball Club
Spikers Club (G-VB)
Ironpumpers Club (FB)
Sports Hall of Fame
Striders Club
Swim Club
UC Ambassadors
Wrestling Club

FFA Leadership Point System

Purpose: To encourage and recognize those students who actively participate in the Agriculture Department, FFA, School and Community activities and have successful Supervised Agricultural Experience Programs.

Reason: Colleges, universities and employers are looking for applicants who have more than just technical experience. They are looking for applicants who have leadership experience and get involved with their community.

Requirement: Participation in leadership activities is part of your class grade. Leadership activities take place during the school day, weekends, or after school. You will have to complete **200 points** of leadership credit for the school year. If you are planning on raising livestock projects then you must attend 80% of the chapter meetings.

Fillmore FFA Points List

Meetings	
Chapter Meetings	20
School Board	20
Committee	10

Conferences	
GLC	50
MFE	50
ALA	50
State	100
National	200

Degrees	
Discovery	25
Chapter	50
State	100
American	200

Proficiency	
Chapter	25
Section	50
Regional	75
State	100
National	200
Star Ag Placement	100

CDE	
Team	10
Placing Top 5	50

LED	
Extemporaneous	20
Prepared	20
Job Interview	20
Creed	20
BIG	20
Co-Op	20
Parli Pro	20
Opening Closing	20

Project Comp	
Gold	25
Silver	20
Bronze	15

Fair	50
Fundraisers	10

Other points may be assigned at adviser discretion

The Official Constitution of the Fillmore FFA Chapter

Article I. Name and Purposes

Section A. The name of this organization shall be the Fillmore FFA Chapter.

The letters "FFA" will be used to designate the chapter, its activities and Members.

Section B. The purpose for which this chapter is formed by is as follows:

1. To develop agricultural leadership skills among all members.
2. To develop a global awareness of agricultural.
3. To bestow confidence among agricultural students and their work.
4. To promote agriculture career opportunities through hands on training.
5. To develop competencies in communication, human relation, and social abilities.
6. To build cooperative attitudes among agricultural students.
7. To encourage improvement in scholastics.
8. To provide organized recreational activities for agriculture students.

Article II. Organization

Section A. The Fillmore FFA Chapter chartered local entity of the Fillmore FFA Chapter is a chartered local entity of the Ventura Section of the California FFA made up of local members.

Section B. This chapter accepts in full the provision in the constitution and bylaws of the California Association of the FFA as well as those of the National FFA Organization.

Article III. Membership

Section A. Membership is limited to students enrolled in the Agriculture Program at Fillmore High School.

Section B. Membership of graduates is limited to students that were active members in high school.

Section C. The Fillmore FFA is 100% affiliated chapter with every student becoming a member of the FFA when they enroll in an agriculture class.

Section D. No student may participate in any FFA activities unless they are members and in good standing with the chapter.

Section E. The FFA advisors, at their own discretion, have the right to dismiss any member from the FFA organization at any time with approval of the administration.

Section F. Membership in this chapter shall be three kinds

1. Active
2. Alumni
3. Honorary-

As defined by the National FFA Constitution.

Section G. The regular work of this chapter shall be carried on by the active membership.

Section H. Honorary membership in the chapter shall be limited to Honorary FFA Degree.

Section I. There shall be four levels of active membership in the chapter.

The levels are:

1. The "Greenhand's" FFA Degree
   - All "Greenhands" are entitled to wear the regulation bronze emblem charm.
2. The Chapter FFA Degree
   - All members holding the degree of Chapter FFA are entitled to wear the regulation silver emblem charm.
3. The State FFA Degree
   - All members holding the degree of State FFA are entitled to wear the regulation gold emblem charm.
4. The American FFA Degree
   - All members holding the degree of American FFA are entitled to wear the regulation gold emblem key.

Section J. Greenhand FFA Degree: Minimum qualifications for election:

1. Must be enrolled in agriculture education and have satisfactory plans for a supervised agricultural program.

2. Learn and explain the FFA Creed, Motto, and Salute.

3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA Jacket.
5. Demonstrate knowledge of history of the organization, the Chapter. Constitution and Bylaws, and the Chapter Program of Activities.
6. Have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit written application for the Greenhand FFA Degree.

Section K. Chapter FFA Degree: Minimum qualifications for election:

1. Must have the Greenhand FFA Degree.
2. Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.
3. Participate in planning and conducting of at least three official chapter functions.
4. Have earned at least $150.00 or worked at least 45 hours and have developed plans for the growth of the SAEP.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of procedure law.
7. Shows progress towards individual achievement in the FFA Awards Programs.
8. Have satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

Section L. State FFA Degree: Minimum qualifications for election:

1. Qualifications for the State FFA Degree as those set forth in the constitution of the National FFA Organization.

Section M. American FFA Degree: Minimum qualifications for election:

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

Section N. Special committees shall review the qualification of members and make recommendations to the chapter concerning degree achievements.

Article IV. Officers

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

1. President
2. Vice President
3. Secretary
4. Treasurer
5. Reporter
6. Sentinel
7. Historian
8. Advisor
   - The local advisors shall be the teachers of the agricultural education in the school where the chapter is located.

   - The officers shall perform the usual duties of the respective officers as outlined in the Official FFA Manual.
   - Applications, slating, and interviews are to be completed before the State Conference, held in April.
   - The official election shall be on the May meeting with the members.

Section B. President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian shall be elected or confirmed by a majority vote of the active members with the exception of the advisors who shall be the agriculture program instructors.

The candidates ranking 1, 2, 3, by vote, for office of chapter president shall be elected as president, vice president, and 2nd vice president, respectively.

Section C. The nominating committee shall be composed of the 12th grade chapter officers and after reviewing officer applications for chapter office, will slate candidates on the ballot.

Section D. All officer vacancies, during the time of office, shall be filled by a majority vote of the officers with the exception of the president whose vacancy shall be filled by the vice president. The president (officers, not president) shall nominate candidates for the committee's consideration.

The candidates will perform a speech to the officer team. The officers will vote to fill the vacancy of the future officer team.

Section E. Officer's Eligibility: Minimum qualifications to run for chapter office:

1. Must have and maintain a 2.0 GPA. If you are below a 2.0, you are on academic probation and on a contract for one Quarter of the Semester.
2. For offices of president and vice president, the applicant must have already completed a minimum of two years of Ag class, and/or hold the Chapter FFA Degree, unless the ballot cannot be filled with other applicants.
3. Other offices require that they have completed a year of an Ag class, and hold the Greenhand Degree, unless the ballot cannot be filled with other applicants.

Article V. Impeachment of Officers

Section A. Immediate Impeachment

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

Section B. Steps of Impeachment

1. Any FFA Chapter Officer not fulfilling the duties of the office as described by this constitution.
2. Written plan for improvement will be drawn up by the advisor based on the conversation of the meeting in Step 1, and will be confirmed and signed by the advisor, FFA President, Vice President, and the officer in question.
3. If the officer in question still does not fulfill his/her duties, a 2/3 vote of the executive committee will remove that officer from office.

Article VI. Executive Committee

Section A. Meetings shall be held before chapter meetings when called by an executive board member. The exact date will be set by the advisor of member calling meeting.

Section B. Standard meeting paraphernalia shall be used at each meeting. All special meetings shall open and close using official ceremony. Paraphernalia shall be used at each meeting. All special meetings shall open and close with the official ceremony. Parliamentary Procedure shall be used in transacting all business at each meeting.

Section C. Hats shall not be worn in the meeting.

Section D. Cell phones shall not be used in the meeting room, with the exception of entering FFA events in calendars. If used for other reasons it will be confiscated without warning until the meeting is closed.

Section E. Poor conduct will result in that member being dismissed from the meeting room with no credit for that meeting given.

Section F Delegates go through an application process headed by the Ag staff to be able to represent the chapter at the State Convention. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the state.

Articles V. Dues

Section A. As long as Incentive Grant funds are available dues shall be paid for all members through those sources.

Article VI. Eligibility

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

Section B. Members must maintain a 2.0 GPA overall to be eligible to participate above the chapter level.

Section C. At FFA events, members must follow all of the school rules, FFA Code of Conduct, and illegal activities- drugs and/ or alcohol. Active membership shall be suspended if the member should disobey this procedure.

Article VII. Amendments

Section A. To amend the constitution, a majority vote of the active members is required.

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

Article VIII. Ratification of the Constitution

Section A. This constitution shall become effective when passed by a majority vote of the members voting.

Name_____

Date _____

Ag Business Proficiency Standards

The following standards have been selected from the California Career Technical Education model curriculum standards for Agriculture Business. Check each standard that you have successfully completed.

	A1.0 Demonstrate an understanding of decision-making processes within the American free enterprise system.
	A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.
	A3.0 Explore the role of credit in agribusiness and agricultural production.
	A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.
	A5.0 Manage risk and uncertainty.
	A6.0 Evaluate the role and value of agricultural organizations
	A7.0 Understand agricultural marketing systems
	A8.0 Understand the sales of agricultural products and services
	A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
	Create a business plan for a hypothetical agribusiness.
	Partner with a local agribusiness and complete a marketing plan.

Name_____

Date _____

Ag Mechanics Proficiency Standards

The following standards have been selected from the California Career Technical Education model curriculum standards for Agriculture Mechanics. Check each standard that you have successfully completed.

B1.0	**Implement personal and group safety practices**
B2.0	**Apply the principles of basic woodworking.**
B3.0	**Demonstrate basic electricity principles and wiring practices commonly used in agriculture.**
B4.0	**Select and apply plumbing system practices commonly used in agriculture**
B5.0	**Understand agricultural cold metal processes**
B6.0	**Understand concrete and masonry practices commonly used in agriculture.**
B7.0	**Understand oxy-fuel cutting and welding**
B8.0	**Understand electric arc welding processes**
B9.0	**Assimilate metallurgy principles and fabrication techniques**
B10.0	**Understand small and compact engines**
B11.0	**Understand the principles and applications of various engines and machinery used in agriculture.**
B12.0	**Apply land measurement and construction techniques commonly used in agriculture.**

VENTURA COUNTY OFFICE OF EDUCATION / REGIONAL OCCUPATIONAL PROGRAM

CLASSROOM INDIVIDUALIZED TRAINING PLAN

Agricultural Fabrication

TEACHER: JOE RICARDS

Community Classroom (C.C.)
Cooperative Vocational Education (C.V.E)

Student's First Day of Instruction: (m/d/yr)_____

Student's Last day of Instruction: (m/d/yr) _____

Student's Name: _____

Student's Birth Date: _____

Student's High School: _____

This is to certify that the above student ☐has / ☐has not acquired the competencies rated on the following pages by demonstrating a proficiency equivalent to entry-level employment.

Teacher's Comments:_____

_____

_____

_____

FINAL GRADE_____%
Letter Grade_____

PROFICIENCY CERTIFICATE ☐Yes ☐No

ATTENDANCE CERTIFICATE ☐Yes ☐No

Teachers Signature_____ Date_____

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AGRICULTURAL FABRICATION CLASSROOM COMPETENCIES		Class Hours	CC Hours	CVE Hours	ROP TEACHER RATING *Please check appropriate box*
AGRICULTURAL FABRICATION STANDARDS		**Instructional Time**			**Proficiency Achieved**
1.0	**AGRICULTURAL FABRICATION STUDENT ORIENTATION**				
Unit: 1.1	**Introduction to Agricultural Fabrication**	3	0	3	
1.1.1	Students will demonstrate knowledge of course goals and objectives.				3☐ 2☐ 1☐ 0☐ N/A☐
1.1.2	Students will demonstrate knowledge the course content and performance requirements.				3☐ 2☐ 1☐ 0☐ N/A☐
1.1.3	Students will demonstrate understanding of the class code of behavior.				3☐ 2☐ 1☐ 0☐ N/A☐
1.1.4	Students will demonstrate understanding of the ROP Student Handbook.				3☐ 2☐ 1☐ 0☐ N/A☐
2.0	**CAREERS IN AGRICULTURAL FABRICATION**				
Unit: 2.1	**Careers in Agricultural Fabrication**	8	3	11	
2.1.1	Understand the different job titles and their requirements for the career field of agricultural fabrication.				3☐ 2☐ 1☐ 0☐ N/A☐
2.1.2	Identify the aptitude and skills required for a career in agricultural fabrication.				3☐ 2☐ 1☐ 0☐ N/A☐
2.1.3	Identify the education/training opportunities available for students desiring a career in agricultural fabrication.				3☐ 2☐ 1☐ 0☐ N/A☐
2.1.4	Understand the availability of agricultural fabrication jobs locally and state-wide.				3☐ 2☐ 1☐ 0☐ N/A☐
3.0	**WELDING**				
Unit: 3.1	**Oxyacetylene**	16	4	20	
3.1.1	Pass a test on oxyacetylene welding.				3☐ 2☐ 1☐ 0☐ N/A☐
3.1.2	Identify basic components of the oxyacetylene welder.				3☐ 2☐ 1☐ 0☐ N/A☐
3.1.3	Demonstrate ability to correctly set up oxyacetylene equipment.				3☐ 2☐ 1☐ 0☐ N/A☐
3.1.4	Demonstrate ability to run a bead with and without a filler rod.				3☐ 2☐ 1☐ 0☐ N/A☐
3.1.5	Demonstrate ability to braze steel.				3☐ 2☐ 1☐ 0☐ N/A☐
3.1.6	Understand phase changes of heat on metal.				3☐ 2☐ 1☐ 0☐ N/A☐
3.1.7	Demonstrate ability to use oxyacetylene torch as a cutting tool to make different cuts: straight cut, bevel cut, and piercing a hole.				3☐ 2☐ 1☐ 0☐ N/A☐
3.1.8	Demonstrate ability to perform five basic weld joints: corner, edge, tee, lap, and butt.				3☐ 2☐ 1☐ 0☐ N/A☐
3.1.9	Test welds for quality and strength.				3☐ 2☐ 1☐ 0☐ N/A☐
3.1.10	Exhibit proper cleaning and maintenance of equipment.				3☐ 2☐ 1☐ 0☐ N/A☐

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AGRICULTURAL FABRICATION STANDARDS		**Instructional Time**			**Proficiency Achieved**
Unit: 3.2	**Arc Welding**	16	4	20	
3.2.1	Pass a safety test on use of arc welding equipment.				3☐ 2☐ 1☐ 0☐ N/A☐
3.2.2	Identify basic components of arc welding equipment.				3☐ 2☐ 1☐ 0☐ N/A☐
3.2.3	Demonstrate ability to properly set up arc welder.				3☐ 2☐ 1☐ 0☐ N/A☐
3.2.4	Demonstrate ability to strike and maintain an arc correctly.				3☐ 2☐ 1☐ 0☐ N/A☐
3.2.5	Exhibit ability to control distortion while arc welding.				3☐ 2☐ 1☐ 0☐ N/A☐
3.2.6	Display ability to perform five basic weld joints: corner, edge, tee, lap, and butt.				3☐ 2☐ 1☐ 0☐ N/A☐
3.2.7	Test welds for quality and strength.				3☐ 2☐ 1☐ 0☐ N/A☐
3.2.8	Understand proper cleaning and maintenance of equipment.				3☐ 2☐ 1☐ 0☐ N/A☐
Unit: 3.3	**Gas Metal Arc Welding (GMAW)**	16	4	20	
3.3.1	Pass a safety test on Gas Metal Arc Welding (GMAW) equipment.				3☐ 2☐ 1☐ 0☐ N/A☐
3.3.2	Identify basic components of the GMAW equipment.				3☐ 2☐ 1☐ 0☐ N/A☐
3.3.3	Demonstrate proper equipment set-up and procedures.				3☐ 2☐ 1☐ 0☐ N/A☐
3.3.4	Identify the correct polarity to use for the GMAW process.				3☐ 2☐ 1☐ 0☐ N/A☐
3.3.5	List advantages and disadvantages of GMAW.				3☐ 2☐ 1☐ 0☐ N/A☐
3.3.6	Define metal transfer for the GMAW process.				3☐ 2☐ 1☐ 0☐ N/A☐
3.3.7	Describe 3 methods of metal transfer.				3☐ 2☐ 1☐ 0☐ N/A☐
3.3.8	Identify the gases used in the GMAW process.				3☐ 2☐ 1☐ 0☐ N/A☐
3.3.9	Describe various types of wire feeders.				3☐ 2☐ 1☐ 0☐ N/A☐
3.3.10	Demonstrate ability to install drive rolls, contact tubes and adaptations.				3☐ 2☐ 1☐ 0☐ N/A☐
3.3.11	Demonstrate ability to perform 5 basic weld joints: butt, cap, corner, edge, tee and flange.				3☐ 2☐ 1☐ 0☐ N/A☐
3.3.12	Test welds for quality of strength.				3☐ 2☐ 1☐ 0☐ N/A☐
3.3.13	Understand proper cleaning and maintenance or equipment.				

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AGRICULTURAL FABRICATION STANDARDS		**Instructional Time**			**Proficiency Achieved**
4.0	**MEASUREMENTS**				
Unit: 4.1	**Measurements**	16	4	20	
4.1.1	Demonstrate ability to differentiate between U.S. customary and metric measurement units.				3☐ 2☐ 1☐ 0☐ N/A☐
4.1.2	Demonstrate ability to correctly measure objects with a ruler, measuring tape, and framing square.				3☐ 2☐ 1☐ 0☐ N/A☐
4.1.3	Demonstrate ability to correctly measure objects correctly using calipers and micrometers.				3☐ 2☐ 1☐ 0☐ N/A☐
4.1.4	Understand how to compute square and cubic measurements by solving basic measurement problems.				3☐ 2☐ 1☐ 0☐ N/A☐
5.0	**METALLURGY**				
Unit: 5.1	**Metallurgy**	12	4	16	
5.1.1	Define methods of heat treating material.				3☐ 2☐ 1☐ 0☐ N/A☐
5.1.2	Define a difference between carbon steel, alloy steel, stainless steel, and others.				3☐ 2☐ 1☐ 0☐ N/A☐
5.1.3	Discuss mechanical properties of various metals.				3☐ 2☐ 1☐ 0☐ N/A☐
5.1.4	Discuss laws of expansion, contraction, and distortion.				3☐ 2☐ 1☐ 0☐ N/A☐
5.1.5	Demonstrate basic metal forging.				3☐ 2☐ 1☐ 0☐ N/A☐
5.1.6	Define filler metals.				3☐ 2☐ 1☐ 0☐ N/A☐
5.1.7	Discuss effects of grain changes on metal properties.				3☐ 2☐ 1☐ 0☐ N/A☐
5.1.8	Define physical properties or various types of metals and their significance.				3☐ 2☐ 1☐ 0☐ N/A☐
6.0	**METALWORKING**				
Unit: 6.1	**Metal Working**	18	4	22	
6.1.1	Identify ten basic metal working tools.				3☐ 2☐ 1☐ 0☐ N/A☐
6.1.2	Demonstrate ability to correctly and safely use metal working tools.				3☐ 2☐ 1☐ 0☐ N/A☐
6.1.3	Demonstrate ability to use square, ruler, and measuring tape to confirm specifications.				3☐ 2☐ 1☐ 0☐ N/A☐
6.1.4	Demonstrate jig and fixtures to prevent metal distortion.				3☐ 2☐ 1☐ 0☐ N/A☐
6.1.5	Exhibit ability to make square and circular bends in metal using an anvil or vise.				3☐ 2☐ 1☐ 0☐ N/A☐
6.1.6	Correctly determine tap drill sizes for specific applications.				3☐ 2☐ 1☐ 0☐ N/A☐
6.1.7	Correctly use files and saw blades.				3☐ 2☐ 1☐ 0☐ N/A☐
6.1.8	Demonstrate ability to cut threads with a tap and die.				3☐ 2☐ 1☐ 0☐ N/A☐

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AGRICULTURAL FABRICATION STANDARDS		**Instructional Time**			**Proficiency Achieved**
7.0	**DESIGN PRINCIPAL AND BLUEPRINT READING**				
Unit: 7.1	**Design Principals and Blueprint Reading**	10	3	13	
7.1.1	Identify three types of lines used in a drawing or layout.				3☐ 2☐ 1☐ 0☐ N/A☐
7.1.2	Identify the three types of drawings (orthographic, isometric, and oblique).				3☐ 2☐ 1☐ 0☐ N/A☐
7.1.3	Demonstrate how to use basic drafting tools.				3☐ 2☐ 1☐ 0☐ N/A☐
7.1.4	Define purpose of various lines.				3☐ 2☐ 1☐ 0☐ N/A☐
7.1.5	Define basic views.				3☐ 2☐ 1☐ 0☐ N/A☐
7.1.6	Describe how to read a lay-out.				3☐ 2☐ 1☐ 0☐ N/A☐
7.1.7	Define purpose and use of a sketch.				3☐ 2☐ 1☐ 0☐ N/A☐
7.1.8	Define fractions, decimals, areas, and angle dimensions as they apply to blueprint reading.				3☐ 2☐ 1☐ 0☐ N/A☐
7.1.9	Demonstrate drawing to scale.				3☐ 2☐ 1☐ 0☐ N/A☐
7.1.10	Draw basic blueprint from sketch.				3☐ 2☐ 1☐ 0☐ N/A☐
7.1.11	Understand angles, corner radii, and arcs.				3☐ 2☐ 1☐ 0☐ N/A☐
7.1.12	Identify shop terminology that commonly appears in blueprint.				3☐ 2☐ 1☐ 0☐ N/A☐
8.0	**INDIVIDUAL PROJECT DESIGN AND FABRICATION**				
Unit: 8.1	**Individual Project Design and Fabrication**	40	0	40	
8.1.1	Students will use basic drafting tools to create a working drawing of project.				3☐ 2☐ 1☐ 0☐ N/A☐
8.1.2	Students will plan and layout construction projects.				3☐ 2☐ 1☐ 0☐ N/A☐
8.1.3	Students will calculate project construction costs.				3☐ 2☐ 1☐ 0☐ N/A☐
9.0	**FUTURE FARMERS OF AMERICA**				
Unit: 9.1	**Future Farmers of America**	40	0	40	
9.1.1	Students will participate in Future Farmers of America (F.F.A.) program.				3☐ 2☐ 1☐ 0☐ N/A☐
9.1.2	Students will develop farm financial accounts, analyze farm records, and conduct farm budgeting and planning as part of F.F.A. program.				3☐ 2☐ 1☐ 0☐ N/A☐
9.1.3	Students will participate in F.F.A. activities including leadership skills, team building, and judging student projects.				3☐ 2☐ 1☐ 0☐ N/A☐

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AGRICULTURAL FABRICATION STANDARDS		**Instructional Time**			**Proficiency Achieved**
10.0	**WORKPLACE BEHAVIORS, WORK HABITS, AND ATTITUDE**				
Unit: 10.1	**Employability Proficiencies and Professionalism**	8	3	11	
10.1.1	Maintain regular attendance				3☐ 2☐ 1☐ 0☐ N/A☐
10.1.2	Work independently and meet deadlines				3☐ 2☐ 1☐ 0☐ N/A☐
10.1.3	Display initiative in undertaking new tasks				3☐ 2☐ 1☐ 0☐ N/A☐
10.1.4	Displays assertiveness				3☐ 2☐ 1☐ 0☐ N/A☐
10.1.5	Treat people with respect				3☐ 2☐ 1☐ 0☐ N/A☐
10.1.6	Comply with organizational expectations and company dress and appearance standards				3☐ 2☐ 1☐ 0☐ N/A☐
10.1.7	Use job-related terminology				3☐ 2☐ 1☐ 0☐ N/A☐
10.1.8	Participate in meetings in a positive and constructive manner				3☐ 2☐ 1☐ 0☐ N/A☐
10.1.9	Assess business image and products/services				3☐ 2☐ 1☐ 0☐ N/A☐
10.1.10	Demonstrate willingness to learn				3☐ 2☐ 1☐ 0☐ N/A☐
Unit: 10.2	**Work Ethics and Behavior**	8	3	11	
10.2.1	Follow rules, regulations and policies as established				3☐ 2☐ 1☐ 0☐ N/A☐
10.2.2	Implement designated job responsibilities				3☐ 2☐ 1☐ 0☐ N/A☐
10.2.3	Assume responsibility for decisions and actions				3☐ 2☐ 1☐ 0☐ N/A☐
10.2.4	Practice time management				3☐ 2☐ 1☐ 0☐ N/A☐
Unit: 10.3	**Interpersonal Relationships**	8	3	11	
10.3.1	Demonstrates ability to constructively channel/control emotional reactions				3☐ 2☐ 1☐ 0☐ N/A☐
10.3.2	Demonstrates ability to recognize problems and work toward effective resolution				3☐ 2☐ 1☐ 0☐ N/A☐
10.3.3	Exhibit positive and respectful behavior				3☐ 2☐ 1☐ 0☐ N/A☐
10.3.4	Exhibit sensitivity				3☐ 2☐ 1☐ 0☐ N/A☐
10.3.5	Demonstrates ability to negotiate and compromise				3☐ 2☐ 1☐ 0☐ N/A☐

AGRICULTURAL FABRICATION
CLASSROOM INDIVIDUAL TRAINING PLAN

Student Skill Level
3 = Student is able to accomplish skill unsupervised
2 = Student requires minimal supervision to accomplish skill
1 = Student requires considerable supervision to accomplish skill
0 = Unable to evaluate student on this skill at this time
N/A = skill not available at this worksite

AGRICULTURAL FABRICATION CLASSROOM COMPETENCIES		Class Hours	CC Hours	CVE Hours	ROP TEACHER RATING *Please check appropriate box*
AGRICULTURAL FABRICATION STANDARDS		**Instructional Time**			**Proficiency Achieved**
Unit: 10.4	**Self Management**	8	3	11	
10.4.1	Demonstrates initiative and enthusiasm				3☐ 2☐ 1☐ 0☐ N/A☐
10.4.2	Explain and demonstrate self-direction at work site				3☐ 2☐ 1☐ 0☐ N/A☐
10.4.3	Explain and demonstrate self-evaluation at work site				3☐ 2☐ 1☐ 0☐ N/A☐
10.4.4	Demonstrates self-motivation				3☐ 2☐ 1☐ 0☐ N/A☐
10.4.5	Demonstrates ability to make progress toward goals				3☐ 2☐ 1☐ 0☐ N/A☐
Unit: 10.5	**Business Culture**	8	3	11	
10.5.1	Demonstrates ability to articulate work site's organizational structure and public image policy				3☐ 2☐ 1☐ 0☐ N/A☐
10.5.2	Demonstrates ability to articulate work site's policy on employee public image and behavior				3☐ 2☐ 1☐ 0☐ N/A☐
10.5.3	Demonstrates understanding of work site sub-culture				3☐ 2☐ 1☐ 0☐ N/A☐
Unit: 10.6	**Communicating on the Job**	8	3	11	
10.6.1	Ask questions about task				3☐ 2☐ 1☐ 0☐ N/A☐
10.6.2	Follow written and oral directions				3☐ 2☐ 1☐ 0☐ N/A☐
10.6.3	Prepare written communication				3☐ 2☐ 1☐ 0☐ N/A☐
10.6.4	Use professional telephone etiquette				3☐ 2☐ 1☐ 0☐ N/A☐
10.6.5	Demonstrate healthy communication				3☐ 2☐ 1☐ 0☐ N/A☐
Unit: 10.7	**Problem Solving and Critical Thinking**	8	3	11	
10.7.1	Clarify purpose and goals				3☐ 2☐ 1☐ 0☐ N/A☐
10.7.2	Demonstrate ability to identify a problem and describe solutions				3☐ 2☐ 1☐ 0☐ N/A☐
10.7.3	Employ reasoning skills				3☐ 2☐ 1☐ 0☐ N/A☐
10.7.4	Assess employer and employee responsibility in problem solving				3☐ 2☐ 1☐ 0☐ N/A☐

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AGRICULTURAL FABRICATION STANDARDS		**Instructional Time**			**Proficiency Achieved**
Unit: 10.8	**Teamwork**	8	3	11	
10.8.1	Demonstrates understanding of how to support co-workers				3☐ 2☐ 1☐ 0☐ N/A☐
10.8.2	Demonstrate sensitivity of cultural and religious differences of customers or co-workers				3☐ 2☐ 1☐ 0☐ N/A☐
10.8.3	Demonstrates understanding of how to be a supportive team member				3☐ 2☐ 1☐ 0☐ N/A☐
10.8.4	Demonstrates understanding of co-worker expectations				3☐ 2☐ 1☐ 0☐ N/A☐
10.8.5	Demonstrates understanding of how to cooperate as a team member				3☐ 2☐ 1☐ 0☐ N/A☐
10.8.6	Demonstrates and analyze personal team building skills				3☐ 2☐ 1☐ 0☐ N/A☐
11.0	**WORKPLACE SAFETY AND HEALTH**				
Unit: 11.1	**Maintaining a Safe and Healthy Environment**	8	3	11	
11.1.1	Follow conservation/environmental practices/policies				3☐ 2☐ 1☐ 0☐ N/A☐
11.1.2	Comply with safety and health rules/procedures				3☐ 2☐ 1☐ 0☐ N/A☐
11.1.3	Can use and maintain proper tools and equipment				3☐ 2☐ 1☐ 0☐ N/A☐
11.1.4	Can maintain a safe work area				3☐ 2☐ 1☐ 0☐ N/A☐
11.1.5	Demonstrate proper safety techniques for hazardous material disposal at intern site				3☐ 2☐ 1☐ 0☐ N/A☐
11.1.6	Demonstrate proper use of safety protection for eyes, ears and any other protective clothing used at intern site				3☐ 2☐ 1☐ 0☐ N/A☐
11.1.7	Demonstrate how to use a fire extinguisher				3☐ 2☐ 1☐ 0☐ N/A☐
11.1.8	Demonstrate ability to explain the type of security at intern site				3☐ 2☐ 1☐ 0☐ N/A☐
12.0	**INTERNSHIP/JOB SKILLS**				
Unit: 12.1	**Customer Service**	8	3	11	
12.1.1	Demonstrate ability to answer customer questions				3☐ 2☐ 1☐ 0☐ N/A☐
12.1.2	Apply tact and common courtesy to achieve objectives				3☐ 2☐ 1☐ 0☐ N/A☐
12.1.2	Demonstrate ability to articulate the range of services the intern site has to offer				3☐ 2☐ 1☐ 0☐ N/A☐
12.1.3	Maintains customer confidentiality				3☐ 2☐ 1☐ 0☐ N/A☐
12.1.4	Responds professionally to angry customers				3☐ 2☐ 1☐ 0☐ N/A☐
12.1.5	Demonstrates effective customer service techniques				3☐ 2☐ 1☐ 0☐ N/A☐

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AGRICULTURAL FABRICATION STANDARDS		**Instructional Time**			**Proficiency Achieved**
13.0	OCCUPATIONAL EXPLORATION AND RESEARCH				
Unit: 13.1	**Employment Interview Success**	25	0	25	
13.1.1	Demonstrate understanding of employment application and resume vocabulary				3☐ 2☐ 1☐ 0☐ N/A☐
13.1.2	Explain what employers look for when screening applications and resumes				3☐ 2☐ 1☐ 0☐ N/A☐
13.1.3	Demonstrate ability to complete an application and a resume				3☐ 2☐ 1☐ 0☐ N/A☐
13.1.4	Organize and arrange employment packet with requested information				3☐ 2☐ 1☐ 0☐ N/A☐
13.1.5	Articulate how to establish a good first impression when picking up an employment application				3☐ 2☐ 1☐ 0☐ N/A☐
13.1.6	Demonstrate knowledge of common problems when filling out an employment application or preparing a resume				3☐ 2☐ 1☐ 0☐ N/A☐
13.1.7	Demonstrate knowledge of what are acceptable and unacceptable questions for an employer to ask during an interview				3☐ 2☐ 1☐ 0☐ N/A☐
13.1.8	Demonstrate effective interview question responses				3☐ 2☐ 1☐ 0☐ N/A☐
13.1.9	Demonstrate effective first impression techniques				3☐ 2☐ 1☐ 0☐ N/A☐
13.1.10	Demonstrate appropriate dress for an interview				3☐ 2☐ 1☐ 0☐ N/A☐

Name_____
Date _____

Agriscience Proficiency Standards

The following standards have been selected from the California Career Technical Education model curriculum standards for Agriculture Mechanics. Check each standard that you have successfully completed.

C1.0	**Evaluate the role of agriculture in the California Economy**
C2.0	**Examine the interrelationship between agriculture and the environment**
C3.0	**Analyze the effects of technology on agriculture**
C4.0	**Determine the importance of animals, the domestication of animals, and the role of animals in modern society**
C5.0	**Compare the structure and function of plants, animals, bacteria, and viruses**
C6.0	**Explore animal anatomy and systems**
C7.0	**Comprehend basic animal genetics**
C8.0	**Understand fundamental animal nutrition and feeding**
C9.0	**Evaluate basic animal health**
C10.0	**Explain soil science principles**
C11.0	**Analyze plant growth and development**
C12.0	**Understand fundamental pest management**
C13.0	**Design agricultural experiments using the scientific method**

COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

VERONICA [redacted]

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture)

MAJOR AND AUTHORIZED SUBJECT(S):
Agriculture

MINOR, SUBJECT MATTER, AND SUPPLEMENTARY AUTHORIZED SUBJECT(S):

Valid from 06/20/2018 to 07/01/2023

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov

COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

VERONICA [redacted]

is hereby awarded a

Preliminary Single Subject Teaching Credential

MAJOR AND AUTHORIZED SUBJECT(S):
Agriculture

MINOR, SUBJECT MATTER, AND SUPPLEMENTARY AUTHORIZED SUBJECT(S):

Valid from 06/20/2018 to 07/01/2023

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov

Agriculture Advisory Constitution and By Laws

Due to the employee and physical transition in the Fillmore FFA Chapter, the record of these bylaws have been misplaced and are currently being looked for through old minutes and files from previous years.

Advisory Committee 2018 - 2019

Name	Address	Job
Mike Richardson	[redacted]	Quality Ag Committee Chair
Joe Ricards		Agriculture Teacher
Bobbi Roderick		Agriculture Teacher
Andy Klittich		Otto and Sons
Dr. Chas Nelson		Veterinarian
Scott Beylik	[redacted]	School Board Member
Trevor Johnson		Quality Ag
Dr. Adrian Palazuelos		Fillmore Unified Superintendent
John Wilbur		Fillmore High School Principal
Scott Klittich		Otto and Sons Nursery

Fillmore Ag Department Adviosry Board 2015-16

Tom Mayhew	[redacted]	Oxnard Lemon, farmer
Steve Adler		Corona Seed
Denise Berrington		Fillmore Unified Director Facilities/Maintenance
Andrea McNeill		Fillmore Unified Asst Superintendent of Business
Keith Gurrola		Fillmore Fire Chief
Jared Lozano		Owner of Lozano and Sons

Fillmore FFA
Agriculture Advisory Committee
Meeting Agenda
August 20th, 2018 5:00 pm

Old Business

Meeting began at 5:08 PM opened by Mike Richardson.

New Business

Official Business began at 6:09 PM

Dinner was served.

Farm Tour was given of facilities, Pam and Veronica spoke of vision for future.

-self sustaining, paint facilities, fix park area

I. Introductions
   a. Pam and Veronica gave introductions of each other and backgrounds. Both from Santa Paula, Cal Poly SLO graduates. Pam year 4, Veronica year 1.

II. Fair Update (Pam and Veronica)
   a. Projects
      i. over $95,000 between all species
      ii. 37 pigs, 1 steer
   b. Champions
      i. Erin Berrington, 2nd Overall Reserved Champion Steer, FFA Grand Champion
      ii. Jordyn Blankenship, Overall FFA Grand Champion Swine Winner
      iii. Alexis Van Why , Overall Grand Champion Barrow
      iv. Brenden Baker, 1st Place Showmanship, 2nd place in Round Robin

III. Activities & Events (Pam and Veronica)
   a. Semester 1 Calendar
      i. new events such as Movie Night, Barn Dance, Farm Day
      ii. Pumpkin Patch Trial this year

IV. Curriculum (Pam and Veronica)
   a. Pathway Courses and Course Overviews
      i. 2 new UC Approved G Elective Courses- Ag Mechanics 1 and Agriculture 1

V. School Farm Finances
   a. see budget attached provided by Andrea McNeil
   b. (Dr. Palazuelos) Land open for lease at Market value
   c. Water is the largest determinant of who the property is leased to
   d. Need Farm Management Company to help guide new Farm Manager moving forward help farm become more self sustaining
   e. More lemons in the future to help make farm more self sufficient

VI. Facilities
    a. Process and Timeline
        i. (Dr. Palazuelos) Will be meeting this Wednesday with architects, Pam, and Veronica
        ii. Goal: Late Fall/Early Winter finish design phase and move forward
        iii. One major change: classroom in middle of bottom floor, and space between metal and wood shop, over $700k in savings
        iv. Horseshoe: now can get supplies from there, easy access
        v. Goal: Start tearing down last day of school 2018-2019
        vi. Flex Space and Restrooms at farm start building soon

VII. CTEFP Grant (Tom Chan)
    a. Letters of Support
        i. reapplying to grant deadline October 19
            1. need letters of support, template/ help will be sent
            2. Letters need to reimagine new program, think about future of agriculture
            3. Show potential to use facilities at full capacity
            4. Use farm as base of courses
            5. have synergy with A-G courses

        ii. Meeting next month - want to stay in contact with Ag Advisory Board
            1. Goal for next meeting: show draft of application, update on program visits ask for advice

    b. Exemplary Programs Trip
        i. Will be attending East Clovis and Madera on September 13, and 20, 2018 to observe exemplary programs
        ii. Invite Members of Ag Advisory Board
            1. Dr. Adrian Palazuelos, Scott Beylik, Steven Coron will Join

VIII. Membership
    a. Want to get more people in Ag Advisory Board
    b. Nominations
        i. Farm Credit West?
        ii. Don Palmer?
        iii. Jared Lozano
            1. email: jaredlozano27@yahoo.com
            2. phone: (805) 890-0812

Next Meeting: September 24, 2018 @ 7 am, District Office, Room 128

Presentation of pictures and breakfast will be provided

Fillmore FFA

Agriculture Advisory Committee

Meeting Agenda

September 24, 2018 7:00 am

In attendance; Pam Klittich, Jared Lozano, Tom Mayhew, Mike Richardson, Jonathan Murray, Scott Beylik, Micheline Miglis, Keith Gurrola, Andy Klittich, Denise Berrington, Nate Silva, John Wilber, Phil Clark, Stephen Cijonavich, Tom Chan, Andrea McNeill

Introductions

New Farm Manager- Nathan Silva

Minutes-Moved by Tom Mayhew, Second by Denise Berrington, Passed

Old Business

I. CTEFP Grant
    a. Exemplary Programs Presentation
        i. Veronica Lemus presented an overview of what was seen at the two campuses during the program visits, see attached ppt
        ii. Tom Chan presented an overview of the grant process and received feedback from the advisory members in the following areas;
            1. Micheline Miglis-expressed concern over how the incorporation of career readiness and financial literacy should be worked into the new courses and pathways.
            2. Andy Klittich & Micheline Miglis-Want to make sure the program vision includes language about the foundational industry knowledge and workforce skills students would gain.
            3. Keith Gurrola-Wants to see the incorporation of summer school courses into the pathways to enhance and better serve student interests in the program.
            4. Andy Klittich-Wants to see how the middle school is going to be incorporated into the pragm.
    b. Letters of Support
        i. Tom Chan has received many letters, wants them all by the end of the week 9/28.
II. New Facilities Update
    a. Covered in Tom Chan's presentation. Construction documents will be finished by the end of the week 9/28 and will be sent to the state for approval shortly there after.

Fillmore FFA

Agriculture Advisory Committee

Meeting Agenda

March 13th 2019 5:00 pm

In attendance: Nate Silva, Pam Klittich, Veronica Lemus, Dr. Palazuelos, Steve Adler, Mike Richardson, Scott Beylik, Denise Berrington, Phil Clark, Tom Mayhew, Andrea McNeil, Keith Gurrola, Jonathan Murray, John Wilbur

Opened at 5:05 PM by Mike Richardson, President.

Minutes from previous meeting were approved by Tom Mayew, and Seconded by Steve Adler. All in favor, none opposed.

Old Business

I. CTEFP Grant, Pam Klittich

   Fillmore HS scored highest in Agriculture in State -

II. Facilities
   a. Process and Timeline, Dr. Palazuelos
      i. Concrete pad is eliminated, and flex space is in line for fabrication by Silver Creek
      ii. Tentatively ready in a couple months
      iii. Career Tech Building - currently in DSA for electronic review
      iv. Tentative summer demolition
      v. Electrical yard/tank coming in from Edison

III. Curriculum
   a. Pathway Courses and Course Update, Pam Killtich/Veronica Lemus
      i. New Pathways in Progress- Get Focused Stay Focused (GFSF) as Freshman
      ii. Potential 3rd Pathway
      iii. All Agriscience Pathway is D Credit
      iv. Ag Mech - F Credit
      v. incorporate certifications when we can as we go

New Business

IV. Strong Workforce Program Grants, Pam Klittich
   a. Fillmore District applying for SCR Consitorium
   b. we need ag advisory letters of support
   c. 10 million for SWPG that is being competed for through South Coast Area
   d. district needs to show 2-1 match to receive funds

V. School Farm Revenues & Expenditures, Andrea McNeil
   a. receiving $32,000 a year from tenant
   b. expecting to spend $215k on projects

c. Big Purchases: Greenhouse, New Water Line, Gator
d. P.O $277K Flex Space/Restrooms

VI. Activities & Events, Veronica Lemus
a. Semester 2 Calendar
i. Working on promoting judging teams, Greenhand Week, FMS Recruitment
ii. Fair Numbers:
1. 25 Pigs
2. 8 Steers

VII. New Membership for Advisory Committee
a. open for discussion in the future
b. Names: Jared Lozano, Fillmore Piru Citrus, Steve Bernard, CEO of Mission Produce, Moon Valley Nursery

VIII. Farm Tour & Updates
a. postponed for next meeting

Meeting Closed @ 5:42 PM

Next Meeting: May 8th, 2019 @ 4 PM

Fillmore FFA

Agriculture Advisory Committee

Meeting Minutes

May 8th, 2019 4:00 pm

In attendance: Pam Klittich, Veronica Lemus, Mike Richardson, Dr. Adrian Palazuelos, Jon Murray, John Wilbur, Nate Silva, Denise Berrington, Tom Mayhew, Andrea McNeil

Opened at 4:05 PM by Mike Richardson

Farm Tour - Led by Ag Advisors

Dinner - Thank you Joe Richards

Minutes, Minutes approved by Tom Mayhew, Seconded by Jon Murray

Old Business

I. Facilities
    a. Process and Timeline
        i. Greenhouse: cement block has been installed, electricity up and running.
            1. Ag Teachers/Maintenance will make contact with Greenhouse Company to check on operation and function of greenhouse
        ii. Flex Space and Bathrooms - 960 square feet to be built in July, out at Farm in Fall

II. Strong Workforce Program Grants - no news to report

New Business

III. Activities & Events
    a. Banquet
        i. Next Thursday May 16, 2019 @ 6:30 PM Veteran's Memorial Building

IV. New Membership for Advisory Committee
    a. Ag Teachers will contact any previously discussed individuals

Meeting closed @ 5:40 PM

Next Meeting: September 4th, 2019 @ 5 PM @ Farm

2018-2019 Fillmore FFA Budget

Income		**Expenses**	
Carry Over from 2017/2018	2549.24	FFA Week	500
Calendar Sponsor (12x$150)	1800	Scrapbook	500
Calendar Sales	2000	Popcorn Supplies	429.24
Chapter T-Shirt Sales (100x10)	1000	Calendar Printing	2500
Popcorn Sales	2000	Banquet Awards	700
		Chapter Meetings (10x$100)	1000
		Chapter T-Shirts	1000
		Popcorn Sales to Student Accounts	350
		Calendar Sales to Student Accounts	1000
		Sectional FFA Dues	250
		Adviser Expenses	500
		COLC	120
Total Income	9249.24	Total Expenses	9249.24

Articulation Agreement Overview

The Fillmore Agriculture Program is actively working to secure an articulation agreement with the re-established Agriculture Program at Ventura College for the 2019-2020 school year.

Fillmore High School
Agriculture Program
Graduate Survey

Name: _____

Address: _____

Phone: _____ Date of Graduation:_____

FUTURE PLANS:

1. After graduation I plan to:

    ____ Go to work ____ Go to college

    ____ Go into the military ____ Go to trade/technical school

2. I plan to attend college/University at: _____
3. What is your major course of study:_____
3. I plant to work at: _____
4. How would you rate the training that you received in the agriculture program?

    _____Excellent _____ Good _____Fair _____Poor

5. How would you rate the career guidance and counseling you received in the agriculture program?

_____Excellent _____ Good _____Fair _____Poor

FFA:

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

    ____ Officer Experience

    ____ Public Speaking competitions

    ____Advanced Degrees/Proficiency Awards

    ____Chapter Activities

    ____Livestock Projects/Fairs and shows

    ____ Other – Please describe _____

2. What were the most valuable aspects of your SAE (supervised projects)?

_____ Learning skills related to future Ag employment

_____Development of responsibility

_____Learning record keeping

_____Other – please describe _____

FACLITITIES/EQUIPMENT:

1. Please rate the facilities used in the agriculture program?

_____Overcrowded _____ Adequate space provided

_____Modern _____ Out of date

2. Please rate the equipment used in the agriculture program?

_____Overcrowded _____ Adequate space provided

_____Modern _____ Out of date

Other – Please Describe _____

OTHER SUGGESTIONS:

Please note any suggestions you have for improving the instructional program, including the following areas: classroom, shop, greenhouse, school farm, FFA, supervised projects, teaching methods used and facilities or equipment.

_____

_____

_____

AGRICULTURAL EDUCATION
PROGRAM SELF REVIEW
DOCUMENTATION

School Site: Fillmore High School Year: _____

ACTIVE PLACEMENT SITES IN WORK EXPERIENCE

	CLUSTER AREA						
Work Site	**Student's Name**	**Animal Science**	**Plant and Soil Science**	**Ag Business**	**OH**	**Ag Mechanics**	**Forestry and Natural Resources**
Otto and Sons			x		x		
Phil's Livestock		x					
Beylik Farms			x				
Quality Ag						x	
Tauri Banks		x					
Tauny's Petting Zoo		x					
R and R Ranch		x					
Oxnard Lemon			x				
Fillmore/Piru Citrus			x				
Bennett's Honey Farm			x	x			
Old Fashioned Country Butcher		x					
Quinn Caterpillar						x	
Palmer Ranch Management			x				
Patterson Hardware						X	
Fillmore Fire Department							x

Fillmore High School
Agriculture Program

If you're in 8th grade

If you're competitive

If you like to travel

If you like to meet new people

If you like to be a leader

If you like to make money

If you like to help people

If you like to learn hands-on instead of from a book

If you like to take field trips

If you like plants, animals, being outside, working on engines, or building things

If you like to have fun!

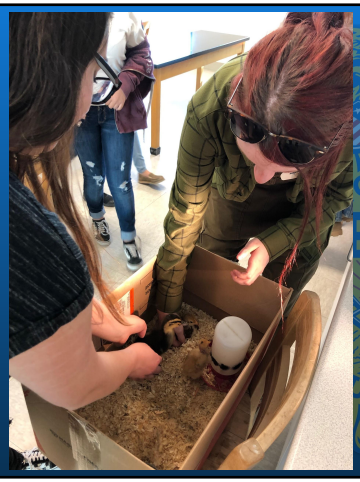
If you are ready to learn about what FFA has to offer you!

LOVE

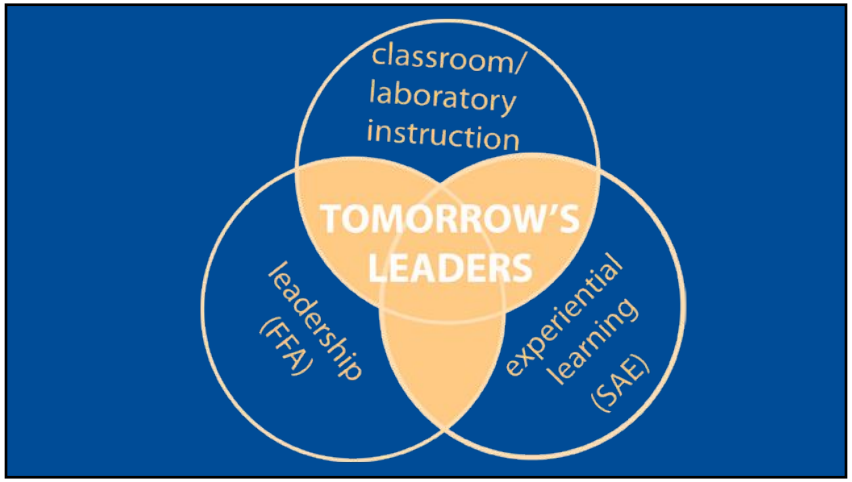
Poindexter Nut Co.

School Farm

SCHOOL BUS



Pull
Campus
Club



Fillmore High School Agriculture Program

Staff in Service

In-Service	Klittich	Lemus
Ventura Section Mtg – Aug 2018	x	x
Fall Regional Meeting 2018	x	x
VC Innovates Kick Off	X	X
Ventura Section Meeting – Sept 2018	x	x
Road Show 2018	X	x
Ventura Section Meeting – Jan 2019	x	x
Spring Regional Meeting 2019	x	x
Ventura Section Meeting – May 2019	X	X
State Conference 2019	x	x

CTE Department FHS
Minutes

Date: August 22, 2018 Location: Room 12 Attendees:Pam Klittich, Veronica Lemus, Adan Vega, Jeremiah MacMahon (submitted report) & Jonathan Murray

Old Business

New Business

I. Summer Pathway Updates
   A. IT: Did a summer robotics camp, it was fun and garnered recruits
   B. ANR: Stayed busy with the transition of teachers and fair, 37 students sold projects and averaged $2,360 per project sold.
   C. Auto: Interested in doing the summer camps through CEC/Vista Real-Pam will send out county summer camp info in February for all interested pathways

II. 2018-2019 Budgets (tentative)
   A. IT: Has budget
   B. Budgets will be emailed out when received from district, as well as procedures for spending Perkins & ROP monies.

III. Facilities-Current and New
   A. ANR: Met with district and architect group same day and reviewed the requested changes. -Old wing will start demo when school ends in June
   B. Auto: Concerned with space available for vehicle storage, encouraged to speak with the district on proposing changes to the SDSR building.

IV. Pathway Courses
   A. IT: IT Pathway
      1. Computer Explorations (Focus class UC-G)
      2. Robotics (Focus or capstone UC-G)
      3. Honors Robotics (Capstone UC-G Honors)
   B. ANR: Agriscience
      1. Introduction to Agriculture, FFA & Careers (UC-G)
      2. Agriculture and Soil Chemistry (UC-D)
      3. Ornamental Horticulture(ROP)
      4. Agriculture Business(ROP UC-G Honors)
   C. ANR: Agriculture Mechanics
      1. Introduction to Agriculture, FFA & Careers (UC-G)
      2. Introduction to Agriculture Mechanics (UC-G)
      3. Agriculture Mechanics 2
      4. Agriculture Fabrication (ROP)
   D. Auto: All Introduction to Automotive (3 sections + 2 sections Adult School)
      1. Will be looking add high level courses as pathway grows, as well as doing a ROP double blocked period.

V. Activities, Events, and Field Trips
   A. IT: Four league meets in Bakersfield (one per month on saturdays)
      1. One huge meet next semester (DATE TBD)
      2. I'd like to go to MOXI as a field trip, going to figure that out at the ROP meeting on the 21st of September at VCOE
   B. ANR: See attached calendar
   C. Auto: Looking at trips UTI and other automotive schools, training centers, and businesses

Fillmore FFA Semester 1 Calendar

August	
6-12	Ventura County Fair
7	Freshman Orientation
8	10-12 Grade Registration
16	First Day of School
17	FFA Popsicle Party & Football Popcorn
23	Booster Meeting
29	Back to School Night
28	FFA Meeting
31	Football Popcorn
September	
3	Labor Day-No School
6	Buyer's Banquet
7	Barn Dance @ Farm
8/9	Sectional Officer Leadership Conference
12	Sectional Industry Tours
13	Booster Meeting
21	Football Popcorn
25	FFA Meeting
27/28	Greenhand Leadership Conference
28	Football Popcorn
29	Casino Night
October	
11	Booster Meeting
13/14	Chapter Officer Leadership Conference
19	Reedley College Novice Field Day & Football Popcorn
20	Sectional "Haunted Farm"
23-28	National Convention
26	Football Popcorn
30	Pumpkin Patch & FFA Meeting
November	
1	Staff Development-No School
3	Ventura Farm Day
6-8	Sectional Project Competition
8	Booster Meeting
12	Veterans Day-No School
14	Novice Parli-Pro Workshop
21-23	Thanksgiving Break-No School
27	FFA Meeting
28	Sectional Project Competition Banquet
December	
13	Booster Meeting
14	FFA Movie Night
18	FFA Meeting

CTE Department FHS
Minutes

Date: November 29, 2018 Location: Room 12 Agriculture & Natural Resources: Pam Klittich, Veronica Lemus
Engineering & Architecture: Jeremiah MacMahon
Transportation: Adan Vega
Administration: John Wilber, Jonathan Murray

Old Business

I. VC Innovates Kick Off-Need to make contact with Hillary Howard again at VCOE about Skills USA CTSO
II. Site Clerk-Put in request for Perkins allocations

New Business

I. Payway Proposals
    A. Each pathway will bring/submit a draft of their course sequence for the next department meeting (12/6) Pathways will be compiled and sent to Tom Chan by Pam on 12/13.
    B. In the pathway alignment is was agreed that moving forward pathways should try their best to include an introduction, concentrator, and capstone class in a sequence that works within the confines of grade level schedules.
    C. The was discussion of the incorporation of CTSO participation and ROP internships into pathway courses, further information was desired on if Ms. Garcia would be able to oversee offsite interns.
    D. It was said that the administration would like to have a copy of what is currently offered and that they and the counselors would be able to serve us better with simplified explanations of course sequence, prerequisites, and expectations.
II. A-G Course Submissions
    A. It was recommended that staff utilize the UC A-G Course Management Portal (Doorways) to look at pre approved courses for consideration. The goal to have all CTE courses UC approved.
    B. If new courses were put forward the deadlines are identified as opening 2/1/19 and closing 9/15/19
III. CTSO Updates
    A. Skills USA is looking for guidance from their regional supervisor about chapter development.
    B. FFA discussed how student participation in chapter activities was an incorporated part of student grades and motivation to get all students involved in chapter meetings and events.
IV. Funding Updates
    A. Ag is still waiting to hear if they received the CTEFP applied for back in October.
    B. Tom Chan shared via email that the district will be pursuing Strong Workforce funds through the Community College district.

Next Meeting 12/6 Room 12

-Bring draft (or finished!) pathway sequence with courses and their grade alignment, as well as any new UC A-G course you would like to have adopted.

CTE Department FHS
Minutes

Date: December 6, 2018 Location: Room 12 Agriculture & Natural Resources: Pam Klittich, Veronica Lemus
Engineering & Architecture: Jeremiah MacMahon
Transportation: Adan Vega

Old Business

I. Payway Proposals
   A. Auto
      1. Pathway proposal will be submitted shortly, will seek a double block period for auto concentrator and capstone courses with the single period introductory course.
   B. Digital Production
      1. No report
   C. Robotics
      1. Proposed an additional IT Essentials pathway in addition to Robotics pathway with a capstone of AP Computer Principles
   D. Ag
      1. Proposed a new course for the Ag Mech pathway to include advanced ag mech counting as a fine art. The redesign of the Agriscience pathway with option one; ag bio, ag chem, agriscience systems management (all science credit) or option two; ag chem, ag math 3, agriscience systems management (two science one math credit). And the proposal of a third Horticulture pathway in the future.

II. A-G Course Submissions
   A. Course submission opens 2/1. The department would like to have pathways approved prior so spring recruitment can begin with accurate course list. *Side Note: CTE teachers are in favor of the FHS Open House in the spring to showcase their programs for incoming freshmen.

III. CTSO Update
   A. Skills USA Membership and Chapter Coordinator Loretta Cubuyadas will be attending the 1/10 department meeting to present on Skills and provide resources for chapter development.

New Business

I. Avid Survey
   A. Link was sent out in email to take digital survey.

Next Meeting 1/10/19

Item	Description	ID Number	Make	Model	Quanity	Orginal Cost	Current Value	Purchase Date	Condition of Equi	% of Perkins Fun	Mode of Diposal	Who Owns	Disposition
1/4 Sheet Palm S	Wood Sander		Dewalt	DWE6411K	8	49 each		3/11/19	New				
Compact Brushle	Cordless Drill		Dewalt	DCD791D2	2	199 each		3/11/19	New				
10" Jobsite Tale	Portable Table Saw		Dewalt	DWE7491RS	1	599		3/11/19	New				
12" Double Beve	Wood Miter Saw		Dewalt	DWS780	2	699 each		3/11/19	New				
12 1/2" Portable	Portable Planer		Dewalt	DW734	1	499		3/11/19	New				
Electrical Wireing	Demo Panel and Tester Box		RealityWorks	57010101	1	649		?					
Wall Panel Demo	Student Panels		RealityWorks	57010201	10	299 each		?					
							3/14						

Major Equipment List

Fillmore High School

Picture	Item	Quantity	Location	Cost
	HP Color Laser Jet MFP M577 PCL 6	1	Room 12	$699.00
	Xerox Color Phaser 6180 MFP	1	Room 12	$785
	Lenovo X11C 3rd Gen Yoga	36	Room 12	$500
	Lenovo Gen Yoga 370	2	Room 12/15	$1,896.99
	Nikon DSLR D40	1	Room 12	$500
	Bush Floral Refrigerator	1	Room 14	$4,823.71
	Lincoln AC/DC 225/125	9	Room 14	$500(each)

School Farm

Picture	Item	Quantity	Location	Cost
	Ford 4630	1		$4500
	ESCOB Thermal AC/DC Stick/TIG	1		$2057
	Power MIG 255XT Welder (power mig)	1		$2314
	Livestock Popper	1	School Farm	$4000
	Wrangler Elite Livestock Scale	1	School Farm	$2169
	John Deere HPX6615E Utility Vehicle	1	School Farm	$10,033.40
	30’ x 60’ California Series Teaching Greenhouse	1	School Farm	$44,051.14

	5’ X 50’ Steel Fixed Bench	1	School Farm	$536.25
	3’ X 50’ Steel Fixed Bench	2	School Farm	$1,072.50
	Irrigation System	1	School Farm	$1,930.50

District

Picture	Item	Quantity	Location	Cost
	2016 Chevrolet Silverado 2500	1	MOT Yard	$40,000
	2017 Chevrolet Suburban	1	MOT Yard	$60,000

Major Equipment List

Fillmore High School

Picture	Item	Quantity	Location	Cost
	HP Color Laser Jet MFP M577 PCL 6	1	Room 12	$699.00
	Lenovo X11C 3rd Gen Yoga	6	Room 12	$500
	Xerox Color Phaser 6180 MFP			
	Lenovo Gen Yoga 370	2	Room 12/15	$1,896.99
	Nikon DSLR D40	1	Room 12	$500
	Bush Floral Refrigerator	1	Room 14	$4,823.71
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Livestock Popper 1 School Farm $4000

Wrangler Elite Livestock Scale
1 School Farm $2169

John Deere HPX6615E Utility Vehicle
1 School Farm $10,033.40

30’ x 60’ California Series

Irrigation System 1 School Farm $1,930.50

Teaching Greenhouse
1 School Farm $44,051.14

5’ X 50’ Steel Fixed Bench
1 School Farm $536.25

3’ X 50’ Steel Fixed Bench
2 School Farm $1,072.50

District

Picture	Item	Quantity	Location	Cost
	2016 Chevrolet Silverado 2500	1	MOT Yard	$40,000
	2017 Chevrolet Suburban	1	MOT Yard	$60,000

Professional Growth and Development 2018-2020

The following were attended or will be attended the next school year.

2018 - 2019 School Year

In-Service	Lemus
Ventura Section Mtg – Aug 2018	x
Fall Regional Meeting 2018	x
VC Innovates Kick Off	X
Ventura Section Meeting – Sept 2018	x
Road Show 2018	x
Ventura Section Meeting – Jan 2019	x
Spring Regional Meeting 2019	x
Ventura Section Meeting – May 2019	X
Summer Courses Cal Poly	X
Induction Year 1	X
State Conference 2019	x
Student Teacher Conclave 2018	X
CATA Summer Conference 2018	X
New Professionals 2018	X

2019 - 2020 Upcoming School Year

In-Service	Lemus
Ventura Section Mtg – Aug 2019	
Fall Regional Meeting 2019	
VC Innovates Kick Off 2019	
Ventura Section Meeting – Sept 2019	
Road Show 2019	
Ventura Section Meeting – Jan 2020	
Spring Regional Meeting 2020	
Ventura Section Meeting – May 2020	
State Conference 2020	
Induction Year 2 2019	
CATA Summer Conference 2019	
New Professionals 2019	
NAAE 2019	

Fillmore
Courses Report

Advisor Name	Period	Course Name	Student Count
Pam Klittich	3	Fabrication & Construction	8
Pam Klittich	2	Introduction to Agricultural Mechanics	39
Pam Klittich	6	Introduction to Agricultural Mechanics	15
Pam Klittich	3	Other Agriculture Mechanics	6
Pam Klittich	4	Other Agriculture Mechanics	13
Veronica Lemus	3	Agriculture and Soil Chemistry	28
Veronica Lemus	6	Agriculture and Soil Chemistry	24
Veronica Lemus	2	Introduction to Agriculture	18
Veronica Lemus	4	Introduction to Ornamental Horticulture	31
Veronica Lemus	5	Other Agriculture Business Course	11

Fillmore
Courses Report

Advisor Name	Period	Course Name	Student Count
Pam Klittich	3	Fabrication & Construction	8
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Pam Klittich	6	Introduction to Agricultural Mechanics	15
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Veronica Lemus	5	Other Agriculture Business Course	11

FILLMORE UNIFIED SCHOOL DISTRICT FIELD TRIP REQUEST FORM

This form must be submitted to the Educational Services Office for approval prior to making final field trip arrangements (including deposits).

Teacher:Pam Klittich & Veronica Lemus GR: 9-12 School: Fillmore High School

Date of Trip: March 22, 2019 Destination: King City High School, 720 Broadway St, King City, CA 93930

Time of Departure: 5:00 am Time Returning: 6:00 pm

Means of Travel: FFA Suburban & Truck

Route of Travel: Major freeway

Trip Coordinator: Pam Klittich & Veronica Lemus Number of Students Participating: 4

Chaperone: Pam Klittich Fingerprints Needed: _____ Yes X No

Chaperone: Veronica Lemus Fingerprints Needed: _____ Yes X No

(Fingerprints are needed if chaperone will be attending students alone without Certificated Teacher present.)

Budget Source: Transportation-Ag Incentive

BudgetCode:

Cost Breakdown: Lodging $0 +Food $0 +Transportation $0 + Registration Fees $0 + Other Misc. Costs $0 TOTAL COST $0

Educational Objective (list standard to be met by field trip): See Field Trip Summary

I have read and understand the Field Trip Approval During Periods of Heightened Alert . I also understand that conditions can change and the field trip may be cancelled at short notice if it is determined that the risk of danger to those participating in the trip necessitates its cancellation. I have reviewed board policy 6153, AR 6153, and AR3541.1.

Signature of Teacher in Charge: _____ Date: _____

*Approved by Principal: _____ Date: _____

Approved by Assistant Superintendent: _____ Date: _____

Approved by Board of Trustees (Required for all overnight and out of state trips): ___Yes ___No

Clerk/Secretary: _____ Date: _____

*Principals- please make sure field trip activity conforms to insurance guidelines “Appropriate School Sponsored Activities and Insurance Requirements.”

Field Trip Summary
King City High School- Regional FFA LDE Contest
Klittich/Lemus

Date: Friday, March 22, 2019

Who:

Evan	Impromptu Winner
Jadyn	Creed Winner
Delegate 1	
Delegate 2	

Chaperones: Pam Klittich, Veronica Lemus

Where: King City High School, 720 Broadway St, King City, CA 93930

Cost: N/A

Learning Summary: The FFA Leadership Development Events are designed to develop the ability of all FFA members to express themselves on a given agricultural subject, and be asked related questions by a panel of judges. This gives the FFA members an opportunity to formulate their remarks for presentation in a very limited amount of time. The event requires students to present themselves with professionalism, think on their feet, state their case quickly and persuasively, and to be able to answer relevant questions based upon their performance. Students who placed at the sectional level will advance to the regional level.

California Career Technical Education Model Curriculum Standards:

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
9.5 Understand that the modern world is an international community and requires an expanded global view.
9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

Field Trip Summary
King City High School- Regional FFA LDE Contest
Klittich/Lemus

Date: Friday, March 22, 2019

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Learning Summary: The FFA Leadership Development Events are designed to develop the ability of all FFA members to express themselves on a given agricultural subject, and be asked related questions by a panel of judges. This gives the FFA members an opportunity to formulate their remarks for presentation in a very limited amount of time. The event requires students to present themselves with professionalism, think on their feet, state their case quickly and persuasively, and to be able to answer relevant questions based upon their performance. Students who placed at the sectional level will advance to the regional level.

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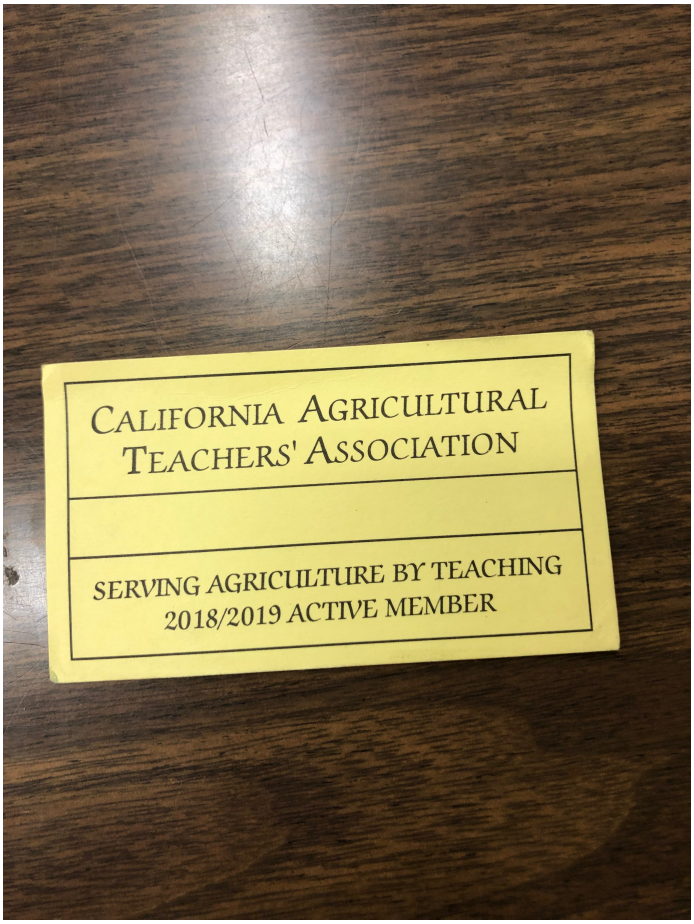
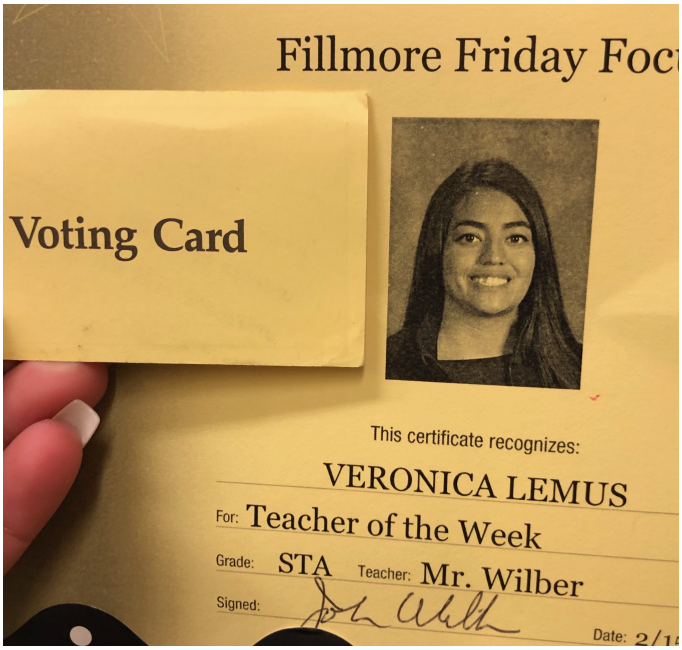
9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

CATA Membership

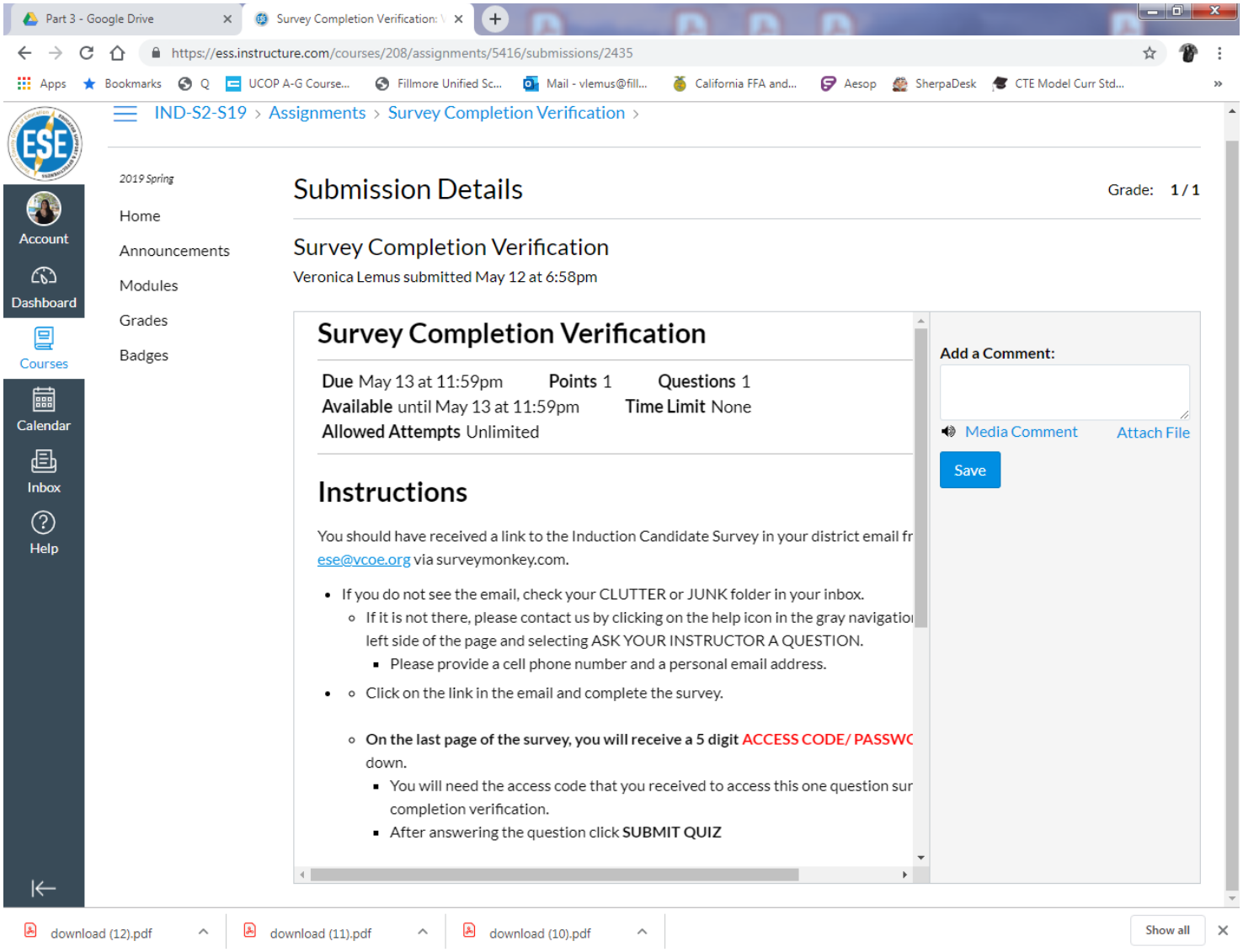
Below is a copy of my CATA membership voting card for the 2018-2019 School Year.





Professional Development Report Submitted to District

Below is a copy of the survey submission that was conducted by the Ventura County Office of Education at the end of the Year 1 Induction Program. I was to answer questions about my experience with year one, and my experience with my mentor and the district. District is to receive any information critical to improvement of their program.



5-Year Facility and Equipment Plan
2018-2023

Sheep Unit

Repaint	2019	
Cover water lines to protect from heat	2019	
Fix Entry Gate	2019	
Install new feeders	2019	
Add shade cloth over the show ring	2019	
Extend Sheep Unit	2020	
Reroof barn	2021	

Beef Unit

Repaint pens and barns	2020	
Add permanent shade cloth	2019	
Fix Gates	2018	

Flex Space

Restrooms	2019	
Room for storage	2019	

Orchards

Replace old Lemon block with new rootstock	2023	

School Farm Equipment

Replace Disk	2022	
Replace Spring Tooth	2021	

Shop Equipment

Tool Storage Area/Cargo Container	2019	
Add Welding booths	2019	

Greenhouse (Farm)

Greenhouse Tables	2019	

Swine Unit

Rebuild gates	2019	
Fix drainage system	2019	
Reroof	2020	

General School Farm

New Storage for Feed	2019	

Add an additional barn for tractor storage	2020	
Construct a new show ring for cattle and horses	2020	
Flood control and mitigation measures	2020	
Replace bridge	2020	
Add additional security cameras	2019	

Small Livestock Unit

Upgrade rabbit cages	2019	
Replace Rabbitry	2020	
Replace Poultry house	2020	

Agriscience Lab (Room 12)

Smartboard	2019	

2018 -2019
Current Year Budget

Below is the ASB Budget, and Operating Budget including Perkins, AIG, and ROP Funds.

2018-2019 Fillmore FFA Budget

Income		**Expenses**	
Carry Over from 2017/2018	2549.24	FFA Week	500
Calendar Sponsor (12x$150)	1800	Scrapbook	500
Calendar Sales	2000	Popcorn Supplies	429.24
Chapter T-Shirt Sales (100x10)	1000	Calendar Printing	2500
Popcorn Sales	2000	Banquet Awards	700
		Chapter Meetings (10x$100)	1000
		Chapter T-Shirts	1000
		Popcorn Sales to Student Accounts	350
		Calendar Sales to Student Accounts	1000
		Sectional FFA Dues	250
		Adviser Expenses	500
		COLC	120
Total Income	9249.24	Total Expenses	9249.24

FHS - 6.18 data

FHS 18-19 VCI/ROP/CTE Budget

FHS	Pathway	CTEIG grant (Resource 6387)	ROP materials (Resource 9081 optional 0321)	CTSO (Resource 9081 optional 0327)	Perkins (resource 3550)	AG Incentive Grant (resource 7010)	Total
3804	Agricultural Business		8,500	2,500	14,357	9,775	35,132
	Total:	27,000	37,950	5,000	55,000	37,000	161,950

ROP/CTSO Used for consumables related to the course and will be used for students in the current year.
No equipment purchases allowed. Must be fully expended by 5/30

Perkins Federal grant. Budget for pathways is set at the beginning of the school year. Must be fully expended by 6/30.

AG Grant Must be fully expended by 6/30.

*Actuals and Encumbered as of 3/7/19

	CTEIG grant (Resource 6387)	Budget	Encumbered	Actual	Balance	
3804	Agricultural Business	-			-	

No payroll

	ROP materials (Resource 9081 opt 0321)	Budget	Encumbered	Actual	Balance	
3804	Agricultural Business	8,500	1,499.46	302.59	6,697.95	x
				7,447.46	2,552.54	x

No payroll

	Perkins (resource 3550)	Budget	Encumbered	Actual	Balance	
3804	Agricultural Business	14,357	4,135.95	8,628.04	1,593.01	x
				8,333.33	368.67	x

Subs
none
none
none
none

	CTSO (Resource 9081 opt 0327)	Budget	Encumbered	Actual	Balance	
3804	Agricultural Business	2,500	862.29	96.42	1,541.29	x
	Graphic Visual and Media Arts	-			-	x

Subs

Subs

	AG Incentive Grant (resource 7010)	Budget	Encumbered	Actual	Balance
3804	Agricultural Business	9,775	2,322.65	4,519.42	2,932.93

2018 -2019
Budget Process

The budget is acquired at the beginning of the school year. This year, each course was allotted a certain amount per ROP course. Two hundred and thirty dollars was given by the county for EACH student in a ROP course in the year.

Those monies were dependant to be spent per Agriculture Teacher teaching the course: Ornamental Horticulture and Ag Business ROP (Lemus), and Agriculture Fabrication (Klittich)

Either way, in the case that a desired item was to be purchased, the departement agriculture teachers must submit order to the site clerk to be approved by administration. Once this was done, the money could be spent or a Purchase Order would be issued for the pick up of the desired items if they were approved. In the case of a order needing to be placed using ASB funds, minutes of the approved expenses, or reimbursements needed to be provided.

Chart of Responsibilities

Project Supervision	Klittich	Lemus
Beef	x	x
Swine	x	x
Sheep	x	x
Dairy	x	x
Goats	x	x
OH/Landscape		x
Poultry	x	x
Rabbits	x	x
Work Experience	x	x
Ag Mechanics	x	

Judging Teams	Klittich	Lemus
Agriscience Research Project		x
Ag Mechanics	x	
Best Informed Greenhand	x	x
Creed Speaking	x	x
Co-Op Quiz		x
Extemporaneous Speaking	x	x
Prepared Speaking	x	x
Impromptu	x	x
Job Interview	x	x
Opening/Closing	x	x
Farm Power	x	
OH		x
Paril Pro	x	
Farm Credit		x
Marketing Plan		x

Transportation	Klittich	Lemus
Fairs and Shows	X	X
Contests	X	X
Conferences	X	X
Other	X	X

Fundraisers	Klittich	Lemus
Calendar		x
4th of July Pancake Breakfast	x	x

May Festival Pancake Breakfast	x	x
Fireworks Booth	x	x
Football Popcorn	x	x
Plant Sales		x

Banquets	**Klittich**	**Lemus**
Banquets –Buyers/Awards	x	x
Food	x	
Set Up/Decorations		x
Program	x	x
Awards	x	x

Reports	**Klittich**	**Lemus**
Facilities	x	
Program of Activities	x	x
FFA Roster	x	x
Ag Incentive Grant	x	x
VC Innovates	x	x
SC Region Grant	x	
R-2	x	x
Program Plan	x	x
Perkins	x	

Other Assignments	**Klittich**	**Lemus**
Ag Advisory Committee	x	x
Booster Club	x	x
Department Chair	x	
FFA Advisor	x	x
Farm Manager	x	x

Other Activities	**Klittich**	**Lemus**
FFA Week	x	x
Fall on the Farm	x	x
Greenhand Week		x
Genetics Fair		x
Freshman Fun Friday		x
Barn Dances	x	x
FFA Movie Night	x	x
GLC	x	x
COLC	x	x
Reedley Novice Field Day	x	x
Davis Field Day	x	x
Ventura Section Field Day	x	x
Showmanship Day	x	x

FFA Meetings		
Committees: Farm, Apparel, Outreach	x	
Committees: Flower Power, Community Service, Scrapbook		x
Daisy Project		x
A Day at the Farm	x	x
8th Grade Recruitment	x	x
Blood Drive		x
Toy Drive – Fire Dept	x	
Project Competition	x	x
Officer Leadership Training	x	x
Regional Meeting	x	x
State Conference	x	x
National Convention	x	x
Leadership Activities	x	x

Facilities	**Klittich**	**Lemus**
School Farm	x	
Ag Room 12 Classroom		x
Ag Room 14 Lab		x
Ag Room 14 Welding Shop	x	
Ag Room 15 Wood Shop	x	
Campus Greenhouse		x
Ag Office	x	x

Substitute Teacher Plans and Procedures
General Classroom Rules

1. All students are to sit in assigned seats unless otherwise instructed. They know they will be marked tardy if they are not in their assigned seats.

2. If a student needs to use the restroom, they must complete their agenda for the hall pass and you need to initial. ONLY 1 student allowed out at a time.

3. Students are to be respectful at all times.

4. Students should be on task at all times.

5. **Students are not allowed to use their cellphones in class.** If you ask them to put it away, and continue to use it feel free to take cell phone away. See "Electronic Device Referral" in binder. This is a big problem especially for third period.

6. Dress code is to be followed.

7. **No hats, hoodies, or earbuds in class.**

Computer log in:
Username:
Password:

General Classroom Instructions

1. Lighting
    a. One switch by door
    b. Second switch in the office on the left wall

2. Heating/Cooling
    a. Turn On switch for AC timer is by the staircase. Turn dial for number of hours would like running.
    b. Thermostat on wall behind teacher's desk. Please don't adjust unless necessary. Use arrows only.

3. DVD/VCR Instructions
    a. Equipment is on computer cart in front of class.
    b. Remote control is sitting in front of the DVD/VCR Player it is white.
    c. Green cord (for sound) may need to be switched into the back plug on the VCR (it is labeled with tape)
    d. Document camera needs to be turned off (red light on)
    e. Adjust document camera to backward position to improve student visibility
    f. Adjust cart as you see fit to see the screen
    g. Turn on the projector for power
    h. Turn off lights, switch in office

i. Enforce no cell phones

Lesson Plan

September 13, 2018

Mr. Gonzalez, Thank you for subbing for me today. Period 1 is my prep. I hope the students are good! There is supposed to be a fire drill today, but since I have a prep period it shouldn't be too much of a worry.

Period 1 Prep

Period 2 Agriculture 1

- Students will be working on daily warm up labeled on the board when they first walk in.
- 1st Take attendance, See seating chart and roster section. Everyone should be in assigned seats.
- 2nd Using the New Horizons magazine and the FFA Manual (see desk), have students answer the questions on the attached worksheet.

Comments:

Period 3 & 6 Ag Soil and Chemistry

- 1st Take attendance, See seating chart and roster section. Everyone should be in assigned seats.
- *2nd Pass out handout and have students use textbook page 104 to complete. Color pencils and markers are available in white box. Using textbook, students will work on handout describing soil profiles in detail. Handout has book pages. Need to color, Colored pencils and markers are in white box.*

Comments:

Period 4 Ornamental Horticulture

- 1st Take attendance, See seating chart and roster section. Everyone should be in assigned seats.
- Students will be working on daily warm up labeled on the board when they first walk in.
- Students have been instructed yesterday to come up with a theme, flowers and style that they would incorporate in a boutonniere or bouquet.
    - **Their assignment is due today at the end of the class period.** Students must include: A THEME, TYPE of flowers they are using with genus and species, and DRAWING of design. They must try their best and use color!!

Comments:

Period 5 Agriculture Business

- 1st Take attendance, See seating chart and roster section. Everyone should be in assigned seats.
- Students have been handed a packet to help prepare for college. Students will flip to 2017-208 Common Application Essay Prompts page and begin drafting a ESSAY/PERSONAL STATEMENT on PROMPT 1. Use separate sheet of lined paper to begin. Have them brainstorm and take it seriously. **Final paper will be due September 28, 2018.**

Essay must be at least 1 ½ pages long, follow proper grammar, and answer the prompt. This must make them think. Why does this make them stand out and why the should be selected to receive a scholarship or admission???

Comments:

Period 3 & 6 Ag Soil and Chemistry

- 1st Take attendance, See seating chart and roster section. Everyone should be in assigned seats.
- Using textbook, students will work on handout describing soil profiles in detail. Handout has book pages. Need to color, Colored pencils and markers are in white box.

Comments:

Lesson Plan, March 14, 2019

Thank you for subbing for me today!

Period	Class	Task	Comments
1	Prep	**<u>See "General Classroom Rules" & Login in Plastic Cover</u>** Computer already set up for dirty jobs episode. Sound plugged in. HDMI connected. Must turn on projector by pressing the button down for about 10 seconds until turns on.	
2	Ag 1	**Play: Dirty Jobs Season 1 Episode 19: Alligator Farmer** **Students must watch only, no associated work.**	
3	Ag Soil and Chem	Repeat	
4	Ornamental Horticulture	Students will use computers to finish their brochures. Remind them to email me pdf or pictures by 11:59 PM.	
5	Ag Bus. H	Students will use computers to finish their brochures. Remind them to email me pdf or pictures by 11:59 PM.	
6	Ag	Repeat P2,3	

	Soil and Chem		

Lesson Plan, March 15, 2019
Thank you for subbing for me today!

Period	Class	Task	Comments
1	Prep	**<u>See "General Classroom Rules" & Login in Plastic Cover</u>** Computer already set up for dirty jobs episode. Sound plugged in. HDMI connected. Must turn on projector by pressing the button down for about 10 seconds until turns on. Minimum Day There will be a fire drill during 3rd period. See Barbara with Q.	
2	Ag 1	**Play: Dirty Jobs Season 1 Episode 11: Ostrich Farmer** **Students must watch only, no associated work.**	
3	Ag Soil and Chem	Repeat/Fire Drill	
4	Ornamental Horticulture	Repeat	

5	Ag Bus. H	Repeat	
6	Ag Soil and Chem	Repeat	

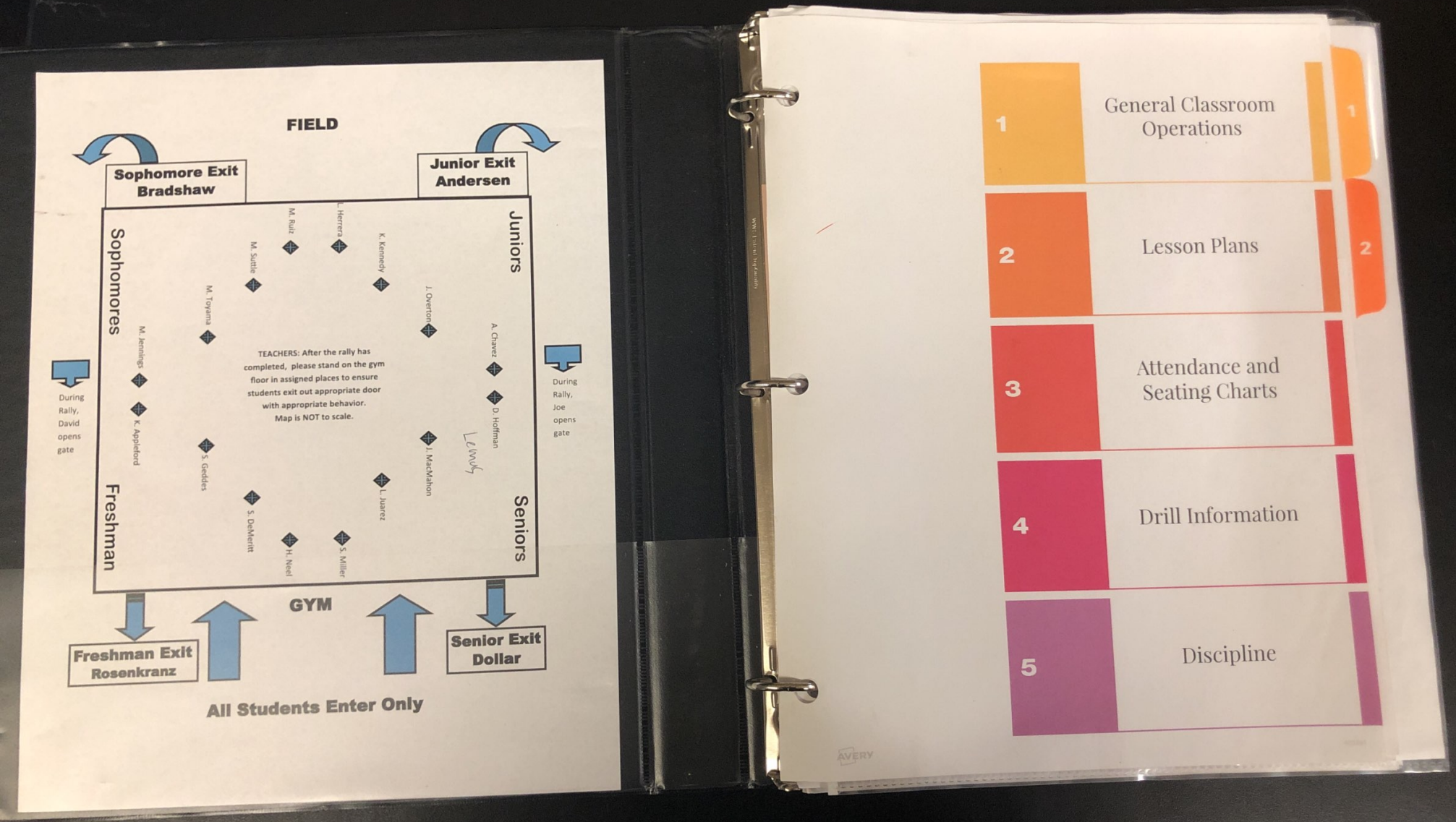
2018 -2019

Substitute Binder

MS. LEMUS

FILLMORE HIGH SCHOOL
ROOM 12

FIELD
Sophomore Exit
Bradshaw
Junior Exit
Andersen
Sophomores
Juniors
Freshman
Seniors
M. Ruiz
L. Herrera
K. Kennedy
M. Suttie
M. Toyama
J. Overton
A. Chavez
M. Jennings
D. Hoffman
K. Appleford
S. Geddes
J. MacMahon
L. Juarez
S. DeMeritt
H. Neel
S. Miller
TEACHERS: After the rally has completed, please stand on the gym floor in assigned places to ensure students exit out appropriate door with appropriate behavior.
Map is NOT to scale.
During Rally, David opens gate
During Rally, Joe opens gate
GYM
Freshman Exit
Rosenkranz
Senior Exit
Dollar
All Students Enter Only


1
General Classroom Operations
2
Lesson Plans
3
Attendance and Seating Charts
4
Drill Information
5
Discipline
1
2
AVERY

A-G Year	9th Freshman	10th Sophomore	11th Junior	12th Senior
A Social Science		World History or AP Euro	US History or (AP) US	Economics & US Government (AP)
B English	English 9 (H)	English 10 (H)	English 11 or American Lit. or AP English Lit	World Lit or AP English Lit
C Mathematics	Math 1	Math 2	Math 3	Analysis, Statistics, or Business Math (Optional)
D Science	Biology	Chemistry	Physics (Optional)	Environmental Science (Optional)
E Foreign Language			Spanish 1	Spanish 2
F Visual Performing Arts			**Advanced Ag Mechanics and Design**	
G Elective Courses	**Intro to Ag FFA & Careers**	**Intro to Ag Mechanics**		**ROP Ag Fabrication**
Other	Freshman PE	Sophomore PE		

A-G Year	9th Freshman	10th Sophomore	11th Junior	12th Senior
A Social Science		World History or AP Euro	US History or (AP) US	Economics & US Government (AP)
B English	English 9 (H)	English 10 (H)	English 11 or American Lit. or AP English Lit	World Lit or AP English Lit
C Mathematics	Math 1	Math 2	Math 3	Analysis, Statistics, or Business Math (Optional)
D Science	Biology	Chemistry AND **Ag Biology**	**Ag Soil Chemistry**	**Ag Systems Management**
E Foreign Language			Spanish 1	Spanish 2
F Visual Performing Arts			Advanced Ag Mechanics and Design	
G Elective Courses	**Intro to Ag FFA & Careers**		Open	Open
Other	Freshman PE	Sophomore PE		

Program Completion Standards

Ag Mechanics Pathway

B1.0	Implement personal and group safety practices
B2.0	Apply the principles of basic woodworking.
B3.0	Demonstrate basic electricity principles and wiring practices commonly used in agriculture.
B4.0	Select and apply plumbing system practices commonly used in agriculture
B5.0	Understand agricultural cold metal processes
B6.0	Understand concrete and masonry practices commonly used in agriculture.
B7.0	Understand oxy-fuel cutting and welding
B8.0	Understand electric arc welding processes
B9.0	Assimilate metallurgy principles and fabrication techniques
B10.0	Understand small and compact engines
B11.0	Understand the principles and applications of various engines and machinery used in agriculture.
B12.0	Apply land measurement and construction techniques commonly used in agriculture.

Agriscience Pathway

C1.0	Evaluate the role of agriculture in the California Economy
C2.0	Examine the interrelationship between agriculture and the environment
C3.0	Analyze the effects of technology on agriculture
C4.0	Determine the importance of animals, the domestication of animals, and the role of animals in modern society
C5.0	Compare the structure and function of plants, animals, bacteria, and viruses
C6.0	Explore animal anatomy and systems
C7.0	Comprehend basic animal genetics

C8.0	**Understand fundamental animal nutrition and feeding**
C9.0	**Evaluate basic animal health**
C10.0	**Explain soil science principles**
C11.0	**Analyze plant growth and development**
C12.0	**Understand fundamental pest management**
C13.0	**Design agricultural experiments using the scientific method**

Program Completer

Attached are the updated sequences for the two pathways that would make a student a program completer. They MUST be enrolled in an agriculture course for at least three years.

To earn a cord with the FFA, they must be enrolled and passing an agriculture course at least three years, and have earned their State Degree.

Reimbursement Process

ASB Account: FFA/SAE - At the beginning of the school year, an open PO has been established for each teacher not to exceed $500 for FFA Meetings, supplies, and decorations. Teachers must save their receipts and turn them in with a copy of the minutes from an FFA meeting approving their reimbursement.

Booster's: Permission must be granted at a Fillmore FFA Booster's Meetings before this money can be spent and reimbursed. The proof is written in the minutes, and teacher's need receipts to get reimbursed.

From conferences: A teacher can get reimbursed $30 per day when away to conferences. Must fill out the Request to Attend (RTA) form and submit upon return for proper reimbursement.