

STONE RIDGE CHRISTIAN

GRADUATE INTERN REPORT

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AG ED 539





# AGED 539 Intern Report

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## Part 1

### Narrative of Quality Criteria Standards

#### IN THIS SECTION:

- A. Quality Criteria One: Curriculum and Instruction
- B. Quality Criteria Two: Leadership and Citizenship Development
- C. Quality Criteria Three: Practical Application of Agricultural Skills
- D. Quality Criteria Four: Qualified and Professional Personnel
- E. Quality Criteria Five: Facilities, Equipment and Materials
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## Quality Criteria 1: Curriculum and Instruction

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

Stone Ridge Christian High School's agriculture program started the Fall of 2017 and, at this time, only offers four classes to our students. All of our classes focus around the aspect of agriculture, however due to the fact that we only offer 4 classes we do not have a "pathway" developed yet. Each class has incorporated FFA and SAE into the curriculum and grades, meaning that failure to participate in the intracurricular aspect will result in a lower grade in the class. The classes we offer are Agriculture Biology, Exploration in Agriculture, Art and History of Floral Design, and Agriculture Leadership.

Agriculture Biology is designed for the college-bound student with career interests in agriculture, the course emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction in plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory activities connect the major ideas of life science with agricultural applications. The course emphasizes written and oral reporting skills.

The Explorations in Agriculture course is for students interested in being involved exploring and developing skills in: California Agriculture, FFA, leadership, public speaking, record keeping, agricultural business, horticulture, plant science, animal and veterinary science.

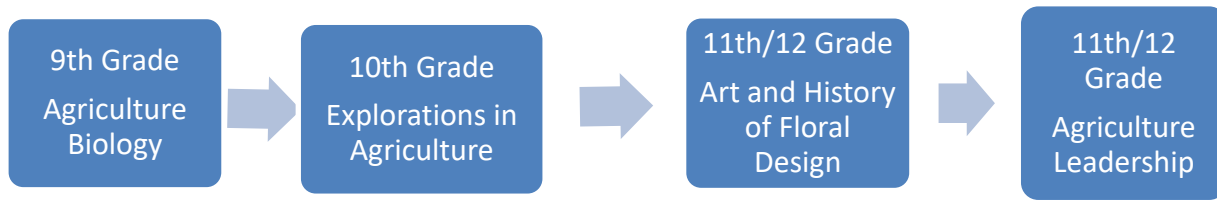
Art and History of Floral Design provides students with a basic knowledge of artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, and application of the visual art through the design of floral arrangements. Students will connect and apply what is learned in floral art to other art forms, subjects, and post-secondary educational experiences and careers.

The Agriculture Leadership class is almost a capstone class to help students wrap up their time in the Stone Ridge Christian Agriculture Program. This course is designed to train students as team leaders. Students practice leadership and employability skills by combining computers, technology, and advanced communication skills. They also work on all the activities and events that are put on by the Stone Ridge FFA Chapter.

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

There is no actual pathway option for our students yet, but there is a class sequence preference. Over the next few years there will be more classes added to the class offerings with a pathway completed in that time period. With the interest of the students, I am hoping that we have an Agriculture Business pathway completed first.

*1C. Career Paths in agriculture have been identified and can be found on a chart of diagram in the program plan.*



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

The counselor and administration are very supportive of the agriculture program at Stone Ridge Christian. They try their hardest to have students follow the sequence, however with new program and limited selection of classes there are a handful of students who are not following the sequence. Our other issue is that our high school is so small and there are certain required classes that sometimes following the sequence is difficult as well.

The students are also so excited about the agriculture classes that they want to sign up for multiple classes per year. With upperclassmen, this is not an issue as they only have 1-2 years to complete 3-4 classes. We did have some Freshman take two classes, which will make it difficult for these students to be 4-year program completers if no additional classes are offered before they graduate.

*1E. Agriculture Career Awareness information is included in every course.*

Agriculture Career Awareness is included in every agriculture course offered at Stone Ridge Christian. Each class covers a unit or section on careers in that subject area do students who are interested in that area can find a potential career. The upperclassmen in the Agriculture Leadership class have to complete a Career Portfolio where they have to create a resume and cover letter so they are prepared for when they leave high school. I also try to bring in guest speakers to the class to talk about their careers in agriculture as well.

*1F. The agriculture department utilizes computer hardware and software as in instructional tool.*

At Stone Ridge Christian High School, we have just gone 1-to-1 with Chromebooks. This allows students to use the Chromebooks in the classroom for various education uses. There are also computers in the media center that students have access to before and after school that they can use to work on assignments.

With the availability of the Chromebooks on campus, our school pushes the use of Google Classroom with each class. They also encourage various web-based assignments and research. The computers and internet are never meant to replace the teacher, but to assist and supplement what is being taught in the classroom.

*1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following:*

*Agriscience Fair Report*

*Job Cover Letter*

*Agriculture/ FFA Speech Manuscript*

*Portfolio Letter of Introduction*

*Job Resume*

*Other Agriculture Related Project*

Every student in the Stone Ridge Christian uses computerized record books through the AET record book system. This is easy for the students to maintain through not only the use of the computers on campus, but the students can also access the record book to log hours and financial entries with any smart phone.

Every student in Agriculture Biology will also complete an Agriculture Fair Project and Report. This is used to teach them the scientific method, but the reports must be typed and have computer generated table(s) and/or graph(s).

Our Leadership students not only have to create a Career Portfolio, using a resume and cover letter, but they also have to create a paper about agriculture and transform it into a speech manuscript that could be used for a Prepared Speech contest, but also will be performed to the class as well.

*1H. Record Keeping is taught in all agriculture classes. Every student maintains and completes (closes out) with an SAE project or a mock problem.*

Every student in the Stone Ridge Christian FFA Program is required to have a Supervised Agriculture Experience and maintain the records in the AET record book system. The school year is started with the students being walked through how to use the record book and how to keep proper records. This is taught to every student every year, so there is no excuse for a student to not know how to complete and maintain their SAE records. Sometimes there is classroom time to maintain the record book. The record books are checked monthly for journal records and other upkeep on the record book.

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

With the Records Books being completed online, the record book is automatically saved and stored online. There is very little reason to have to print out and store the record book. The files are kept until one year after a student graduates from the program. If the student is one who will qualify for their American Degree, their file may be kept for two years just in case.

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

All of our agriculture courses meet high school graduation requirements. Agriculture Biology counts for UC-D approved for Life Science credit so Freshman can take Agriculture Biology in place of regular Biology. The Art and History of Floral Design is UC approved for art credit. This allows students to take the floral design course in the place of regular art that is offered on campus. The Explorations in Agriculture and Agriculture Leadership are both approved for UC Elective credit. This is helpful so students can see the advantage of taking an agriculture class instead of a class that will not count for UC credit, such as study hall or even an unscheduled class period.

Quality Criteria 1: Curriculum and Instruction  
Supporting Documents

\*All documents will be found in Part 3\*

- 1.1 Agriculture Course Catalog (Tab #35)
- 1.2 Course Outlines/Syllabi (Tab #43)
  - Agriculture Biology
  - Explorations in Agriculture
  - Agriculture Leadership
  - Art and History of Floral Design
- 1.3 Parents Volunteer Form (Tab #58)
- 1.4 AET Record Book (Tab #33)

## Quality Criteria Two: Leadership and Citizenship Development

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

Stone Ridge Christian FFA applied for the State Charter in September 2017 and was officially recognized as a chapter at the California FFA State Conference in April 2018 in Anaheim. A group of parents, board members and community members came together to start the chapter at Stone Ridge Christian to give the students the opportunity to learn about agriculture and participate in FFA without having to leave the private school setting.

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

The Program of Work is developed by the officer team and the advisor each year. It is important that the students/officer team have input in the Program of Work and that it follows their ideas each year. The Program of Work for Stone Ridge Christian is there for anyone, mainly students and parents, to check out and familiarize themselves with opportunities that exist within our program.

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

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

Similar to every FFA program in California, when the students are enrolled in an agriculture class they are also enrolled in FFA. Each student is required to participate in FFA activities and it is a graded part of the course. The requirements are laid out in the class syllabi and explained at the beginning of the year. Each student must participate in two FFA activities each quarter and it is worth 5% of their grade. These activities can be on the local, sectional, regional, state or national level. The type of activities the students are able to participate in include meetings, conferences, CDEs, LDEs and fundraisers for the chapter.

***2E. Based on previous years records, the department participated in a minimum of 12 activities as listed on the FFA activities check sheet.***

***2F. A minimum of 80% of the students participated in at least three leadership development activities annually as verified by department records.***

While the involvement of the chapter could be higher, as a new chapter we participate in as many activities as we possibly can. In our first year we had students participate in Creed Speaking LDE on the sectional, regional and state level, Dairy Products Judging CDE on the state level, Hall of Chapters at State Conference, competed with proficiencies at the Sectional and Regional level, attended Chapter Officer Leadership Conference at the Sectional and Regional Level, and attended the State Leadership Conference. With a small chapter, we have a great percentage of our students who participate in multiple activities to help improve their leadership skills throughout the year. To encourage our students to be active in activities throughout the year, we have a Top 15 incentive. Points are earned throughout the year for various events and activities that the students participate in and those students who are in the Top 15 of active students get recognized at the end of the year. There is a form that the students fill out at the end of the



year to calculate their points. The main reason behind this is to recognize the students that participate in all activities, not just leadership or showing at the fair.

Quality Criteria 2: Leadership and Citizen Development  
Supporting Documents

\*All documents will be found in Part 3\*

- 2.1 Stone Ridge Christian FFA POA (Tab #51)
- 2.2 Stone Ridge Christian FFA Charter Certificate (Tab #69)
- 2.3 Syllabi showing FFA is graded (Tab #43)
- 2.4 Gradebook showing grades for FFA (Tab #55)
- 2.5 Activity Chart for the school year (Tab #28)
- 2.6 Point Award Application (Tab #60)
- 2.7 Pictures of the Scrapbook (Tab #50)
- 2.8 School Policy on FFA (Tab #68)
- 2.9 Annual FFA Chapter Activities Check Sheet (Tab #36)

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

*3A. Students participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every student in the program.*

*3B. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the student data career plan.*

*3C. A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records.*

Students at Stone Ridge Christian who are enrolled in Agriculture classes are required to have a Supervised Agricultural Experience project. The SAE is maintained throughout the year by the student using the AET online record book. The AET record book is checked randomly during the year by the advisor to make sure that the student has all components completed. The SAE component is graded once a quarter and accounts for 5% of the student's grade. This is explained in the syllabi for all the classes and is verbally explained at the beginning of the school year as well.

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

Students with livestock projects are visited by the advisor at least twice a semester, more if it is a student's first year in the project. While many students at Stone Ridge Christian have competed with livestock projects in 4-H, it is important that they are still monitored by the advisor. It is also important to make sure that the student and their family is familiar with project that is being completed and that the animal is being cared for properly. Hands on learning is not only limited to livestock projects at Stone Ridge Christian FFA. Many students have SAEs working on their family dairy and/or farms. Students are encouraged to reach outside of the comfort zone when choosing an Supervised Agricultural Experience Project.

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

The Agricultural Advisory Committee purchased a truck for the agriculture teacher to use for all SAE and FFA activities related to the program. If there is a need for a larger vehicle or more vehicles than we own, the department works with a local car rental company and we rent vans to transport the students. The department also works with athletics and will occasionally use their vehicles that they have access to if they are available.

Quality Criteria 3: Practical Application of Agriculture Skills  
Supporting Documents

\*All documents will be found in Part 3\*

- 3.1 Syllabi showing SAE are graded components (Tab #43)
- 3.2 Gradebook showing grades for SAE (Tab #55)
- 3.3 Project Visit Forms (Tab #64)
- 3.4 Picture of FFA Vehicle (Tab # 52)
- 3.5 School Policy of SAE (Tab #68)

## Quality Criteria Four: Qualified and Professional Personnel

*4A. Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the comprehensive program plan.*

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

Stone Ridge Christian currently has one full time agriculture teacher who is properly credentialed to teach agriculture. The agriculture teacher attends every sectional, regional CATA meeting and attends Summer Conference. The agriculture teacher also attends professional development activity that can be accommodated into her schedule. The school is very supportive of their teachers attending professional development activities and even hosted their first on campus 2-day professional development.

*4C. The agriculture staff meets a minimum of twice a month.*

*4D. A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the comprehensive program plan.*

Due to Stone Ridge Christian being a single person department there are no staff meetings.

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

If the teacher has to pay for FFA, SAE or professional CATA in-service activities out of their own pocket they are able to submit for reimbursement. Otherwise, the school will pay for the activities through purchase orders, check requisitions or the Agriculture Department credit card.

Quality Criteria 4: Qualified and Professional Personnel  
Supporting Documents

\*All documents will be found in Part 3\*

- 4.1 Valid CA Teaching Credential (Tab #44)
- 4.2 Substitute Teacher Plan Example (Tab #72)
- 4.3 Teacher Chart of Responsibility (Tab #39)
- 4.4 List of Professional Development attended (Tab #61)
- 4.5 CATA Membership Card/Proof of Membership (Tab #38)
- 4.6 Reimbursement Form (Tab #67)

## Quality Criteria Five: Facilities, Equipment and Materials

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

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

While the Agricultural Department is currently in their second year at Stone Ridge Christian, the school itself has been around for 13 years. It just recently built a brand-new campus for 7<sup>th</sup>-12<sup>th</sup> grade and when the campus was being built the new FFA program was kept in mind and a classroom was created for the FFA. It is a modified science classroom. Instead of having the sinks and desks in the back of the classroom like the other science classroom, the FFA room has room for tall lab tables.

Any equipment and materials needed for the Agriculture Biology class are first borrowed, if possible, from the Science department before purchasing the equipment or materials is looked at. The first major purchase for the agriculture department was a floral refrigerator. As equipment and large quantities of materials are needed it is run through the agriculture advisory committee or the school board before being purchased. Smaller amounts of materials are purchased at the discretion of the agriculture advisor.

There is a science storage hallway that is shared between the Science and Agriculture departments for any storage of materials, equipment and supplies. Since the Science department has more storage in their classrooms, the hallway is mainly used by the agriculture department. This also allows the supplies to be locked up and kept away from students. Records are stored in a filing cabinet inside the classroom. There are also smaller shelving units that can be used for storage of materials and other supplies that are able to be kept around students without need to locking them up.

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

*School farm Laboratory*

*Growing Area*

*Greenhouse*

*Agriculture Shop*

Being a new chapter, the campus does not have a farm laboratory, shop, growing area or greenhouse currently. However, there is plenty of community support which offers growing areas and shop space for students who have no place for their SAE projects. There are also farms who offer space for students to house their livestock projects. This allows our students to have almost no limits to the variety of SAE projects and it also allows our students who live in the city to have large animal livestock projects.

*5D. The Agriculture Department has E-mail capabilities*

Every staff member on campus has email capabilities. The FFA program itself also has email capabilities. The school uses the Google Platform, which encompasses Google Drive, Google Docs and Google Classroom. Because the entire school uses the Goggle system it is easy to share documents between students and teachers. The students are also kept very well informed with upcoming events with Google Classroom Announcements and email.

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

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

The FFA classroom is kept in a neat, clean order. At the end of every semester, when the teacher checks out for their break they turn in a list of any facilities that need to be maintained, repaired or replaced. Equipment upkeep is dealt with at the department level and if needed will be done through the Agriculture Advisory Committee or the School Board.



Quality Criteria 5: Facilities, Equipment and Materials  
Supporting Documents

\*All documents will be found in Part 3\*

- 5.1 Map and Pictures of Facility (Tab #49)
- 5.2 Picture of Email platform (Tab #47)
- 5.3 5 Year Acquisition List (Tab #53)
- 5.4 Equipment List (Tab #48)

## Quality Criteria Six: Community, Business and Industry Involvement

*6A. The Advisory Committee is operational and reflects the committee membership as outlined in the "Agriculture Education Advisory Committee Manual".*

Stone Ridge Christian's Agriculture Advisory Committee was set up before the program started and was built using the "Agriculture Education Advisory Committee Manual". This committee was a large part of the program start up. Their main purpose is to support the department and program in any way possible, including raising the financial means to run the department.

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

During the first year of the program the Agriculture Advisory Committee met monthly. Now that the program is more established the meetings are more spread out and held on an as needed basis, but does meet at least twice a year.

*6C. The Agriculture Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidences in the Ag Advisory Committee Minutes.*

*Job market Description*

*Program Completion Standards*

*Targeted occupations*

*5 year Facility and Equipment*

*Total Program Goals & Objectives*

*Current Year Budget*

*Program Description*

*Graduate Follow Up*

*Course subject study matter outlines*

*List of Active Placement Sites*

The Committee helps in as many aspects of the program as they can manage. Some major areas that they assist in are program description, goals and objectives; 5-year facility and equipment acquisition; and the budget. They also offer assistance in SAE projects, CDE and LDE coaching, and guest speaking.

*6D. The contact information of the advisory committee chair has been provided on the cover of the checklist.*

The advisory committee chair is Edgar De Jager.

Quality Criteria 6: Community, Business and Industry Involvement  
Supporting Documents

\*All documents will be found in Part 3\*

- 6.1 Advisory Committee Roster (Tab #31)
- 6.2 Advisory Committee Functions and Duties (Tab #29)
- 6.3 Advisory Committee Minutes (Tab #30)

## Quality Criteria Seven: Career Guidance

### *7A. Students are counseled regarding:*

#### *Career opportunities in Agriculture and Agribusiness*

#### *Agriculture and academic courses necessary to complete career pathway*

#### *Post-secondary education and training options*

As a small school, having multiple and area specific pathways is difficult. We currently offer one pathway, the Agriscience Pathway. Within the classes in the pathways we discussed the career opportunities in Agriculture and Agribusiness for the students. We are looking at adding additional classes in the future which would allow for multiple pathways and more career guidance and career opportunity counseling.

We have an academic counselor and administration who is very supportive in helping students understand the agriculture classes offered and the making sure that the student gets the correct classes, both agriculture and academic, for their career pathway. Our students are allowed to multiple options to make sure that their classes are complete, including Edgenuity online classes and individual, independent classes during open schedule spots.

It is discussed by the agriculture teacher and the academic counselor what the options are for a student's post-secondary education and training. Not every student is bound for a 4-year college, so we strive to make sure that the students know all the options that are available to them.

### *7B. All students have completed career plan (student data sheet) and it is updated annually.*

With the student data sheets being outdated, we have elected to have to our students complete the Career Interest and Educational Interest sections on the AET Student Profile Section. We also do have the students complete a Google Form data sheet at the beginning of each school year. Between the two of these forms, we are able to have the basic data on the student and know their future plans. These are updated each year.

### *7C. Efforts have been made, or completed, to articulate with Community Colleges and/or Universities.*

At the moment, none of the courses at Stone Ridge Christian High School are articulated with Community Colleges or Universities.

Quality Criteria 7: Career Guidance

Supporting Documents

\*All documents will be found in Part 3\*

- 7.1 Student Data Sheet (Tab # 71)
- 7.2 AET Educational and Career Interest Report (Tab #32)
- 7.3 Stone Ridge Christian Educational Requirements and Class Options (Tab #70)
- 7.4 Agriculture Course Catalog (Tab #35)
- 7.5 Articulation Agreements (Tab #37)

## Quality Criteria Eight: Program Promotion

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

The agriculture program has a brochure that is used for recruitment. The brochure is updated each year and is distributed at various events at the school and around the community. The brochure highlights the program and various activities that are available. We also have social media that is used to help promote our program.

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

We try to accommodate all our students regardless of their financial barriers. When it comes to conferences, we set up payments plans if needed for students. If payment plans still do not cover/meet the financial need then the student can come talk to me and I will help them find community members who would be willing to help them out. The same goes with students trying to fund their SAE projects. We have community members that are willing to help the students fund their projects with “loans” with the agreement and understanding that once the student gets their fair check, the community member will be paid back. If a student needs an FFA Jacket and cannot afford one, they are encouraged to use The Gift of Blue to receive a jacket.

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

As we are a private school, we do not necessarily have feeder schools outside of Stone Ridge Christian Elementary and Stone Ridge Christian Junior High. The Junior High is on the same campus as the high school. With this, the 7<sup>th</sup> and 8<sup>th</sup> grade students are able to see what FFA is all about as they watch the high school students participate in the FFA activities. They also allow the Junior High students to participate in FFA week activities. It is a goal for the FFA Officers to visit the Elementary campus to promote the program there as well.

Quality Criteria 8: Program Promotion  
Supporting Documents

\*All documents will be found in Part 3\*

- 8.1 Recruitment Brochure (Tab #66)
- 8.2 Gift of Blue Jackets Ordered (Tab #54)
- 8.3 Pictures of Junior High participating in FFA Week (Tab #57)

## Quality Criteria Nine: Program Accountability and Planning

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

As we are a private school and do not receive federal funding we are not required to develop and have a program plan on file with the Regional Supervisor. However, one is being created and will be filed in Fall 2020 by the deadline. A paper and digital copy will be retained in the department and updated as needed.

*9B. Updates of the program plan are sent to the Regional Supervisor by November 15th. These updates include: 1. Five-year Equipment Acquisition Schedule, 2. Chart of Staff Responsibilities, 3. FFA Program of Work, 4. Advisory Committee Roster, and 5. Advisory Committee Minutes.*

See 9A.

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

*Status of employment or school enrolled within*

*Opinion regarding the value and relevance of the agriculture program*

*Suggestions for improving the agriculture program*

Being a brand-new program, we currently have 2 students who have graduated after being enrolled for 1 year. As we gain program completers in the next few years we will develop a follow up system to gather this information. At this point, we are counting program completers as students who have taken ag classes every year it was offered to them

*9D. The graduate follow-up data collected was entered with the on-line R-2/FFA Roster data entry by October 15th.*

See 9C. We are not able to fill out the information online as they are not program completers.

*9E. The agriculture department analyzes their student retention numbers each year and develops strategies to help increase retention within the programs.*

Retention of students is on my mind each year as students register for classes. The school works with students to make sure that they are able to fit in agriculture classes each year to help keep our retention rate up. The Agriculture Department also hold the majority of elective classes so that is helpful when finding classes for students to take. We currently have 50 students enrolled of our R2 in agriculture classes for the 2018-2019 school year, 33 of those are retained students. We also enroll over 1/3 of the school population in agriculture classes.

*9F. The R-2, AIG Expenditure Reports, and FFA Roster have been received by the regional supervisor and/or State FFA Financial Coordinator on or before October 15th.*

The FFA Roster is submitted on time each year.



Quality Criteria 9: Program Accountability and Planning  
Supporting Documents

\*All documents will be found in Part 3\*

- 9.1 Permanent Student Files (Tab #59)
- 9.2 Ag Department Student Record Sheet (Tab #34)
- 9.3 Program Completer Description (Tab #63)
- 9.4 Proficiency Standards (Tab #62)
- 9.5 Comprehensive Program Plan (Tab #41)
- 9.6 Department Budget (Tab #46)
- 9.7 Department Calendar (Tab #45)
- 9.8 Summer Activities Calendar (Tab #73)
- 9.9 Graduate Follow Up Survey (Tab #56)
- 9.10 Travel Request Form (Tab #75)

## Quality Criteria Ten: Student to Teacher Ratio

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

I do not teach any shop classes. My lab based class numbers are Ag Biology (8). My current class numbers for my classroom-based classes are Leadership (6, 1, 2), Explorations in Agriculture (13, 1), and Floral Design (20). With a small school size, it is rare for a class size to be higher than 20 students.

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

I do meet the total class size as we have 50 students enrolled on our R2.

Quality Criteria 10: Student to Teacher Ratio

Supporting Documents

\*All documents will be found in Part 3\*

- 10.1 Class Rosters (Tab #40)
- 10.2 R2 Report (Tab #65)

## Quality Criteria Eleven: Full Year Employment

*11A. A Full time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than \$2000.*

I am employed as a 12-month employee to cover my summer months. While I am not expected to maintain 40-hour weeks during the summer I use the time to advise the students at the Merced County Fair and to work with my officer team to prepare for the next year.

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

I currently have 1 preparation period, 1 department planning period and 1 project supervision period.

Quality Criteria 11: Full Year Employment

Supporting Documents

\*All documents will be found in Part 3\*

- 11.1 Contract showing 12-month employment (Tab #42)
- 11.2 Teaching schedule (Tab #74)

## Quality Criteria Twelve: Program Achievement

### *12. The Agriculture Program meets the requirements of Program Activities (attach checklist).*

#### A. Leadership and Citizenship Development: (MET)

For the 2018-2019 school year our chapter participated in 15 different events: MFE, ALA, COLC, Spring Regional Meeting, State Conference, National Convention, State Degree Application, Sectional Proficiency Application, Chapter Award Application, Section Creed Recitation, Sectional Job Interview, Sectional Prepared Speaking, Sectional Impromptu, Dairy Products and the County Fair. For the 80%, we had to participate in at least 12 events.

#### B. Practical Application of Occupational Skills: (FAIL)

We only had one student apply for their State FFA Degree. We are not an old enough chapter to have students apply for their State FFA Degree yet. The student we had apply this year was a transfer student so she had three years of FFA.

#### C. Qualified and Professional Activities: (FAIL)

For the 2018-2019 school year I was unable to attend the required number of qualified and professional activities due to being on maternity leave.

#### D. Community, Business and Industry Involvement: (FAIL)

We aim to hold monthly meetings of our ag advisory committee. Between maternity leave and busy schedules of our committee members we have not been able to meet this for the 2018-2019 school year. However, we accomplished this for the 2017-2018 school year.

#### E. Retention: (N/A)

Due to the fact that our chapter is only two years old we cannot measure accurate Freshman retention. We currently have 50 students enrolled of our R2 in agriculture classes for the 2018-2019 school year, 33 of those are retained students. We also enroll over 1/3 of the school population in agriculture classes.

#### F. Graduate Follow Up: (N/A)

Being a brand-new program, we currently have 2 students who have graduated after being enrolled for 1 year. As we gain program completers in the next few years we will develop a follow up system to gather this information. At this point, we are counting program completers as students who have taken ag classes every year it was offered to them.

Quality Criteria 12: Program Achievement  
Supporting Documents

\*All documents will be found in Part 3\*

- 12.1 Annual FFA Chapter Activities Check Sheet (Tab#36)
- 12.2 Professional Development Report (Tab# 61)
- 12.3 Advisory Committee Minutes (Tab# 30)
- 12.4 Advisory Committee Roster (Tab# 31)
- 12.5 Graduate Follow Up Survey (Tab# 56)

## Part 2

### Improvement Project

#### IN THIS SECTION:

- A. Goals
- B. Objectives
- C. Timeline
- D. Process
- E. Outcome



## AGED 539 Improvement Project

**Goal:** The goal is to be able to improve our recruitment program. With being a small, private school, we do not have feeder schools to recruit from. The goal is to create contacts with local private school and our junior high school to teach them about agriculture and also help recruit their students to Stone Ridge to participate in the FFA Program. It is also a goal to update recruitment materials, such as the brochure.

### **Objectives:**

1. Find schools that can be considered “feeder schools”
2. Make contacts at “feeder schools” and elementary school
3. Create an “ag day” with activities to help recruit students
4. Update recruitment materials

### **Timeline:**

May 2019: Find feeder schools and create contacts

May 2019: Meet with officers and leadership class to create “ag day”

May 2019: Update recruitment materials

\*Spring 2020: Hold ag day that officers and leadership students planned in May 2020 before time to register for classes

### **Process:**

The first part of the process is to divide up the tasks that need to be completed and delegate them out to the students. It was decided that new curriculum materials will be created by the Chapter Reporter, Chapter Historian and myself. The feeder schools will be found by students in the leadership class. The leadership students as well as the remaining Chapter Officers will help develop the “ag day” that will be held next spring.

The majority of this work will be done in the classroom during the Ag Leadership Periods and during Officer Meetings. Some work will also be completed at home by the students as homework or officer duties.

As the students come up with ideas for their ag day, they will also need to provide information on why it is beneficial, what areas in agriculture it will cover, and what materials will be needed.

### **Outcome:**

The students were able to create a list of private schools in the area that they can invite to an ag day at the high school. While they do not necessarily feed to school, we want to at least share our students’ agriculture knowledge with others.

Our Chapter Reporter and Historian took our old brochure and updated it so that it is cleaner looking and contains proper information. (Old and new brochures both included).

For the Ag Day the students had to come up with ideas on their own and then they would present them to me. I did not want to give them the ideas that I have because I wanted them to be able to come up with the ideas that they think are “cool” and “interesting” to the students. I suggested that they focus on the classes/areas of agriculture that we teach or have access to. For example, we do not teach ag mechanics so they should probably not use that as a way to pull students towards the school.

The students came up with 5 different activities that are tied into our classes that are being taught. They are fun activities that they can do with the students using minimal materials but are still fun and tie into the classes. They also had a time to just talk about FFA and what was included in FFA and how it is for everyone, not just farm kids.

- Introduction to Agriculture: Making Ice Cream

- Agriculture Biology: Strawberry DNA

- Floral Design: Flower Pens

- Ag Leadership: Speaking games: Gush About Something You Don't Love; Filler Free Game (Umm Game), Off-The-Cuff (Impromptu Speaking)

- FFA Q&A

They also wanted to leave the kids with a little parting gift. If it is for students who are likely to enroll in our agriculture classes than the gifts will be slightly different. They want to leave little bags with graham crackers, chocolate and marshmallows with the note of needing “S'more” members like them.

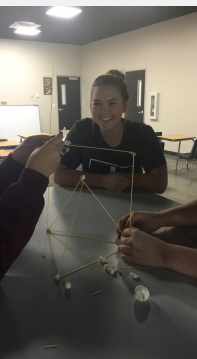
# STONE RIDGE CHRISTIAN FFA

ON A MISSION TO  
GROW A TRADITION

## CONTACT

209-386-0322  
2738 Dan Ward Rd.  
Merced, CA 95348

[vlewis@srcs.us](mailto:vlewis@srcs.us)



## CAREER DEVELOPMENT EVENTS

- Creed Speaking
- Opening/Closing
- Public Speaking
- Best Informed Greenhand
- Dairy Cattle Judging
- Milk Quality Judging

## ANIMAL SHOW TEAMS

- Beef Cattle
- Dairy Cattle
- Swine
- Sheep
- Meat Goats
- Horses
- Rabbits

## AGRICULTURAL CLASSES

**\*\*Meets UC/CSU Requirements**

### **Floriculture Design \*\***

This course covers all aspects of floral design including principles of design, merchandising, careers, selection, and storage

### **Explorations in Ag**

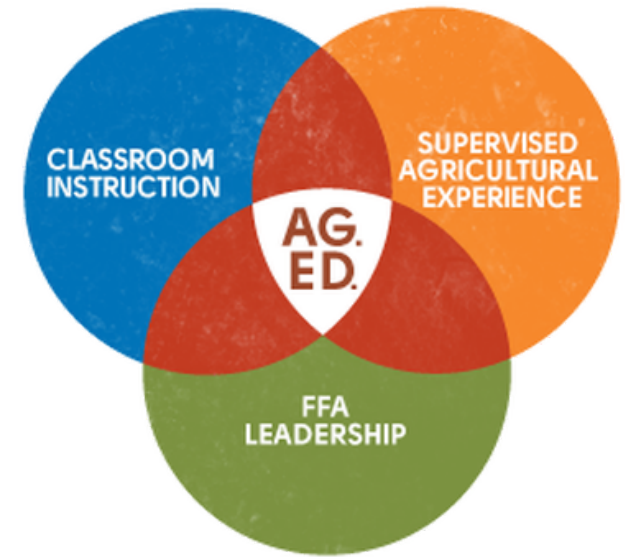
Introducing students to all aspects of agriculture, focusing on Animal Science and Plant Science

### **Agriculture Leadership**

Agriculture Leadership will focus on the FFA Chapter Development and how to capture and use personal leadership skills

### **Agriculture Biology\*\***

Agriculture Biology is a laboratory science course, aligned to the biology science content standards, using agriculture as the learning vehicle



## WHAT IS FFA?

FFA is an intracurricular student organization for those interested in agriculture and leadership. It is one of the three components of agricultural education.

## FFA MISSION STATEMENT

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



## FFA- NATIONAL & STATE

### WHAT IS FFA?

FFA is an intra-curricular student organization for those interested in agriculture and leadership. It is one of the three components of agricultural education.

### FFA MISSION

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

### CALIFORNIA FFA

Today, there are more than 89,000 FFA members, aged 13-21, in 334 High Schools in California. More than 761 FFA advisors and agriculture teachers deliver an integrated model of Agricultural Education providing students with innovative and leading-edge education, enabling them to grow into competent leaders. FFA classroom activities include math and science as well as hands-on work experience and the development of life skills, helping members discover their career path and realize success.

### CONTACT US

2738 Dan Ward Rd  
Merced, CA 95348  
209-386-0322  
vlewis@srcs.us  
srcffa.org



# Stone Ridge Christian FFA

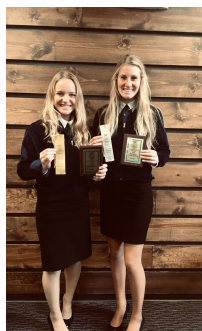
**SMALL CHAPTER,  
BIG IMPACT**

## OUR HISTORY

Stone Ridge Christian FFA was chartered in September 2017 as an official FFA Chapter. In our short history, we are making our name known by competing and placing on the local, state and national level.

## CAREER AND LEADERSHIP DEVELOPMENT EVENTS

- Creed Recitation
- Prepared Public Speaking
- Impromptu Speaking
- Job Interview
- Dairy Products Judging



## CLASS OFFERINGS

### AGRICULTURE BIOLOGY

Agriculture Biology is a laboratory science course, aligned to the biology science content standards, using agriculture as the learning vehicle

### EXPLORATIONS IN AGRICULTURE

Introducing students to all aspects of agriculture, focusing on Animal Science and Plant Science

### FLORAL DESIGN

This course covers all aspects of floral design including principles of design, merchandising, careers, selection, and storage

### AGRICULTURE LEADERSHIP

Agriculture Leadership will focus on the FFA Chapter Development and how to capture and use personal leadership skills

## LEARN MORE

### SUPERVISED AGRICULTURE EXPERIENCE

Students are required to have a Supervised Agriculture Experience Project during the course of the classes. There are a wide range of projects available to the students from Agriscience Fair to Veterinary Medicine. The opens the students eyes to the world around them and how it relates to agriculture.

### LEADERSHIP

The National FFA Organization is dedicated to making a positive difference in the FFA is more than just animals and plants. There is a large component of FFA that is built into Leadership. From Conferences to Speaking Contests to Officer Positions, there are plenty of opportunities to gain and grow your leadership skills. lives of students by developing the potential for premier leadership, personal growth and career success through agriculture education

## Introduction to Agriculture: Making Ice Cream

### **Materials:**

Cream  
Whole Milk  
Sugar  
Vanilla  
Rock Salt  
Ice  
Quart Zip Lock Bags  
Gallon Zip Lock Bags  
Bowls  
Spoons  
Chocolate Syrup  
Sprinkles

### **Connection:**

In the Introduction to Agriculture class we talk about all topics that can be related to agriculture. We talk about Dairy Cattle and also where our food comes from. Making ice cream is a fun way for the students to learn about by-products of cattle. This is also a creative way to show science in agriculture with the reactions.

## Agriculture Biology: Strawberry DNA

### **Materials:**

Strawberries

Cups

Coffee stirrers

Coffee filters

Ice cold rubbing alcohol

### **Connection:**

Everybody has DNA but you are not able to see just one strand. Being able to pull out Strawberry DNA is an amazing “trick” that is simple and cool to show the kids. This is a simple lab that the students can show other kids that explains not only biology but use agriculture commodities as well. If wanted they can try with other fruit.



## Floral Design: Flower Pens

### **Materials:**

Cheap Bic Pens

Floral Tape

Fake flowers

### **Connection:**

Floral taping is a common procedure that happens in floral design. While the students are learning about taping in floral design they can also learn about other activities that are taught in Floral Design class. This is another fun activity that allows the kids participating to have something to actually take home and remember their day.

## Ag Leadership: Speaking games

Gush About Something You Don't Love; Filler Free Game (Umm Game), Off-The-Cuff (Impromptu Speaking)

### **Materials:**

None

### **Connection:**

Public speaking is the number one fear in America. One way to break that fear is to speak in front of other people. Fun games like the ones chosen are great ways to get kids up in front of others speaking about something minor and help them break the fear of speaking in front of others.

## FFA Q&A

**Materials:**

None

**Connection:**

Often times there are many questions that kids have about FFA and even high school in general. Having a Q&A session is a great way to get to know the kids on a more personal basis while answering any questions that they may have.

## AGED 539 Improvement Project

**Goal:** The goal is to create department files for all of the students.

### **Objectives:**

1. Create filing system
2. Create student files
3. File student papers

### **Timeline:**

February- Create filing system

February- Create files for current and past students

March- Sort and file papers regarding all students

March/April- Print record books of completed projects

### **Process:**

The process is not a hard one, it is just time consuming. For every student that has been in our program I am creating a file for them. The files will be in a file folder. The outside will have a quick access sheet that has things like AET user name, classes taken, SAE info. On the inside, there is a personal information page that includes Name, Address, Parent info. These are filled out and attached to file folders for each current and past student.

After each student has a file, all student papers are sorted and files. These include syllabuses, photo releases, FFA applications, parent volunteer forms and other applicable documents.

Once the files are complete, AET record book reports for each enterprise the student has are printed and put into the files. This way there is a paper record of the students project without having to have the whole record book printed.

### **Outcome:**

I now have 50+ files for all my current and past students with information sheets and record book enterprise reports. This is a great way for me to continue to build student and department files. The files are in my filing cabinet that can be locked for confidentiality. The student files allow me to be able to keep applications from the chapter level, signature sheets, signed syllabi, photo releases and other paperwork regarding the students and their FFA career.

\*I only attached one Student Information sheet as most of the information has to be blacked out\*

Name: [REDACTED]

Address: [REDACTED] Chowchilla, CA 93610

Phone Number: [REDACTED]

Graduation Year: 2019

Father's Name: Greg Hooker

Phone Number: [REDACTED]

Occupation: Dairy Owner – Diamond H Dairy

Mother's Name: Jennifer Hooker

Phone Number: [REDACTED]

Occupation: Homemaker

#### Class Schedule

Freshman: N/A

Sophomore: N/A

Junior: Ag Biology

Senior: Ag Leadership

Post Grad Info:

Class History

AET User Name

Photo Release

Degree History

SAEs and Awards

Officer/ Committee History

Conference Attendance

Character Strengths

Conflict Animal



Class History  
17-18 Ag Bio  
17-18 Exploration  
18-19 Floral

AET User Name



Photo Release

2017-2018  
2018-2019

Degree History  
2017 Greenhand

SAEs and Awards  
Science Project  
Azevedo Dairy

Officer/Committee History

Conference Attendance

Character Strengths

Conflict Animal  
Forcing Shark



**Class History**  
17-18 Ag Bio  
18-19 Leadership

**AET User Name**



**Photo Release**  
2017-2018  
2018-2019

**Degree History**  
2017 Greenhand  
2018 Chapter

**SAEs and Awards**  
Agriscience Project- Animal  
Dairy Replacement Heifer  
Diamond H Dairy

**Officer/Committee History**  
2017-18 Chapter President  
2018-19 Chapter President  
Banquet Committee  
State Comm. Chair- Court. Corp

**Conference Attendance**  
2017 Sectional COLC  
2017 Regional COLC  
2018 State Conference  
2018 WLC  
2018 Sectional COLC  
2018 National Convention  
2019 State Conference

**Character Strengths**

**Conflict Animal**  
Accommodating Turtle



  
GRADUATE 2018

Class History  
17-18 Leadership


AET User Name  


Photo Release  
2017-2018

Degree History  
2017 Greenhand

SAEs and Awards  
Tucker Farms Placement

Officer/Committee History  
2017-18 Banquet Committee

Conference Attendance  
2018 State Conference

Character Strengths

Conflict Animal  
Avoiding Turtle



Class History  
17-18 Ag Bio  
17-18 Intro to Ag  
18-19 Floral Design

AET User Name



Photo Release  
2017-2018  
2018-2019

Degree History  
2017 Greenhand  
2018 Chapter

SAEs and Awards  
Agriscience Project- Animal  
Dairy Replacement Heifer

Officer/Committee History

Conference Attendance

Character Strengths

Conflict Animal  
Forcing Shark



**Class History**  
17-18 Floral Design  
18-19 Intro to Ag

**AET User Name**  


**Photo Release**  
2017-2018  
2018-2019

**Degree History**  
2017 Greenhand  
2018 Chapter

**SAEs and Awards**  
2018-Dairy Replacement Heifer  
Double DJ Dairy Placement  
2018 Chapter Proficiency Dairy Placement  
2019 Sectional Proficiency Dairy Place.  
2019 Chapter Proficiency Dairy Place.  
2019 Chapter Start Ag Placement

**Officer/Committee History**  
2017-18 Chapter Treasurer  
Recreation Committee  
Recycling Committee

**Conference Attendance**  
2018 State Conference  
2018 National Convention

**Character Strengths**

**Conflict Animal**  
Compromising Fox



**Class History**  
17-18 Ag Bio  
18-19 Floral Design

**AET User Name**



**Photo Release**  
2017-2018  
2018-2019

**Degree History**  
2017 Greenhand  
2018 Chapter

**SAEs and Awards**  
2017-18 Agriscience Project- Plant Sci  
2018- Sectional Prof. Agrisci. Plant Sci  
2019- Chapter Sectional Prof. Agrisci. Plant Sci  
2019- Sectional Prof. Diversified Hort.  
2019-Chapter Prof. Diversified Hort.  
2019- Chapter Prof Ag Comm.

2019 Sectional Star Reporter

**Officer/Committee History**  
2017-18 Greenhand Secretary  
2018-19 Chapter Reporter  
2019-2020 Sectional Reporter

**Conference Attendance**  
2018 State Conference  
2018 Sectional COLC  
2018 Regional COLC  
2018 National Convention  
2019 MFE  
2019 State Conference

**Character Strengths**

**Conflict Animal**  
Collaborating Owl

## Part 3

### Additional Supporting Completion Materials

#### IN THIS SECTION:

1. Activity Chart for School Year
2. Advisory Committee Functions and Duties
3. Advisory Committee Minutes
4. Advisory Committee Roster
5. AET Educational and Career Interest Report
6. AET Record Book
7. Ag Department Student Record Sheet
8. Agriculture Course Catalog
9. Annual FFA Chapter Activities Check Sheet
10. Articulation Agreements
11. CATA Membership
12. Chart of Responsibilities
13. Class Rosters
14. Comprehensive Program Plan
15. Contract showing 12-month employment
16. Course Outlines/Syllabi
  - a. Agriculture Biology
  - b. Agriculture Leadership
  - c. Art and History of Floral Design
  - d. Explorations of Agriculture
17. Credentials
18. Department Calendar
19. Department Operating Budget
20. Email Platform Picture
21. Equipment List
22. Facility Map and Pictures
23. FFA Chapter Scrapbook
24. FFA Program of Activities
25. FFA Vehicle Picture
26. Five Year Acquisition
27. Gift of Blue Jackets Ordered
28. Grade Book
29. Graduate Follow Up Survey
30. Junior High participating in FFA Week Pictures
31. Parents Volunteer Form
32. Permanent Agriculture Student Files
33. Point Award Application
34. Professional Development Report
35. Proficiency Standards
36. Program Completer Description
37. Project Visit Forms

- 38.R-2 Report
- 39.Recruitment Program
- 40.Reimbursement Form
- 41. School Policy on FFA and SAE
- 42.Stone Ridge Christian FFA Charter Certificate
- 43.Stone Ridge Christian High School Educational Requirements and Class Options
- 44.Student Data Sheets
  - a. Cal Ag Ed
  - b. AET
- 45.Substitute Teacher Procedure and Plans
- 46.Summer Activities Calendar
- 47.Teaching Schedule
- 48.Travel Request Form

Name	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Criteria 7	Criteria 8	Criteria 9	Total
	325	610	40	263	20	205	25	55	150	1693
	0	75	0	50	20	0	10	0	0	155
	0	0	0	0	20	0	0	0	0	20
	0	265	20	51	20	70	20	0	60	506
	50	200	60	59	70	0	0	0	60	499
	125	505	224	471	70	105	15	0	60	1575
	100	400	152	455	115	0	15	60	60	1357
	165	490	20	358	45	155	20	0	60	1313
	100	325	20	150	40	0	20	0	0	655
	0	225	0	5	20	0	20	0	0	270
	0	0	0	0	20	0	15	0	0	35
	50	50	0	52	20	0	20	0	0	192
	100	150	20	50	20	0	15	0	60	415
	175	630	40	499	115	90	15	0	65	1629
	50	125	0	300	20	0	15	0	0	510
	50	100	0	325	20	0	10	0	0	505
	50	400	20	460	115	0	10	40	65	1160
	0	200	0	50	20	0	0	0	0	270
	0	125	0	110	20	0	15	0	60	330
	0	50	0	25	20	0	20	0	60	175
	50	450	132	170	130	0	20	0	60	1012
	50	75	0	50	95	0	10	0	60	340
	100	225	20	107	40	0	0	0	60	552
	50	125	0	0	20	0	10	0	0	205
	50	0	0	50	20	0	15	0	0	135
	0	100	20	50	20	0	15	0	0	205
	100	100	20	1	20	70	20	0	60	391
	50	100	0	50	20	0	20	0	0	240
	50	50	0	55	20	0	0	0	0	175
	100	115	20	155	70	85	20	0	65	630
	50	100	0	100	95	0	10	0	60	415
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	50	115	78	300	20	70	25	0	65	723
	50	150	0	106	20	0	15	0	0	341
	50	25	0	155	70	0	15	0	60	375
	145	545	80	455	85	140	25	40	65	1580
	0	25	0	100	20	0	20	0	60	225
	0	100	20	300	20	0	20	0	60	520
	100	100	0	33	20	70	10	0	0	333
	125	200	20	205	95	140	25	0	60	870
	50	100	20	200	110	0	25	0	60	565
	175	490	136	539	110	210	25	55	60	1800
	0	0	0	53	20	0	10	0	0	83
	0	25	0	0	20	0	0	0	60	105
	125	240	40	2	20	120	15	0	60	622
	180	310	80	117	20	120	20	0	60	907

Name	GH Officer (50)	C Officer (75)	Sect Officer (50)	Reg Officer (50)	Applied/Not Elected (20)	Sectional Star Reporter (50)	Regional Star Reporter (75)	State Star Reporter (100)	GH Degree (50)	Chapter Degree (50)	State Degree (100)	Star Ghand (30)	Star Chapter (50)	Outstanding Class (50)	Star Sectional (50)	Star Regional (75)	Star State (100)	Total
		75	50			50				50			50	50				325
																		0
																		0
																		0
										50								50
		75								50								125
										50			50					100
		75			40					50								165
	50								50									100
																		0
																		0
	50								50									100
		75								50				50				175
									50									50
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									50									50
									50									50
		75			20					50								145
																		0
																		0
	50								50									100
		75								50								125
										50								50
		75								50				50				175
																		0
																		0
		75								50								125
	50								50			30		50				180



Name	Aug (25)	Sept (25)	Natl Prep (25)	Oct (25)	Nov (25)	Dec (25)	Jan (25)	Feb (25)	March (25)	April (25)	May (25)	100% Meet (50)	Sect Meet (15)	Reg Meet (15)	Sect Meet (15)	GLC (40)	MFE (40)	ALA (40)	SLE (100)	WLC (125)	State Conf (100)	Natl Conf (150)	Delegate (20)	Chair/Sub Chair / Press Corp(50)	Total		
	25	25	25	25		25	25	25				50	15	15	15		40				100	150			50	610	
				25		25	25																				75
																											0
	25	25		25		25		25											40			100					265
	25	25		25		25	25	25	25				50														200
	25	25	25	25		25	25	25	25				50	15		15						100	150				505
	25	25	25			25	25	25	25													100	150				400
	25	25	25	25		25	25		25					15	15			40				100	150	20			490
	25	25	25	25		25	25	25	25				50									100					325
	25	25				25	25	25	25													100					225
																											0
	25			25																							50
	25	25	25	25		25	25		25																		150
	25	25	25	25		25	25	25	25				50	15	15						125	100	150				630
	25	25		25		25	25	25																			125
		25		25		25	25	25	25													100	150				400
	25	25	25	25		25	25	25	25				50														200
	25	25		25		25	25	25	25																		125
				25		25	25	25																			50
	25	25		25		25	25	25	25				50									100	150				450
	25	25				25	25	25																			75
	25		25	25		25	25	25	25													100					225
	25		25	25		25	25	25																			125
				25		25	25	25	25																		0
				25		25	25	25	25																		100
		25	25	25		25	25	25																			100
	25	25		25		25	25	25																			100
	25	25				25	25	25																			50
	25	25				25	25	25											40								115
	25	25				25	25	25																			100
	25					25	25	25																			0
	25			25		25	25	25										40									115
		25	25	25		25	25	25	25																		150
				25		25	25	25																			25
	25	25	25	25	25	25	25	25				50		15	15		40				100	150				545	
					25	25		25																		100	
			25	25	25	25	25																			100	
	25	25		25	25	25	25	25				50														200	
	25			25	25	25	25	25																		100	
	25	25		25	25	25	25	25				50						40			100	150				490	
					25	25	25	25																		0	
					25	25	25	25																		25	
	25	25			25	25	25	25					15								100					240	
		25	25	25	25	25	25	25									40				100		20			310	
	34	32	15	34	0	29	29	29	0	0	0																

Name	Committee Chair (25)	Committee Member (15 per)	Heart of the Table Dinner (20)	School Auction (20)	FFA Approved Comm Service (2 pt per hour-100 Hr Max)	Total
			20	20		40
						0
						0
			20			20
			20	40		60
			20	20	184	224
				40	112	152
			20			20
			20			20
						0
						0
						0
						0
			20	20		40
						0
						0
				20		20
						0
						0
						0
						0
				20	112	132
						0
				20		20
						0
						0
			20			20
			20			20
						0
						0
			20			20
						0
						0
			20	20	38	78
						0
						0
	25	15	20	20		80
						0
						0
						0
			20			20
				20		20
			20	20	96	136
						0
						0
			20	20		40
			20	20	40	80

Name	Sponsor/Donation (1 per \$ (200 Max))	Fall Tri Tip Fund (50)	Coffee Fund (50)	Pkn Fund (50)	Spring Tri Tip Fund- Help (50)	Tri Tip Tickets (1 pt per ticket)	Placemat Ad (50)	Participation in Fundraiser (50)	Total
		50	50	50	50	13	50		263
							50		50
									0
						1	50		51
						9	50		59
	200	50	50	50	50	21	50		471
	200	50		50	100	5	50		455
	200	50		50	50	8			358
		50		50	50				150
						5			5
									0
					50	2			52
					50				50
	200	50	50	50	50	49	50		499
	200			50			50		300
	200	25		50	50				325
	200	50		50	100	10	50		460
					50				50
		50				10	50		110
		25							25
		50			50	20	50		170
							50		50
		50			50	7			107
									0
							50		50
							50		50
						1			1
							50		50
					50	5			55
		50			50	5	50		155
					50		50		100
							50		50
	100	50	50		50		50		300
					50	6	50		106
		50			50	5	50		155
	200	50	50	50	50	5	50		455
					50		50		100
	200				50		50		300
	25					8			33
		50		50	50	5	50		205
		50		50	50		50		200
	200	50	50	50	50	89	50		539
		50				3			53
									0
						2			2
		50			50	17			117

[illegible]

Name	Each CDE/ LDE (20)	Chowchilla Cotton (15)	Corcoran Cotton (15)	Merced JC Field Day (15)	MJC Field Day (15)	Individual: 1st place (per contest) (50)	Individual: Top 5 (per contest) (40)	Individual: Top 10 (per contest) (30)	Team: 1st place (per contest) (50)	Team: Top 5 (per contest) (40)	LDE: Mariposa (20)	LDE: Chapter Comp (20)	LDE: Sectional Speaking (30)	Individual: 1st place (per contest) (50)	Individual: Top 5 (per contest) (40)	Individual: Top 10 (per contest) (30)	LDE: Reg Comp (30)	LDE: State Comp (50)	Outstanding Chair (25)	Total
	40	15										20	30		40	30	30			205
																				0
																				0
	40		15	15																70
																				0
	40	15	15		15							20								105
																				0
	40	15	15		15						20	20	30							155
																				0
																				0
																				0
																				0
																				0
	20										20	20	30							90
																				0
																				0
																				0
																				0
																				0
																				0
																				0
																				0
																				0
																				0
																				0
																				0
	20										20		30							70
																				0
																				0
	40	15		15	15															85
																				0
																				0
	20										20		30							70
																				0
																				0
	20											20	30		40		30			140
																				0
																				0
	20										20		30							70
	20											20	30		40		30			140
																				0
	40			15	15						20	20	30		40	30				210
																				0
																				0
a	40	15	15									20	30							120
	40			15	15						20		30							120

Name	4.0 or Higher (25)	3.5-3.99 (20)	3.0-3.49 (15)	2.5-2.99 (10)	Total
[REDACTED]	25				25
[REDACTED])				10	10
[REDACTED]					0
[REDACTED]		20			20
[REDACTED]					0
[REDACTED]			15		15
[REDACTED]			15		15
[REDACTED]		20			20
[REDACTED]		20			20
[REDACTED]		20			20
[REDACTED]			15		15
[REDACTED]		20			20
[REDACTED]			15		15
[REDACTED]			15		15
[REDACTED]			15		15
[REDACTED]				10	10
[REDACTED]				10	10
[REDACTED]					0
[REDACTED]			15		15
[REDACTED]		20			20
[REDACTED]		20			20
[REDACTED]				10	10
[REDACTED]					0
[REDACTED]				10	10
[REDACTED]			15		15
[REDACTED]			15		15
[REDACTED]		20			20
[REDACTED]		20			20
[REDACTED]					0
[REDACTED]		20			20
[REDACTED]				10	10
[REDACTED]					0
[REDACTED]	25				25
[REDACTED]			15		15
[REDACTED]			15		15
[REDACTED]	25				25
[REDACTED]		20			20
[REDACTED]		20			20
[REDACTED]				10	10
[REDACTED]	25				25
[REDACTED]	25				25
[REDACTED]	25				25
[REDACTED]				10	10
[REDACTED]					0
[REDACTED]			15		15
[REDACTED]		20			20

[illegible]

Name	Own FFA Jacket (60)	Article Written/ Approved (15)	FFA Week Tuesday Dress Up (5)	FFA Week Wednesday Dress Up (5/10)	FFA Week Thursday Dress Up (5)	FFA Week BBQ (5)	FFA Week Friday Dress Up (5)	FFA Week Friday Rally (5)	Total
	60	90		10		5		5	150
						5		5	0
									0
	60			10		5			60
	60				5	5			60
	60			10		5		5	60
	60			5	5	5		5	60
	60			10	5	5	5	5	60
					5	5		5	0
					5	5			0
									0
									0
	60					5		5	60
	60		5	10	5	5		5	65
				5	5	5			0
					5	5			0
	60		5	5	5	5		5	65
						5			0
	60					5		5	60
	60								60
	60				5	5		5	60
	60				5	5		5	60
	60				5	5			60
								5	0
									0
						5		5	0
	60								60
									0
									0
	60		5	10		5			65
	60				5	5		5	60
									0
	60		5	10	5	5	5	5	65
						5			0
	60			10					60
	60	5		10		5		5	65
	60					5	5		60
	60								60
									0
	60			10	5	5		5	60
	60				5	5		5	60
	60			10	5	5	5	5	60
						5			0
	60					5		5	60
	60			10		5		5	60
	60			10	5	5		5	60



# **Career Technical Education**

## **Advisory Committee Manual**

**Career Technical Education  
Program and Administrative Support Office  
Secondary, Career, and Adult Learning Division  
California Department of Education**

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# Introduction

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in Career Technical programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Career Technical is a complex, highly scientific, and technological industry. Employment opportunities in Career Technical are constantly changing. New technologies are continually being developed and incorporated into Career Technical and educational industries.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for agriculturists trained in specialized technical occupations. Advisory committees help teachers of Career Technical stay abreast of these changing employment trends and opportunities. Increased interest in Career Technical programs that include internships, work-study, and other types of on-the-job training will require close coordination with Career Technical industry representatives.

Increased attention needs to be given to the education of at risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They can not establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

The purpose of this manual is to provide information for Career Technical Education coordinators, school administrators, boards of trustees, teachers of Career Technical, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.



# **Forming an Advisory Committee**

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

## **1. Determine and Verify the Need**

- 1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
- 1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.
- 1.3 It can provide continuity of a quality program should teachers or administrative changes take place.
- 1.4 It is important that the school administration, Career Technical education staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

## **2. Nomination of Committee Members**

- 2.1 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the Career Technical department, and the chairperson of the school board.
- 2.2 Each should have an equal voice in the selections.
- 2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.
- 2.4 The advisory committee should be truly representative of the district. Members:
  - 2.4.1 Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
  - 2.4.2 Must have recent, successful, firsthand, and practical experience in the field of Career Technical
  - 2.4.3 Should exhibit substantial interest in the Career Technical program.
  - 2.4.4 Should be representative of different important Career Technical commodities, parts of district, age groups, farm organizations, & ethnic or religious groups.
  - 2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
  - 2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.
  - 2.4.7 Should *not* have frequent dealings with the department in order to minimize conflict of interest problems.
  - 2.4.8 Should include representatives of the service areas of Career Technical.
  - 2.4.9 Should recognize the time required and express a willingness to serve on the committee.

## **3. How Many Committee Members?**

- 3.1 No fixed number will satisfy all situations.
- 3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
- 3.3 Should not be so large that it is unwieldy or difficult to call together.
- 3.4 Seven to eleven persons are suggested with nine being a workable medium.

- 3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

**4. How are Committee Members Notified of their selection?**

- 4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.
- 4.2 The letter should:
- 4.2.1 Indicate that the Ag teacher is supportive.
  - 4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
  - 4.2.3 Include a request that the member indicate whether he or she will accept.
  - 4.2.4 Urge speed of acceptance to gain an orderly efficient start.

**5. Understanding of Responsibility**

- 5.1 Of greatest importance is that the committee is *only* advisory in character.
- 5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
- 5.3 It has no administrative or policy forming power.
- 5.4 It will make suggestions on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

*Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptances may be expected.*

## **Functions and Duties of Advisory Committees**

1. Help to determine what type of Career Technical Education program is offered.
2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production Career Technical and agri-industry occupations.
3. Help the instructor establish curriculum that has a hands-on, technological approach.
4. Help attract and encourage qualified/capable students into the Career Technical Education program.
5. Help in recruiting and providing opportunities for special-needs students.
6. Help to evaluate the effectiveness of the Career Technical Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the PASO Unit of the California Department of Education.
7. Help gain support for legislation and appropriations.



8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and the CTSO, or other youth programs.
10. Help unify the activities of the Career Technical Education program with those of other groups and agencies interested in Career Technical Education.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.
12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher with technical assistance and keep him/her aware of new developments in the Career Technical industry.
15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning Career Technical and Career Technical occupations.
16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
17. Identify current standards for new equipment.
18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

## **Operation of Advisory Committee**

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

### **1. Number of meetings**

- 1.1 Must meet regularly and often enough to carry out their assignment.
- 1.2 Monthly or bi-monthly meetings are usually the most desirable.
- 1.3 Minimum number is two per year.
- 1.4 Practical number is between three and eight per year.
- 1.5 Necessity should always determine the exact number.
- 1.6 Often the most valuable advice comes from busy individuals.
- 1.7 Better to have fewer well planned, well attended meetings.

### **2. Selection of Officers**

- 2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
- 2.2 Chairperson should be a lay person elected by the committee.

- 2.3 It is usually best that the Career Technical teacher serves as recorder and general consultant.

### 3. Length of Service by Committee Members

- amends.
- 3.1 Three-year terms are recommended.
  - 3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
  - 3.3 Individual preferences in length of service need to be considered.
  - 3.4 Limitation should be placed on reappointments.
  - 3.5 Nominees should be submitted to board of trustees for approval.

### 4. Length and Place of Meetings

- 1 hr. ag room
- 4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
  - 4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
  - 4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
  - 4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
  - 4.5 The meeting place should provide a conference table in a quiet environment.
  - 4.6 Usually the Career Technical department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

### 5. Filling Committee Vacancies

- 5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.
- 5.2 The committee may be asked for suggestions.
- 5.3 A committee *should not* be permitted to choose its own replacements.
  - 5.3.1 This would be self perpetuating.
  - 5.3.2 May become unrepresentative and unduly independent of the school administration.
- 5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

- 6. Distribution of Minutes: All committee members, the career education director, the principal, school board president and the regional supervisor.

7. Making Decisions: Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rules of Order.



## **Opening Session Instructions for Career Technical Education Advisory Committees**

### **Instructions to Your New Advisory Committee**

1. You constitute an advisory committee for the (your school district).
2. I welcome you on behalf of the board and administration.
3. You are agents of and appointed by the (your school's board of trustees).
4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.
5. The (your district) is interested in the best possible Career Technical Education program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.
6. You will be a working committee and students & school staff expects to benefit from your work.
7. We need help to:
  - 7.1 Review existing programs, courses of study, facilities, equipment.
  - 7.2 Propose new programs and/or courses when needed based on solid data for this community.
  - 7.3 Evaluate existing programs and proposed new programs.
  - 7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
  - 7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.
  - 7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.
  - 7.7 Help in placement and in evaluating performance of our Career Technical Education students at (your school or college).
8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.
9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

### **Getting Started:**

1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.
2. Conduct studies, if needed, to get community data on which to base your decisions.
3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).



4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

**Here's What You Need To Do To Get Started:**

1. Elect a chairperson.
2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.
3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)
4. Decide if more than one committee is needed. Large departments may have subcommittees.
5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

*Note: Be sure to start and end on time!*

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

**Appendix A**  
**(SAMPLE)**  
**Advisory Committee Meeting Agenda**

TO: List committee members here  
FROM: Chairperson  
DATE: Date agenda is published  
RE: Next Advisory Committee Meeting

DATE: Date of next meeting  
TIME: Time of next meeting  
PLACE: Place where meeting is being held

**AGENDA**

1. Review and approve minutes of the previous meeting.
2. Call for additional agenda items to be added to this meeting's agenda.
3. Committee and progress reports.
4. Consideration of recommendations for a new class or activity.
5. Review of revised course of study.
6. Report and review of CTSO and/or other youth organization activities.
7. Set date, time, and place for next meeting.
8. Adjournment.

## **Appendix B**

### **(SAMPLE) Set of Minutes**

#### ***Advisory Committee Meeting January 21, 2008***

The meeting was called to order by chairperson, Joe Smith at 3:00 p.m., January 21, 2008, in room 8 at Your High School.

The minutes of the previous meeting were read, amended, by changing the word shall to should in topic #8, and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 2008. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2008.

Mrs. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.

It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Mrs. A, Mrs. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Mrs. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Auto class. Added topics being considered are: brakes, ignition, and fuel system. Auto Body practices will likely be deleted as a specific class in Auto body work is being considered for next Fall.

DECA President, Sally M. reported on this year's calendar of events of the chapter. She was commended by the Chair for his leadership and hard work.

The next meeting is scheduled for 3:00 p.m., February 15th, in room 122 at Your High School.

The meeting was adjourned at 5:00 p.m. by chairperson Joe Smith.

Respectfully Submitted,

Mrs. Z, Recorder

# ***SRC Ag Advisory Board***

## ***Meeting Minutes***

August 23, 2017

### **I. Call to order**

Edgar De Jager called to order the regular meeting of the SRC Ag Advisory Board at 6:40pm on August 23, 2017 at Stone Ridge Christian High School @ First Baptist Campus.

### **II. Roll call**

The following persons were present: Edgar De Jager, Steve Obad, Richard Iest, Kelly Bauer, Mark Bauer, Joey Bettencourt, Tori Lewis

### **III. Approval of minutes from last meeting**

### **IV. Business**

- 1) Introductions were made
- 2) FFA Update: The officers have been elected and are currently working on their plans and goals for the upcoming year. The officers are Jordan Hooker, Carson Dalhoff, Andrea Esquivel, Jackson De Jager, Sophia Vander Dussen, Rebecca Postmus, and Ariana Villa. They are diligently working on fundraiser ideas and want to have a booth at the Fall Festival.
- 3) Floral Fridge: We would like it installed by October 1<sup>st</sup> The online quote from Bush Refrigeration is the best price. There is funding available. We would like a top mount fridge. **Steve Obad moves to order floral fridge. Richie Iest 2nds the motion. No discussion. Motion passes.**
- 4) Pickup: Edgar and Richie are looking into trucks but nothing is available right now in our specs and price range. Richie is looking into dealerships he works with for new prices. The insurance agent has been made aware of what the vehicle will be used for with the transportation of students. All students will have to have liability waivers signed to ride in the truck. All drivers need to be pre-approved. **Board recommends that SRC reimburses Mrs. Lewis for mileage on her own car for FFA meetings and events off site that she drives her own vehicle to.**
- 5) Scale: Still working on price. We won't need this until mid-year so we still have some time. We need an easy lifting scale. Expected price is around \$1000.
- 6) Financial Update:

- a) A check has been sent to the school for \$25,000. The total raised is \$30,500. The goal is \$100,000.
  - b) Tori Lewis needs to reach out to Jason Tucker for information to give to Simplot. There needs to be follow up with Merced Farm Credit as well for their grant.
  - c) Letter Campaign: We need to restart the letter campaign to agriculture businesses. Since we are farther into the program, this is a good way to show what we have done and what the plans are. Also need to include the 501.3(c) for tax write off incentive.
- 7) Advisory Fundraiser: The advisory fundraiser ideas need to be different from the usual dinner/auction. It needs to be an annual traditional event. A good idea are multiple events at different times of the year. Some ideas are a Trap Shoot and a Mud Fest.
- 8) Before next meeting: Every member needs to bring 5 names and addresses of potential donors for the letter campaign to the next meeting.
- 9) Next Meeting Date: September 27, 2017 at 6:30 in FFA room at campus.

## **V. Adjournment**

Edgar De Jager adjourned the meeting at 7:40.

Minutes submitted by: Tori Lewis

Minutes approved by:

# ***SRC Ag Advisory Board***

## ***Meeting Minutes***

October 24, 2017

### **I. Call to order**

Edgar De Jager called to order the regular meeting of the SRC Ag Advisory Board at 6:10 pm on October 24, 2017 at Stone Ridge Christian High School.

### **II. Roll call**

The following persons were present: Edgar De Jager, Dave McComb, Steve Obad, Richard Iest, Kelly Bauer, Mark Bauer, Joey Bettencourt, Tori Lewis

### **III. Approval of minutes from last meeting**

### **IV. Business**

- 1) Introductions were made
- 2) FFA Update: Jackson De Jager, Chapter Treasurer, came to give an update on the chapter. There are 43 members registered with the CA State Association for the chapter. We are working on getting a milk machine from Rosa Brothers to sell milk to the students. There is a Greenhand Officer Team in the process of being elected. The Officer Team competed at the Sectional Opening/Closing Contest. The chapter is working on a Donation Drive for the members of Santa Rosa FFA and other victims of the fires. We have many students interested in speaking contests, CDEs and showing animals at the fair.
- 3) Floral Fridge: We have not heard back about the grant yet. We will wait 1-2 weeks to order the fridge. We can't wait any longer as we need it to start making arrangements. Steve will help Tori with the ordering process if needed.
- 4) Scale: Dave McComb and Steve Obad will work on getting the scale. We would like a light weight one. We are looking to get it by February.
- 5) Pickup: Richie Iest will look for a pickup at an auction in Las Vegas, NV on November 17. The ideal truck is a ¾ ton, short bed, crew cab with low miles.
- 6) Advisory Fundraiser:
  - a) Mud Fest: Edgar De Jager is planning the Mud Fest Fundraiser for Late Winter/Early Spring. We need to talk to the school board.

- b) Butcher Cow Challenge: Steve Obad created and started the Butcher Cow Challenge through Tulock Auction Yard. The auction yard will waive fees. Steve will work on picking a date and setting up the account.
- 7) Before next meeting: Every member needs to bring names and addresses of potential donors for the letter campaign to the next meeting. Kelly Bauer will work on getting the letters written and sent out.
- 8) Next Meeting Date: Tuesday, November 28, 2017 at 6:00 pm in FFA Room.

## **V. Adjournment**

Edgar De Jager adjourned the meeting at 7:20.

Minutes submitted by: Tori Lewis

Minutes approved by:

# ***SRC Ag Advisory Board***

## ***Meeting Minutes***

November 28, 2017

### **I. Call to order**

Edgar De Jager called to order the regular meeting of the SRC Ag Advisory Board at 6:15 pm on November 28, 2017 at Stone Ridge Christian High School.

### **II. Roll call**

The following persons were present: Edgar De Jager, Steve Obad, Weiburn Jonkman, Richard Iest, Joey Bettencourt, Tori Lewis

### **III. Approval of minutes from last meeting**

**Weiburn Jonkman moves to approve the minutes from October. Joey Bettencourt 2<sup>nd</sup>'s the motion. No debate. Motion passes with voice vote.**

### **IV. Business**

- 1) Financial Update: Edgar has been sitting down with Lindsay to clean up the FFA/Ag Account. There have been some issues with money not being put into the correct accounts. We are ahead of schedule with the money. We have raised/contributed around \$55,000 so far. There is some excess money from Furnish and Fill that is earmarked for the Ag Room and will be used for furniture and other needs focused on the classroom. When checks are written to the FFA make sure that SRC FFA is evident on the check somewhere to make sure it is going to the correct account.
- 2) Floral Fridge: The fridge is here. It was purchased with some leftover Furnish and Fill money. The students are excited to start using it.
- 3) FFA Update: We are moving along with the chapter. They have raised over \$3,000 of their own money with See's Candy, Milk Sales, Frap Sales, Floral Arrangements and shirts. The chapter celebrated its first Degree Ceremony with an Ice Cream Social. We celebrated 1 Chapter Degree (transfer student) and 42 Greenhand Degrees.
  - a) Milk Machine: If we continue to have issues with Rosa Brothers and the milk machine, then we will look at moving vendors.
  - b) Safe: The school is requesting that the FFA get a safe for the holding of money. Weiburn is getting a gun safe donated to the chapter.



- c) Jackets: Jackets are being ordered. If they are shipping to the school, the students are being presented them in classes. There will be a professional picture of the officers done once all the jackets are here.
- 4) Scale: Steve Obad met with Dave McComb and showed him a scale idea. Dave's company will build a scale to fit a scale base and it will be donated to the chapter. They will start working on it in January and it will be made to fit in the truck .
- 5) Pickup: Richie Iest picked up a Dodge truck for the FFA. It drives great and as 122,000 miles on it. **Edgar moves to use the truck for the FFA Chapter. Weiburn 2nds the motion. No debate. Motion passes with voice vote.** Jason Tucker is the contact person for the insurance and registration.
- 6) Advisory Fundraiser:
  - a) Butcher Cow Challenge: Steve has started the butcher cow challenge. He has set up an account Edgar will get a trailer load together to take down.
- 7) Next Meeting Date: Tuesday, January 23, 2018 at 6:30 pm in FFA Room.

## **V. Adjournment**

**Richie Iest moves to adjourn the meeting. Weiburn 2nds the motion.**

Edgar De Jager adjourned the meeting at 7:08.

Minutes submitted by: Tori Lewis

# ***SRC Ag Advisory Board***

## ***Meeting Minutes***

January 23, 2018

### **I. Call to order**

Edgar De Jager called to order the regular meeting of the SRC Ag Advisory Board at 6:38 pm on January 23, 2018 at Stone Ridge Christian High School.

### **II. Roll call**

The following persons were present: Edgar De Jager, Steve Obad, Fred Macias, Richie Iest, Joey Bettencourt, Tori Lewis; Absent: Dave McComb, Weiburn Jonkman, Mark and Kelly Bauer

### **III. Approval of minutes from last meeting**

### **IV. Business**

#### **1) FFA Update:**

- a) We are taking 24 students to the State FFA Conference in Anaheim in April. We are excited to make a great showing for our first conference.
- b) We are continuing to do a quarterly newsletter. It is put together by the students and is being emailed out to all the parents in the school so everyone is aware of what the chapter is accomplishing.
- c) SRC FFA will have 13-15 heifers at the fair, along with 1 pig, 2 lambs and 3 goats.
- d) 3 Creed Speakers are competing at the Sectional Speaking Contest on January 27<sup>th</sup> in Merced.

#### **2) Butcher Cow Challenge:** A total of 10 animals were sold for the butcher cow challenge at an average of \$850 each. Thank you cards will be sent out to each dairy who provided animals.

#### **3) Financial Update:** Stacy Cook has taken over for Lindsay Robinson. They are working on getting FFA a credit card so it helps the purchasing and reimbursement processes. We are on track and possibly even ahead of schedule.

#### **4) Pickup:** The truck has been detailed. The seats have been de done, the front end has also been checked. We need to put the name on the side, nothing too elaborate.

- 5) Next Purchases: Bumper Pull Stock trailer
- 6) Marketing: We need to push FFA more. Need business cards and stickers for cars.  
Order extra shirts to pass out to supporters. Also look into putting the emblem on the trailer on Santa Fe.
- 7) Fair: Need to have wishlist of items for fair. Also, ideas for livestock signs.
- 8) Advisory Fundraiser:
  - a) Mud Fest (Spring)
- 9) Next Meeting Date: Tuesday, February 27, 2018 at 6:30 pm in FFA Room.

## **V. Adjournment**

Edgar De Jager adjourned the meeting at 7:30.

Minutes submitted by: Tori Lewis

# ***SRC Ag Advisory Board***

## ***Meeting Minutes***

February 27, 2018

### **I. Call to order**

Steve Obad called to order the regular meeting of the SRC Ag Advisory Board at 6:44 pm on January 23, 2018 at Stone Ridge Christian High School.

### **II. Prayer**

### **III. Roll call**

The following persons were present: Steve Obad, Weiburn Jonkman, Richie Iest, Joey Bettencourt, Tori Lewis; Absent: Edgar De Jager, Dave McComb, Fred Macias, , Mark and Kelly Bauer

### **IV. Approval of minutes from last meeting**

### **V. Creed Recitation- Isabella Alexander and Maartje Vander Dussen**

### **VI. Business**

- 1) FFA Update:
  - a) We took 3 Creed Speakers to Sections, 2 placed and will be moving onto the Regional Competition in March.
  - b) FFA Week went very well. There were dress up days and activities each day. Even the junior high students participated. Everyone had fun and we used it as a recruitment tool. The officer fully ran the week by themselves and have new ideas for next year.
  - c) We have received our milk machine from Rosa Brothers and are very excited to see how the sales are going.
  - d) FFA will be selling decals for car windows. We will be selling not only for FFA, but every sport on campus and alumni.
- 2) Truck: We are waiting on a decal/label for the side of the truck and then it can be delivered.
- 3) Fair: We need a sketch of the idea for the signs (metal and wood), no bigger than 4x4.
- 4) Storage: A container is needed for storage of the fair supplies and scale.

- 5) Scale: A digital scale has been built and donated to the chapter. Once we have a place to keep it, we can obtain it and start to use it. There will be no borrowing of the scale.
- 6) Advisory Fundraiser:
  - a) Mud Fest (Spring)
- 7) Next Meeting Date: Tuesday, March 27, 2018 at 6:30 pm in FFA Room.

## **VII. Adjournment**

Steve Obad adjourned the meeting at 7:30.

Minutes submitted by: Tori Lewis

# ***SRC Ag Advisory Board***

## ***Meeting Minutes***

March 27, 2018

### **I. Call to order**

Edgar De Jager called to order the regular meeting of the SRC Ag Advisory Board at 6:37 pm on March 27, 2018 at Stone Ridge Christian High School.

### **II. Prayer**

### **III. Roll call**

The following persons were present: Steve Obad, Edgar De Jager, Weiburn Jonkman, Tori Lewis; Absent: Richie Iest, Joey Bettencourt, Dave McComb, Fred Macias, , Mark and Kelly Bauer

### **IV. Approval of minutes from last meeting**

### **V. Business**

#### **1) FFA Update:**

- a) Hall of Chapters: The FFA is competing in Hall of Chapters at the State Convention in April. Joey will help build the rotary turntable.
- b) Creed: Maartje Vander Dussen was the Regional Winner and will move on to the State Contest on April 19<sup>th</sup>.
- c) Convention: We are quickly approaching the State Convention (April 22-25). Besides the Hall of Chapters, we are being recognized for our charter, we have 3 students on State Choir and a Committee Chair for the Courtesy Corps

#### **2) Finances: Our finances are fine. We received a donation from Kirby Mfg. We are actually ahead of where we should be.**

#### **3) Supplies: We are planning to go shopping for fair supplies after Convention. We will borrow chutes for this year.**

#### **4) Pickup: Gas? For now, just turn in receipts to the school. Looking into a CFN gas card.**

#### **5) New Administration: Very supportive of FFA and will not affect the program.**

#### **6) Advisory Fundraiser:**

a) Mud Fest (Spring)- Set up with color run. Possibly during the summer.

7) Next Meeting Date: Tuesday, May 15 2018 at 6:30 pm in FFA Room.

## **VI. Adjournment**

Edgar De Jager adjourned the meeting at 7:30.

Minutes submitted by: Tori Lewis

# Stone Ridge Christian FFA Advisory Committee Roster

First	Last	Position	Company	Realm	Contact
Joey	Bettencourt	Owner	Dairy Logic	Ag Mechanics	
Edgar	De Jager	Owner	Double DJ Farm	Dairy Science	
Richie	Iest	Owner	Richie Iest Farms Inc	Dairy and Plant Science	
Weibren	Jonkman	Owner	Diamond J Farms	Dairy and Plant Science	
Fred	Macias				
Steve	Obad	Retired		Ag Education	
Kelly	Bauer				
Mark	Bauer	Owner	Bauer Family Farms	Poultry Production	



Code	CIP Title	9th Grade		10th Grade		11th Grade		12 Grade		Total		Total
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1	Agriculture, Agriculture Operations, and Related Sciences	3	2	4	2	2	3	4	1	13	8	21
4	Architecture and Related Services	1	0	0	0	0	0	0	2	1	2	3
9	Communication, Journalism, and Related Programs	0	1	0	0	0	1	0	0	0	2	2
13	Education	0	0	0	0	0	1	1	1	1	2	3
14	Engineering	0	0	1	0	0	0	2	0	3	0	3
19	Family and Consumer Sciences/Human Sciences	0	0	0	1	0	0	0	0	0	1	1
22	Legal Professions and Studies	0	1	0	0	0	0	0	0	0	1	1
23	English Language and Literature/Letters	0	0	0	0	0	0	0	1	0	1	1
26	Biological and Biomedical Sciences	0	0	0	0	0	0	0	1	0	1	1
28	Reserve Officer Training Corps (JROTC, ROTC)	0	0	0	0	0	0	1	0	1	0	1
29	Military Technologies	0	0	0	0	2	0	0	0	2	0	2
40	Physical Sciences	0	0	0	0	0	0	0	1	0	1	1
46	Construction Trades	0	0	2	0	1	0	0	0	3	0	3
47	Mechanic and Repair Technologies/Technicians	0	0	1	0	0	0	0	0	1	0	1
50	Visual and Performing Arts	0	0	0	0	0	0	0	1	0	1	1
52	Business, Management, Marketing, and Related Support Services	0	0	0	2	0	0	0	0	0	2	2
<b>TOTAL</b>		<b>4</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>25</b>	<b>22</b>	<b>47</b>

# Agricultural Education Student Career Interest Form Summary

**School District:** Stone Ridge Christian
**Date:** 5/20/19
**Number of Agricultural Education Instructors:** \_\_\_\_\_

Please indicate the number of unduplicated students enrolled & receiving credit in Agricultural Education and their Career Interest Area/Pathway and gender.

**Email &/or send this summary to your state office for Agricultural Education.**

	Grade / Gender													
Career Interest Area/Pathway	7th		8th		9th		10th		11th		12th		TOTAL ACROSS	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Agribusiness Systems					1	2		4	2	1	3	4	6	11
Animal Science					2	2	4		2	3	3	4	11	9
Environmental Service Systems														
Food Products & Processing Systems								1						1
Natural Resources Systems														
Plant Systems														
Power, Structural & Technical Systems					1		4		1	1	2		8	1
Total Down					4	4	8	5	5	5	8	8	25	22

**Total Number of Unduplicated Students**      **47**

The information on this form was derived from our records on file in the agriculture department and are accurate and correct to the best of our knowledge.

 \_\_\_\_\_  
 Superintendent or Administrator

 \_\_\_\_\_  
 Agriculture Instructor(s)

 \_\_\_\_\_  
 Date

**Stone Ridge Christian**

## Inbox

## Portfolio

## Scoreboard

Explore SAE

## Classroom Resources

Sign Off

### Summary of Progress and Awards

Year:  
2019

Student Finder

All Students

Grade Levels

FFA Membership

Custom Groups

Reset

Export to Excel

*Financial statistics are updated nightly.*

2018-2019

**SAEs: 14**

**Jrn Entries: 279**

**Jrn Hours: 1,072**

**Fin Entries: 23**

**Active Students: 48**

**Badges: 1**

**Cal. Activities: 106**

Award Apps: 27

Student Help

Teacher Help

AET Classroom

## Ask AET a Question

Financial statistics are updated nightly.											
Name	Grade	Mths Ag*	AET Badges	FFA Info (% Comp)	Prod Inv (Line H4)	Earnings (Line G3)	Unpaid Hrs (Line I1)	CS Hours	Apps In Progress	SAEs / Plans	Part Quiz
[REDACTED]	10	20	3	100 %	\$47	\$47	58	1	2	1 / Plans	Y
[REDACTED]	10	22	0	100 %	\$0	\$0	5	1	0	1 / Plans	Y
[REDACTED]	10	22	0	100 %					0	1 / Plans	N
[REDACTED]	11	20	0	100 %	\$0	\$0		12	1	1 / Plans	Y
[REDACTED]	12	22	0	100 %	\$324	\$324			1	1 / Plans	Y
[REDACTED]	12	21	1	100 %	\$1,837	\$1,837			2	1 / Plans	Y
[REDACTED]	11	9	0	100 %					0	1 / Plans	N
[REDACTED]	11	22	1	100 %	\$15,317	\$15,317			3	1 / Plans	Y
[REDACTED]	11	22	1	100 %	\$75	\$75		8	1	1 / Plans	Y
[REDACTED]	9	9	0	100 %	\$0	\$0		12	0	3 / Plans	Y
[REDACTED]	11	20	0	100 %	\$0	\$0		8	1	1 / Plans	Y
[REDACTED]	12	20	0	100 %					1	1 / Plans	N
[REDACTED]	10	9	0	100 %	\$1	\$1	1	6	1	3 / Plans	Y
[REDACTED]	9	9	0	100 %	\$0	\$0			0	3 / Plans	Y
[REDACTED]	10	9	0	100 %					0	1 / Plans	N
[REDACTED]	12	22	2	100 %	\$6,038	\$6,038	4	1	9	2 / Plans	Y
[REDACTED]	12	9	0	100 %	\$0	\$0		8	1	1 / Plans	N
[REDACTED]	10	22	0	100 %	\$0	\$0		8	0	1 / Plans	Y
[REDACTED]	12	20	0	100 %	\$0	\$0			0	2 / Plans	Y
[REDACTED]	12	9	0	100 %	\$0	\$0			0	0 / Plans	N
[REDACTED]	12	20	0	100 %	\$0	\$0			2	1 / Plans	Y
[REDACTED]	10	20	0	100 %	(\$120)	(\$120)	10	20	0	1 / Plans	Y
[REDACTED]	10	22	0	100 %	\$2,850	\$2,850	4	5	0	2 / Plans	Y
[REDACTED]	11	20	0	100 %	\$1,512	\$1,512		5	0	1 / Plans	N
[REDACTED]	9	9	0	100 %	\$0	\$0		8	0	1 / Plans	Y
[REDACTED]	9	9	0	100 %	\$0	\$0			0	1 / Plans	Y
[REDACTED]	12	9	0	100 %	\$0	\$0		4	0	1 / Plans	Y
[REDACTED]	10	20	0	100 %	(\$20)	(\$20)	6	6	0	0 / Plans	Y
[REDACTED]	9	9	0	100 %					0	2 / Plans	Y
[REDACTED]	12	9	0	100 %	\$0	\$0			1	2 / Plans	N
[REDACTED]	12	9	0	100 %					1	1 / Plans	N
[REDACTED]	11	33	1	100 %	\$1,024	\$1,024		33	2	1 / Plans	Y
[REDACTED]	11	20	0	100 %	\$1,362	\$1,362			0	1 / Plans	N
[REDACTED]	12	20	0	100 %	\$0	\$0			3	1 / Plans	N
[REDACTED]	12	9	0	100 %	\$0	\$0		12	0	1 / Plans	N
[REDACTED]	11	9	0	100 %	\$0	\$0		8	0	1 / Plans	N
[REDACTED]	10	22	0	100 %					2	1 / Plans	Y
[REDACTED]	10	20	1	100 %	\$947	\$947	5	8	2	1 / Plans	Y
[REDACTED]	11	20	0	100 %	\$0	\$0	2	8	1	1 / Plans	Y
[REDACTED]	12	20	0	100 %	\$0	\$0		6	0	2 / Plans	Y
All SAE Plans											

Name	Grade	Mths Ag*	AET Badges	FFA Info (% Comp)	Prod Inv (Line H4)	Earnings (Line G3)	Unpaid Hrs (Line I1)	CS Hours	Apps In Progress	SAEs / Plans	Parli Quiz
[REDACTED]	9	9	0	<a href="#">100 %</a>	\$0	\$0			<a href="#">0</a>	<a href="#">2 / Plans</a>	Y
[REDACTED]	12	9	0	<a href="#">100 %</a>	\$0	\$0			<a href="#">0</a>	<a href="#">1 / Plans</a>	N
[REDACTED]	10	20	1	<a href="#">100 %</a>	(\$1,700)	(\$1,700)	8	41	<a href="#">0</a>	<a href="#">2 / Plans</a>	Y
[REDACTED]	12	20	2	<a href="#">100 %</a>	\$3,600	\$3,600		35	<a href="#">2</a>	<a href="#">1 / Plans</a>	Y
[REDACTED]	11	22	1	<a href="#">100 %</a>	\$2,578	\$2,578		71	<a href="#">2</a>	<a href="#">3 / Plans</a>	Y
[REDACTED]	9	9	0	<a href="#">100 %</a>					<a href="#">0</a>	<a href="#">1 / Plans</a>	N
[REDACTED]	10	22	0	<a href="#">100 %</a>	(\$24)	(\$24)	8	8	<a href="#">1</a>	<a href="#">0 / Plans</a>	Y
[REDACTED]	10	22	0	<a href="#">100 %</a>	(\$24)	(\$24)	2	4	<a href="#">0</a>	<a href="#">0 / Plans</a>	Y
[REDACTED]	12	20	1	<a href="#">100 %</a>	\$0	\$0			<a href="#">1</a>	<a href="#">1 / Plans</a>	Y
[REDACTED]	9	9	0	<a href="#">100 %</a>	\$0	\$0		19	<a href="#">0</a>	<a href="#">2 / Plans</a>	Y
										<a href="#">All SAE Plans</a>	

\* Months in Ag - the number of months since the student's first class enrollment.



## Double DJ Farms

## SAE Information - Double DJ Farms

Name:	Double DJ Farms
SAE Type:	Placement
AFNR Pathway:	Animal Systems
SAE Subcategory:	Dairy
Date Range:	7/31/2017 - 12/31/2018

## Scope - Double DJ Farms

Year	Description
2017	
2018	

## SAE Plan - Double DJ Farms

Description
A summary of my SAE project is I will be working on Double DJ Farms. I will work primarily in the Maternity and hospital area which means I will treat sick cows and ensure that cows are as comfortable as possible. I started working on the dairy in 2nd grade. My project goals are to A.) learn more about cows and the dairy industry, B.) develop more self-control and responsibility, C.) Practice and improve my skills, and D.) Raise money for College to further my education. In terms of project health and safety, important areas include A.) wearing gloves to protect myself from disease and to help prevent transmitting diseases to the cow, B.) wearing proper clothes to work in, C.) cleaning and taking proper care of machinery and other tools used around the herd.

Time Investment
I will spend 10 hours a week during school weeks working but during summer break and other breaks in between school I will work 60 hour weeks. My project time will vary from month to month, but common activities are A.) treating cows, B.) helping cows calve, and C.) ensuring that cows are healthy and comfortable throughout their lives on the dairy. I am getting paid per hour at a rate of \$10 - \$11 an hour. My project time relates to my career plan, which is to hopefully one day run the very dairy I'm working on or another dairy.

Learning Objectives

AFNR Indicator	Planned Learning Objectives	Resulting Contribution to your SAE
AS.02.01 Demonstrate management techniques that ensure animal welfare.	Working in the maternity and hospital pens, a major part is making sure that the animals are comfortable and not suffering in any way.	

## Journal - Experience-related Activity - Double DJ Farms

Date	Activity / Description	Hours
12/31/2018	Utilize best-practice protocols based upon animal Work for the month of December 2018	102.50
11/30/2018	Utilize best-practice protocols based upon animal Work for the month of November 2018	36.00
10/31/2018	Utilize best-practice protocols based upon animal Work for the month of October 2018	33.00
9/30/2018	Utilize best-practice protocols based upon animal Work for the month of September 2018	37.00
8/31/2018	Utilize best-practice protocols based upon animal Work for the month of August 2018	166.25
7/31/2018	Utilize best-practice protocols based upon animal Work for the month of July 2018	161.50
6/30/2018	Utilize best-practice protocols based upon animal Work for the month of June 2018	99.00
5/31/2018	Utilize best-practice protocols based upon animal Work for the month of May 2018	46.00
4/30/2018	Utilize best-practice protocols based upon animal Work for the month of April 2018	32.50
3/31/2018	Utilize best-practice protocols based upon animal Work for the month of March 2018	34.50
2/28/2018	Utilize best-practice protocols based upon animal Work for the month of February 2018	25.00
1/31/2018	Utilize best-practice protocols based upon animal Work for the month of January 2018	6.25
12/31/2017	Utilize best-practice protocols based upon animal Work for the month of December 2017	38.00

## Journal - Experience-related Activity - Double DJ Farms

Date	Activity / Description	Hours
11/30/2017	Utilize best-practice protocols based upon animal Work for the month of November 2017	25.00
10/31/2017	Utilize best-practice protocols based upon animal Work for the month of October 2017	24.75
9/30/2017	Utilize best-practice protocols based upon animal Work for the month of September 2017	27.50
8/31/2017	Utilize best-practice protocols based upon animal Work of month of August 2017	147.50
7/31/2017	Utilize best-practice protocols based upon animal Work for month of July 2017	159.50
	<b>Total Entries: 18</b>	<b>1,201.75</b>

## Operating Income - Double DJ Farms

Date	Vendor	Memo	Amount
7/31/2017	Pd Wk Inc Paid Work	156:11 Reg; 3:09 OT 159.30 pd hrs	\$1,609.17
8/31/2017	Pd Wk Inc Paid Work	145:27 Reg; 2:01 OT 147.50 pd hrs	\$1,484.85
9/30/2017	Pd Wk Inc Paid Work	27:31 Reg 27.50 pd hrs	\$257.27
10/31/2017	Pd Wk Inc Paid Work	24:46 Reg 24.80 pd hrs	\$253.09
11/30/2017	Pd Wk Inc Paid Work	25:02 Reg 25.00 pd hrs	\$250.34
12/31/2017	Pd Wk Inc Paid Work	38:06 Reg 38.00 pd hrs	\$381.02
1/31/2018	Pd Wk Inc Paid Work	6:13 Reg 6.30 pd hrs	\$62.21
2/28/2018	Pd Wk Inc Paid Work	24:48 Reg 25.00 pd hrs	\$248.16
3/31/2018	Pd Wk Inc Paid Work	34:23 Reg 34.50 pd hrs	\$343.91
4/30/2018	Pd Wk Inc Paid Work	32:24 Reg 32.50 pd hrs	\$324.08
5/31/2018	Pd Wk Inc Paid Work	45:48 Reg 46.00 pd hrs	\$458.16
6/30/2018	Pd Wk Inc Paid Work	93:43 Reg; 5:07 OT 99.00 pd hrs	\$1,014.10
7/31/2018	Pd Wk Inc Paid Work	155:54 Reg; 5:41 OT 161.50 pd hrs	\$1,872.75
8/31/2018	Pd Wk Inc Paid Work	164:09 Reg, 2:07 OT 166.30 pd hrs	\$1,673.32
9/30/2018	Pd Wk Inc Paid Work	37:07 Reg 37.00 pd hrs	\$371.19
10/31/2018	Pd Wk Inc Paid Work	33:08 Reg 33.00 pd hrs	\$331.36
11/30/2018	Pd Wk Inc Paid Work	35:54 Reg 36.00 pd hrs	\$359.18
12/31/2018	Pd Wk Inc Paid Work	100:16 Reg, 2:08 OT 102.50 pd hrs	\$1,138.04

## Profit/Loss Report - Double DJ Farms

Type	2017	2018	2019	Total
<b>1. Revenues from Operations</b>				
Beginning Current Inventory		\$0	\$0	
Market Inventory Adjustments				
Ending Current Inventory				
<b>Change in Current Inventory</b>				
Paid Work	\$4,236	\$8,196		\$12,432
<b>Gross Cash Revenues</b>				
<b>Gross Non-Cash Revenues</b>				
<b>Gross Revenues</b>				
<b>2. Expenses from Operations</b>				
Contract/Custom				
<b>Total Cash Expense</b>				
Non-Cash Contract/Custom				
<b>Total Non-Cash Expense</b>				
<b>Total Operating Expense</b>				
<b>3. Net Income from Operations</b>				
Journalled time (hours)	422.1	779.6		1,201.7

Class History

AET User Name

Photo Release

Degree History

SAEs and Awards

Officer/ Committee History

Conference Attendance

Character Strengths

Conflict Animal



Class History  
17-18 Ag Bio  
17-18 Exploration  
18-19 Floral

AET User Name



Photo Release

2017-2018  
2018-2019

Degree History  
2017 Greenhand

SAEs and Awards  
Science Project  
Azevedo Dairy

Officer/Committee History

Conference Attendance

Character Strengths

Conflict Animal  
Forcing Shark





**Class History**  
17-18 Ag Bio  
18-19 Leadership

**AET User Name**



**Photo Release**  
2017-2018  
2018-2019

**Degree History**  
2017 Greenhand  
2018 Chapter

**SAEs and Awards**  
Agriscience Project- Animal  
Dairy Replacement Heifer  
Diamond H Dairy

**Officer/Committee History**  
2017-18 Chapter President  
2018-19 Chapter President  
Banquet Committee  
State Comm. Chair- Court. Corp

**Conference Attendance**  
2017 Sectional COLC  
2017 Regional COLC  
2018 State Conference  
2018 WLC  
2017 Sectional COLC  
2018 National Convention  
2019 State Conference

**Character Strengths**

**Conflict Animal**  
Accommodating Turtle

## COURSE DESCRIPTIONS

**Science****Agriculture Biology**

Agricultural Biology is a one-year, laboratory science course designed for the college-bound student with career interests in agriculture, the course emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction in plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory activities connect the major ideas of life science with agricultural applications. The course emphasizes advanced science concepts, laboratory concepts, laboratory techniques, scientific research and reports, writing scientific papers and oral reporting skills.

**Anatomy and Physiology**

This course is a laboratory science class that covers human anatomy and physiology and is designed for the student intending to pursue a career in a medical or fitness related field. The course will focus on the integration of structure and function of body systems needed to maintain homeostasis. It will integrate topics related to health and fitness such as nutrition, exercise and kinesiology, and disease. Microscopy work is a component of all system laboratory activities in conjunction with dissections. Students are exposed to and engage in hands-on common clinical practices pertaining to diagnosis. Computers/laptops are utilized regularly for research, data input, and data analysis during laboratory work.

**Biology**

This lab course deals with the origin, nature, and relationships of living organisms. Also included is a basic introduction to the modern concepts of structure and function of the cell, genetics, survey of animal and plant kingdoms with emphasis on physiology, ecology, and human biology. Students will be required to complete a science project.

**Chemistry**

This course provides an introduction to theory and applications of chemical reactions. It emphasizes structure and bonding, kinetics, use of graphs, tables, chemicals, equilibrium and constants, energy, thermo chemistry, and entropy. Students will be required to complete a science project.

**Prerequisite:** Students must have completed Biology with a grade of “C” or above. Completion or enrollment in Algebra II is recommended.

**\*Physics**

This course considers matter and energy and their interactions in the fields of mechanics, acoustics, optics, heat electricity, magnetism, radiation, atomic structure, and nuclear phenomena. Students will be required to complete a science project.

**Prerequisite:** Completion of Biology or Chemistry and Geometry with a “C” or better is recommended. Can be waived with the approval of the instructor.

**\*AP Biology**

AP Biology follows a college course outline including extensive study in the areas of biochemistry, cellular biology, molecular biology, photosynthesis, respiration, genetics, plant

## COURSE DESCRIPTIONS

become more confident in setting and researching financial goals as they develop the core skills needed to be successful. Students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases and more. Students will be inspired by individuals who have reached their financial goals.

**Psychology**

This course introduces students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology including the biological, psychological, and cognitive perspectives.

**Sociology**

Providing insight into the human dynamics of our diverse society, this is an engaging course that delves into the fundamental concepts of sociology. This interactive course covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structures, the sociology of public institutions and collective human behavior, both historically and in modern times.

**Student Government**

The class is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit and culture as well as the student's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, business law and research while positively impacting the entire student body.

**Independent Electives Through Edgenuity\*****Advertising and Sales Promotion**

In this course you'll learn how marketing campaigns, ads, and commercials are conceived and brought to life. You'll meet some of the creative men and women who produce those memorable ads and commercials. And you'll discover career opportunities in the field to help you decide if a job in this exciting, fast paced industry is in your future.

**Archaeology: Detectives of the Past**

This course focuses on the techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.

## COURSE DESCRIPTIONS

components of the language are presented and drilled through oral and written practice. The different verb tenses are emphasized.

**Prerequisite:** Spanish I with a “C” or above.

**Spanish 3**

This course is a detailed review of basic structures of the Spanish language with increasing emphasis on fluency and facility in reading and writing. Students will read short stories, novelettes and the Bible in Spanish. A general grammatical overview is given to review and to reinforce the previous two years of instruction.

**Prerequisite:** Spanish II with a “C” or above.

**Electives****Ag Business**

This course is designed for advanced study of agriculture business opportunities and economics for the college bound students with an interest in agriculture. Through the course, the students will understand and apply basic economic principals as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resumes, job applications, interview skills, and college and scholarship applications will be included. The students will develop a "business" that will produce, package, determine prices, and market their products. Students will keep accurate records of expenses, receipts, and profit/losses. The conclusion of the course, profits will be split equitably between all participants.

**Ag Leadership**

This is an agribusiness course designed to train students as team leaders. Students practice leadership and employability skills by combining computers, technology, and advanced communication skills. This course is designed to promote and develop leadership in the Agriculture Industry. Ag Leadership is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school's FFA chapter, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles.

**Introduction 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.

**Personal Finance**

This introductory finance class teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn about economics and

## COURSE DESCRIPTIONS

and animal phylum, physiology, and ecology.

**\*AP Chemistry**

AP Chemistry is a college-level course designed to prepare students for the AP Chemistry exam. This course covers the 6 Big Ideas outlined by the College Board; the structure of matter, properties of matter, chemical reactions, rates of chemical reactions, thermodynamics, and chemical equilibrium.

**\*AP Physics**

AP Physics is a college-level course designed to prepare students for the AP Physics 1 exam, covering material from a first semester Algebra-based Physics course. Content areas covered by this course include: Newtonian mechanics, rotational mechanics, and electricity. Graduation Physical Science credit.

**Prerequisite:** Complete Algebra II with a “C” or better.

**Social Sciences****World History**

This course is designed to help students gain an appreciation of the history of Western Civilization from a Judeo-Christian perspective. The first semester covers creation and the beginnings of civilization, democracy and republicanism in Greece and Rome through the French Revolution. The second semester begins with the Industrial Revolution and progresses to the current day.

**United States History**

This course emphasizes the forces that have shaped U.S. history/geography and their contributions to the United States' role in the modern world. The student will study the major events that have shaped the United States' history through lectures, research, reading, term papers, and projects. Chronology spans from earliest periods of U.S. History through recent times and includes studies of recent conflicts. Students should gain the ability to recognize historical cause and effect, identify major historical turning points, and develop historical interpretations. This course will emphasize the role of Christian values in the history of the United States.

**AP US History**

This course is a college course offered at the high school level. It counts as the junior social studies requirement and successful passing of the AP exam in May carries with it college credit at most institutions. It is an accelerated course with large amounts of reading and interpreting historical documents and literature. Skill in writing is essential for success on the exam. Content is in-depth study in US History from colonization to present.

**American Government (one semester)**

American Government will focus on the means available for political participation, the different levels and functions of both the federal and local governments, as well as the role in global concerns. Skills in research, data interpretation, and analytical thought are emphasized.

## ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 2018-2019

School

Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS
----------	------------------------

**Attended the following:**

Greenhand Conference	0
Made For Excellence Conference	4
Advanced Leadership Academy	4
Chapter Officer Leadership Conference	6
Spring Region Meeting	2
State Leadership Conference	16
National Convention	9

**Submitted the following:**

State Degree Application	1
American Degree Application	0
Proficiency Award Application - Section	3
Chapter Award Application - State	1
Scholarship Application - State	0

**Participated in the following:**

Opening and Closing Contest - Section	0
Best Informed Greenhand Contest - Section	15
Co-Op Marketing Quiz - Section	0
Creed Recitation - Section	3
Extemporaneous Speaking - Section	0
Job Interview - Section	4
Impromptu Speaking - Section	2
Prepared Speaking - Section	2
Parliamentary Procedure - Section	0
County/District Fair/Show	24
Career Development Teams (other than those identified above)	
1 Dairy Products	5
2	0
3	0
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1	0
2	0
3	0
4	0
5	0

**TOTAL AREAS MET** 15

Stone Ridge Christian High School currently does not operate under any articulation agreements with community colleges. .



**CATA Conference Registration** <cata@calagteachers.org>

to me ▼

Your CATA conference registration was received on 4/1/2019.

If you are paying with a check or district purchase order, it must be sent to the ac  
Write your receipt number on your check or purchase order made payable to CA

California Agricultural Teachers' Assn.

PO Box 186

Galt, CA 95632-0186

=====

Receipt #: 585 (ID:585)

LAST NAME: Lewis, FIRST NAME: Victoria

ADDRESS: 26253 Sandpiper Way

CITY: Madera

STATE: CA ZIP CODE: 93638

PHONE NUMBER: 5598242085 WORK PHONE: 2093860322

FAX: E-MAIL: [vlewis@srcs.us](mailto:vlewis@srcs.us)

SCHOOL/COLLEGE: Stone Ridge Christian High School

CATA REGION: Central Region

Membership Total: \$140

Conference Total: \$350

Grand Total: \$490

		Lewis
1. Department Chair		X
2. In-Service		
CATA Sectional Meetings		
Fall		X
Spring		X
CATA Regional Meeting		
Fall		X
Fall Roadshow		X
Spring		X
CATA Summer Conference		X
3. Department Planning and Management		
Ad Advisory Meeting		X
Budgets		X
Chapter Newsletter		X
Chapter Website		X
Chart of Staff Responsibilities		X
Department Calendars		X
District/State Reports		X
Event Registration		X
Graduate Follow Up		X
Maintenance Requests		X
National Chapter Award Application		X
Proficiency Application		X
Record Books		
Recruitment		X
4. Guidance and Program Planning		
Chapter Award Applications		X
Chapter Reporter		X
Degree Applications		X
Event Supervision (All Events)		X
Event Transportation		X
FFA Activities List for Class Grading		X
FFA Jacket Orders		X
FFA/Fair Shirt Orders		X
National Chapter Application		X
Organize Local Project Competition		X
Oversee Planning for FFA Meetings		X
Point Awards		X
Program of Activities		X
Program Plan		X
r-2 Listing/Student Roster		X

	SAE Visits	X
	Scholarships	X
	Scrapbook	X
<b>5. FFA Activities and Fairs</b>		
	Advance Leadership Academy Conference	X
	Chowchilla County Fair	X
	COLC	X
	Fall Degree Ceremony	X
	Greenhand Conference	X
	Made of Excellence Conference	X
	Merced County Fair	X
	National Convention	X
	National FFA Week Activities	X
	Officer Retreat	X
	Opening/Closing	X
	Sectional and Regional Speaking Contests	X
	Sectional and Regional Activities	X
	Sectional and Regional Retreats	X
	State Convention	X
	State Degree Ceremonies	X
	<b>Spring Banquet</b>	
	Awards	X
	Decorations	X
	Food	X
	Program	X
	Script	X
<b>6. Equipment</b>		
	Ag Truck	X
	Livestock Equipment	X
	Scale	X
<b>7. Project Supervision</b>		
	Ag Mechanics	X
	Beef Projects	X
	Dairy Cattle Projects	X
	Floriculture Projects	X
	Goat Projects	X
	Horticulture Projects	X
	Poultry Projects	X
	Rabbit Projects	X
	Sheep Projects	X
	Swine Projects	X
	Work Experience Projects	X



8.	FFA Judging/Contests	
	Career Development Events	
	Any contest not listed	X
	Best Informed Greenhand	X
	Dairy Products	X
	Public Speaking	
	Creed Recitation	X
	Extemporaneous Speaking	X
	Impromptu Speaking	X
	Opening/Closing	X
	Prepared Public Speaking	X
	Website Contest	X
9.	Courses Taught (Lesson Planning and Curriculum)	
	Agriculture Biology	X
	Agriculture Business	X
	Agriculture Leadership	X
	Art and History of Floral Design	X
	Edgenuity- Veterinary Science	X
	Introduction to Agriculture	X



# Merced-Stone Ridge Christian

## Courses Report

Advisor Name	Period	Course Name	Student Count
Victoria Lewis	4	Ag Communications & Leadership	8
Victoria Lewis	2	Agricultural Biology	8
Victoria Lewis	7	Floriculture & Floral Design	22
Victoria Lewis	5	Introduction to Agriculture	16
Victoria Lewis	1	Prep Period	0
Victoria Lewis	3	Prep Period	0
Victoria Lewis	6	Prep Period	0



# Merced-Stone Ridge Christian

## Courses Report

Agricultural Biology (Period: 2)

Victoria Lewis

Student Name	Grad Year
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2020
[REDACTED]	2022
[REDACTED]	2022

Student Count
8



# Merced-Stone Ridge Christian

## Courses Report

Ag Communications & Leadership (Period: 4)

Victoria Lewis

Student Name	Grad Year
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2021

Student Count
8



# Merced-Stone Ridge Christian

## Courses Report

Introduction to Agriculture (Period: 5)

Victoria Lewis

Student Name	Grad Year
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2020
[REDACTED]	2020
[REDACTED]	2020
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2022
[REDACTED]	2019

### Student Count

16



# Merced-Stone Ridge Christian

## Courses Report

Floriculture & Floral Design (Period: 7)

Victoria Lewis

Student Name	Grad Year
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2019
[REDACTED]	2021
[REDACTED]	2019
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2021
[REDACTED]	2020
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2020
[REDACTED]	2021
[REDACTED]	2019
[REDACTED]	2021
[REDACTED]	2019
[REDACTED]	2020
[REDACTED]	2021
[REDACTED]	2021

### Student Count

22



# Merced-Stone Ridge Christian

## Courses Report

Prep Period (Period: 1)

Victoria Lewis

Student Name	Grad Year
--------------	-----------

Student Count
---------------



# Merced-Stone Ridge Christian

## Courses Report

Prep Period (Period: 3)

Victoria Lewis

Student Name	Grad Year
--------------	-----------

Student Count
---------------





# Merced-Stone Ridge Christian

## Courses Report

Prep Period (Period: 6)

Victoria Lewis

Student Name	Grad Year
--------------	-----------

Student Count
---------------

Stone Ridge Christian FFA

# COMPREHENSIVE PROGRAM PLAN

Victoria Lewis

2018-2019

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# A.JOB MARKET

## Merced County's Leading Crops (2016) and Crop Dollar Value

1. Milk (includes Market and Manufacturing) .....	\$939,042,000
2. Almonds (Kernel Basis) .....	\$578,581,000
3. Chickens (includes Fryers and Other Chickens) .....	\$381,036,000
4. Cattle and Calves .....	\$296,508,000
5. Sweet Potatoes .....	\$232,299,000
6. Tomatoes (includes Market and Processing Tomatoes) .	\$151,963,000
7. Silage (Corn) .....	\$98,842,000
8. Grapes (Wine) .....	\$79,891,000
9. Hay (Alfalfa) .....	\$77,003,000
10. Nursery Products.....	\$74,189,000

Top 10 Total Value \$2,909,345,000

# Industry Employment in California, by Metropolitan Area

Area Name	Year	Month	Industry Title	Seasonally Adjusted	Current Employment
Merced MSA	2019	January	Total Private	N	47,800
Merced MSA	2019	January	Total Farm	N	11,900
Merced MSA	2019	January	Total Nonfarm	Y	69,000
Merced MSA	2019	February	Total Private	N	48,300
Merced MSA	2019	February	Total Farm	N	12,100
Merced MSA	2019	February	Total Nonfarm	Y	69,400
Merced MSA	2019	March	Total Private	N	48,600
Merced MSA	2019	March	Total Farm	N	11,700
Merced MSA	2019	March	Total Nonfarm	Y	69,700
Merced MSA	2019	April	Total Private	N	49,000
Merced MSA	2019	April	Total Farm	N	12,900
Merced MSA	2019	April	Total Nonfarm	Y	69,500

## WIKIPEDIA

Coordinates: 37°19′N 120°71′W﻿ / ﻿37.317°N 120.117°W﻿ / 37.317; -120.117

## Merced County, California

**Merced County** (/rəˈsɛd/ *mər-SED*), is a county located in the northern San Joaquin Valley section of the Central Valley, in the U.S. state of California.

As of the 2010 census, the population was 255,793.<sup>[4]</sup> The county seat is Merced.<sup>[7]</sup> The county is named after the Merced River.

Merced County comprises the Merced, CA Metropolitan Statistical Area which is included in the Modesto-Merced, CA Combined Statistical Area. It is located north of Fresno County and Fresno, and southeast of Santa Clara County and San Jose.

## Contents

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2010

2000

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### See also

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### References

## Merced County, California

### County

### County of Merced



Images, from top down, left to right: The historic Merced Theatre, San Luis Reservoir, UC Merced, The B-29A Super Fortress exhibit at the Castle Air Museum in Atwater



Seal



Location in the state of California



California's location in the United States  
Coordinates:37°19′N 120°71′W﻿ / ﻿37.317°N 120.117°W﻿ / 37.317; -120.117

**Country**  United States

**State**  California

Further reading
External links

History

The county derives its name from the Merced River, or *El Río de Nuestra Señora de la Merced* (River of Our Lady of Mercy), named in 1806 by an expedition headed by Gabriel Moraga which came upon it at the end of a hot dusty ride on the El Camino Viejo across the San Joaquin Valley in Spanish colonialLas CaliforniasProvince.

Between 1841 and 1844, during the period when Alta California was a territory of independent Mexico, four Mexican land grants were made in what became Merced County: Rancho Orestimba y Las Garzas, Rancho Panoche de San Juan y Los Carrisolitos, Rancho San Luis Gonzaga, and Rancho Sanjon de Santa Rita

Merced County was formed in 1855 from parts of Mariposa County. Parts of its territory were given toFresno County in 1856.

Geography

According to the U.S. Census Bureau, the county has a total area of 1,979 square miles (5,130 km²), of which 1,935 square miles (5,010 km²) is land and 44 square miles (110 km²) (2.2%) is water[8]

National protected areas

- Merced National Wildlife Refuge
- San Luis National Wildlife Refuge

Demographics

2011

Region	San Joaquin Valley
Incorporated	April 19, 1855 <sup>[1]</sup>
Named for	Merced River, originally <i>El Río de Nuestra Señora de la Merced</i> ("River of Our Lady of Mercy" in Spanish).
County seat	Merced
Largest city	Merced
Government <div></div>	
<span> </span> • <span> </span> County Executive Officer	James L. Brown <sup>[2]</sup>
Area <div></div>	
<span> </span> • <span> </span> Total	1,979 sq mi (5,130 <span> </span> km²)
<span> </span> • <span> </span> Land	1,935 sq mi (5,010 <span> </span> km²)
<span> </span> • <span> </span> Water	44 sq mi (110 <span> </span> km²)
Highest elevation <sup>[3]</sup>	3,801 <span> </span> ft (1,159 <span> </span> m)
Population (April 1, 2010) <sup>[4]</sup>	
<span> </span> • <span> </span> Total	255,793
<span> </span> • <span> </span> Estimate (2018) <sup>[5]</sup>	274,765
<span> </span> • <span> </span> Density	130/sq mi (50/km²)
Time zone	UTC−8 (Pacific Time Zone)
<span> </span> • <span> </span> Summer (DST)	UTC−7 (Pacific Daylight Time)
ZIP code	93620, 93635, 93661, 93665, 95301, 95303, 95312, 95315, 95317, 95322, 95324, 95333, 95334, 95388, 95340, 95341, 95343, 95344, 95348, 95365, 95369, 95374 <sup>[6]</sup>
Area code	209
FIPS code	06-047
GNIS feature ID	277288
Website	www.co.merced.ca.us

Population, race, and income		
Total population <sup>[9]</sup>	253,606	
White <sup>[9]</sup>	170,229	67.1%
Black or African American <sup>[9]</sup>	9,837	3.9%
American Indian or Alaska Native <sup>[9]</sup>	2,617	1.0%
Asian <sup>[9]</sup>	18,904	7.5%
Native Hawaiian or other Pacific Islander <sup>[9]</sup>	517	0.2%
Some other race <sup>[9]</sup>	43,893	17.3%
Two or more races <sup>[9]</sup>	7,609	3.0%
Hispanic or Latino (of any race) <sup>[10]</sup>	137,974	54.4%
Per capita income <sup>[11]</sup>	\$18,304	
Median household income <sup>[12]</sup>	\$43,945	
Median family income <sup>[13]</sup>	\$48,429	

Places by population, race, and income

Places by population and race								
Place	Type <sup>[14]</sup>	Population <sup>[9]</sup>	White <sup>[9]</sup>	Other <sup>[9]</sup> [note 1]	Asian <sup>[9]</sup>	Black or African American <sup>[9]</sup>	Native American <sup>[9]</sup> [note 2]	Hispanic or Latino (of any race) <sup>[10]</sup>
<u>Atwater</u>	<u>City</u>	27,922	66.0%	21.6%	7.0%	4.3%	1.1%	49.2%
<u>Ballico</u>	<u>CDP</u>	384	72.1%	24.7%	1.6%	0.0%	1.6%	49.2%
<u>Bear Creek</u>	<u>CDP</u>	188	44.7%	55.3%	0.0%	0.0%	0.0%	89.4%
<u>Cressey</u>	<u>CDP</u>	614	57.0%	42.3%	0.7%	0.0%	0.0%	63.7%
<u>Delhi</u>	<u>CDP</u>	9,892	59.0%	28.9%	7.1%	2.2%	2.8%	67.8%
<u>Dos Palos</u>	<u>City</u>	4,940	79.6%	18.1%	0.0%	2.0%	0.3%	66.5%
<u>Dos Palos Y</u>	<u>CDP</u>	207	77.3%	22.7%	0.0%	0.0%	0.0%	65.2%
<u>El Nido</u>	<u>CDP</u>	297	44.1%	55.9%	0.0%	0.0%	0.0%	72.4%
<u>Franklin</u>	<u>CDP</u>	5,766	71.4%	14.8%	6.6%	2.5%	4.7%	56.4%
<u>Gustine</u>	<u>City</u>	5,484	85.8%	13.2%	0.3%	0.0%	0.6%	56.1%
<u>Hilmar-Irwin</u>	<u>CDP</u>	5,224	95.1%	3.6%	1.0%	0.2%	0.0%	9.2%
<u>Le Grand</u>	<u>CDP</u>	1,893	51.8%	47.4%	0.0%	0.0%	0.8%	88.4%
<u>Livingston</u>	<u>City</u>	12,899	48.0%	32.8%	17.5%	0.9%	0.9%	71.5%
<u>Los Banos</u>	<u>City</u>	35,252	81.0%	11.3%	3.3%	3.9%	0.5%	67.4%
<u>McSwain</u>	<u>CDP</u>	4,041	82.8%	8.8%	6.7%	0.3%	1.4%	20.6%
<u>Merced</u>	<u>City</u>	78,111	56.1%	24.1%	11.4%	6.8%	1.7%	49.6%
<u>Planada</u>	<u>CDP</u>	4,366	52.3%	44.2%	1.2%	1.6%	0.8%	96.2%
<u>Santa Nella</u>	<u>CDP</u>	1,292	84.1%	12.0%	0.0%	3.9%	0.0%	70.4%
<u>Snelling</u>	<u>CDP</u>	97	100.0%	0.0%	0.0%	0.0%	0.0%	3.1%
<u>South Dos Palos</u>	<u>CDP</u>	2,144	88.9%	10.0%	0.0%	1.1%	0.0%	94.1%
<u>Stevinson</u>	<u>CDP</u>	132	53.8%	46.2%	0.0%	0.0%	0.0%	46.2%
<u>Tuttle</u>	<u>CDP</u>	21	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<u>University of California, Merced</u>	<u>CDP</u>	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<u>Volta</u>	<u>CDP</u>	126	100.0%	0.0%	0.0%	0.0%	0.0%	55.6%
<u>Winton</u>	<u>CDP</u>	11,742	61.2%	28.4%	8.2%	1.6%	0.7%	74.5%

2010

The 2010 United States Census reported that Merced County had a population of 255,793. The racial makeup of Merced County was 148,381 (58.0%) White, 9,926 (3.9%) African American, 3,473 (1.4%) Native American, 18,836 (7.4%) Asian, 583 (0.2%) Pacific Islander, 62,665 (24.5%) from other races, and 11,929 (4.7%) from two or more races. Hispanic or Latino of any race were 140,485 persons (54.9%).<sup>[19]</sup>

Historical population		
Census	Pop.	%±
<b>1860</b>	1,141	—
<b>1870</b>	2,807	146.0%
<b>1880</b>	5,656	101.5%
<b>1890</b>	8,085	42.9%
<b>1900</b>	9,215	14.0%
<b>1910</b>	15,148	64.4%
<b>1920</b>	24,579	62.3%

<b>1930</b>	36,748	49.5%
<b>1940</b>	46,988	27.9%
<b>1950</b>	69,780	48.5%
<b>1960</b>	90,446	29.6%
<b>1970</b>	104,629	15.7%
<b>1980</b>	134,560	28.6%
<b>1990</b>	178,403	32.6%
<b>2000</b>	210,554	18.0%
<b>2010</b>	255,793	21.5%
<b>Est. 2018</b>	274,765 <sup>[5]</sup>	7.4%
U.S. Decennial Census <sup>[15]</sup>		
1790–1960 <sup>[16]</sup> 1900–1990 <sup>[17]</sup>		
1990–2000 <sup>[18]</sup> 2010–2015 <sup>[4]</sup>		

Population reported at2010 United States Census									
The County	Total Population	White	African American	Native American	Asian	Pacific Islander	other races	two or more races	Hispanic or Latino (of any race)
Merced County	255,793	148,381	9,926	3,473	18,836	583	62,665	11,929	140,485
Incorporated city	Total Population	White	African American	Native American	Asian	Pacific Islander	other races	two or more races	Hispanic or Latino (of any race)
Atwater	28,168	18,410	1,225	364	1,416	76	5,300	1,377	14,808
Dos Palos	4,950	3,377	167	62	37	4	1,075	228	3,075
Gustine	5,520	3,875	73	54	95	8	1,191	224	2,769
Livingston	13,058	5,263	106	348	2,223	18	4,547	553	9,547
Los Banos	35,972	20,846	1,354	512	1,162	134	10,123	1,841	23,346
Merced	78,958	41,177	4,958	1,153	9,342	174	17,804	4,350	39,140
Census-designated place	Total Population	White	African American	Native American	Asian	Pacific Islander	other races	two or more races	Hispanic or Latino (of any race)
Ballico	406	237	2	3	11	2	128	23	210
Bear Creek	290	156	4	2	14	0	93	21	170
Cressey	394	253	1	3	15	1	95	26	195
Delhi	10,755	5,655	118	157	405	30	3,930	460	7,706
Dos Palos Y	323	225	1	8	1	0	82	6	197
El Nido	330	162	0	7	9	0	147	5	245
Franklin	6,149	3,455	273	77	931	12	1,072	329	3,250
Hilmar-Irwin	5,197	4,475	15	23	87	1	439	157	916
Le Grand	1,659	869	19	35	17	1	659	59	1,357
McSwain	4,171	3,196	56	34	282	9	422	172	1,081
Planada	4,584	1,681	22	23	46	1	2,725	86	4,347
Santa Nella	1,380	832	22	25	31	0	433	37	968
Snelling	231	206	0	3	6	0	13	3	33
South Dos Palos	1,620	809	135	21	36	10	552	57	1,262
Stevinson	313	228	4	0	0	0	73	8	133
Tuttle	103	77	6	0	6	0	9	5	31
University of California, Merced	0	0	0	0	0	0	0	0	0
Volta	246	201	7	0	1	4	29	4	132
Winton	10,613	5,696	175	140	701	8	3,455	438	7,566
Unincorporated communities	Total Population	White	African American	Native American	Asian	Pacific Islander	other races	two or more races	Hispanic or Latino

									(of any race)
All others not CDPs (combined)	40,403	27,020	1,183	419	1,962	90	8,269	1,460	18,001

## 2000

As of the census<sup>[20]</sup> of 2000, there were 210,554 people, 63,815 households, and 49,775 families residing in the county. The population density was 109 people per square mile (42/km²). There were 68,373 housing units at an average density of 36 per square mile (14/km²). The racial makeup of the county was 56.2% White, 3.8% Black or African American, 1.2% Native American, 6.8% Asian, 0.2% Pacific Islander, 26.1% from other races, and 5.7% from two or more races. 45.3% of the population were Hispanic or Latino of any race. 6.6% were of Portuguese and 6.0% German ancestry according to Census 2000. 55.1% spoke English, 35.3% Spanish, 3.2% Hmong, 2.9% Portuguese and 1.0% Punjabi as their first language.

There were 63,815 households out of which 45.4% had children under the age of 18 living with them, 57.8% were married couples living together, 14.1% had a female householder with no husband present, and 22.0% were non-families. 17.7% of all households were made up of individuals and 7.4% had someone living alone who was 65 years of age or older. The average household size was 3.25 and the average family size was 3.69.

In the county, the population was spread out with 34.5% under the age of 18, 10.3% from 18 to 24, 27.9% from 25 to 44, 17.8% from 45 to 64, and 9.5% who were 65 years of age or older. The median age was 29 years. For every 100 females there were 99.3 males. For every 100 females age 18 and over there were 96.6 males.

The median income for a household in the county was \$35,532, and the median income for a family was \$38,009. Males had a median income of \$31,721 versus \$23,91 for females. The per capita income for the county was \$14,257. About 16.9% of families and 21.7% of the population were below the poverty line, including 28.4% of those under age 18 and 10.7% of those age 65 or over.

As of 2008, according to the Lao Family Communitya nonprofit organization, about 8,000Hmong lived in Merced County<sup>[21]</sup>

## Government and policing

### County Government

Merced County is a California Constitution defined general law county and is governed by an elected Board of Supervisors. The Board consists of five members, elected by districts, who serve four year staggered terms.<sup>[22]</sup>

### Merced County Sheriff

The Merced County Sheriff provides court protection, jail administration, and coroner service for the entire county. It provides patrol, detective, and other police services for the unincorporated parts of the county. The main sheriff station and offices are at Merced. There are two sheriff's substations. A Grand Jury report in 2010 stated that the Sheriff processed 12,746 average jail bookings per year with an average daily jail population of 1,123.<sup>[23]</sup>

### Municipal police departments

Municipal police departments in the county are: Merced, population 83,000; Los Banos, population 38,000; Atwater, population 30,000; Livingston, population 13,000; Gustine, population 6,000; Dos Palos, population 5,500.

### State and federal representation

In the United States House of Representatives Merced County is in California's 16th congressional district represented by Democrat Jim Costa.<sup>[24]</sup>



In the California State Legislature, Merced County is in the 21st Assembly District, represented by Democrat Adam Gray, and the 12th Senate District, represented by Democrat Anna Caballero.<sup>[25]</sup>

Politics

Voter registration statistics

Population and registered voters		
Total population <sup>[9]</sup>	253,606	
Registered voters <sup>[26]</sup> <sup>[note 3]</sup>	98,874	39.0%
Democratic <sup>[26]</sup>	43,981	44.5%
Republican <sup>[26]</sup>	32,767	33.1%
Democratic–Republican spread <sup>[26]</sup>	<b>+11,214</b>	<b>+11.4%</b>
Independent <sup>[26]</sup>	3,016	3.1%
Green <sup>[26]</sup>	568	0.6%
Libertarian <sup>[26]</sup>	483	0.5%
Peace and Freedom <sup>[26]</sup>	318	0.3%
Americans Elect <sup>[26]</sup>	2	0.0%
Other <sup>[26]</sup>	180	0.2%
No party preference <sup>[26]</sup>	17,559	17.8%

Cities by population and voter registration

Cities by population and voter registration							
City	Population <sup>[9]</sup>	Registered voters <sup>[26]</sup> <sup>[note 3]</sup>	Democratic <sup>[26]</sup>	Republican <sup>[26]</sup>	D–R spread <sup>[26]</sup>	Other <sup>[26]</sup>	No party preference <sup>[26]</sup>
Atwater	27,922	41.0%	39.4%	37.4%	<b>+2.0%</b>	8.2%	18.3%
Dos Palos	4,940	38.0%	44.4%	35.0%	<b>+9.4%</b>	9.9%	14.9%
Gustine	5,484	38.3%	48.2%	30.3%	<b>+17.9%</b>	7.7%	17.0%
Livingston	12,899	34.6%	62.2%	15.9%	<b>+46.3%</b>	4.9%	18.9%
Los Banos	35,252	37.6%	50.1%	27.6%	<b>+22.5%</b>	7.8%	17.7%
Merced	78,111	41.0%	46.4%	30.2%	<b>+16.2%</b>	8.2%	18.3%

Overview

Merced County voted for the winning candidate for president in every election from 1972-2012, before voting for Hillary Clinton in 2016. DemocratBarack Obama won a majority in the county in both 2008 and 2012. Republican George W. Bush won a majority in the county in both2000 and 2004.

Presidential election results

[show]

Merced County vote by party in presidential

According to the California Secretary of State, as of October 20, 2008, there were 97,179 registered voters in Merced County. Of those, 44,704 (46.0%) are registered Democratic, 35,955 (37.0%) are registered Republican, 3,090 (3.2%) are registered with other political parties, and 13,430 (13.8%) declined to state a political party. Atwater and the unincorporated areas of Merced County have Republican plurality registration advantages. All of the other cities and towns in the county have Democratic pluralities or majorities in voter registration.

Crime

The following table includes the number of incidents reported and the rate per 1,000 persons for each type offense.

Population and crime rates		
Population <sup>[9]</sup>	253,606	
Violent crime <sup>[28]</sup>	1,658	6.54
Homicide <sup>[28]</sup>	26	0.10
Forcible rape <sup>[28]</sup>	78	0.31
Robbery <sup>[28]</sup>	276	1.09
Aggravated assault <sup>[28]</sup>	1,278	5.04
Property crime <sup>[28]</sup>	4,390	17.31
Burglary <sup>[28]</sup>	2,318	9.14
Larceny-theft <sup>[28]</sup> <sup>[29]</sup>	5,089	20.07
Motor vehicle theft <sup>[28]</sup>	903	3.56
Arson <sup>[28]</sup>	90	0.35

Cities by population and crime rates

Cities by population and crime rates					
City	Population <sup>[30]</sup>	Violent crimes <sup>[30]</sup>	Violent crime rate per 1,000 persons	Property crimes <sup>[30]</sup>	Property crime rate per 1,000 persons
Atwater	28,891	180	6.23	1,400	48.46
Dos Palos	5,079	59	11.62	162	31.90
Gustine	5,663	24	4.24	120	21.19
Livingston	13,394	74	5.52	306	22.85
Los Banos	36,897	142	3.85	1,210	32.79
Merced	80,976	810	10.00	4,111	50.77

Economy

According to America's Labor Market Information System 2014 report,<sup>[31]</sup> the companies with the largest employment in Merced are, in alphabetical order:

- Anberry Rehabilitation Hospital
- Atwater Elementary Teachers
- Bianchi & Sons Packing Co (produce)
- E & J Gallo Winery



- Foster Farms
- Golden Valley Health Center
- Hilmar Cheese Company
- J. Marchini & Son (farming)
- Liberty Packing Co
- Live Oak Farms (produce)
- Livingston District Office (education)
- Malibu Boats West Inc
- McLane Pacific (wholesale food services)
- Merced County Human Services
- Mercy Medical Center Merced
- Pacific Gas and Electric Company
- Quad/Graphics (printing)
- Sensient Dehydrated Flavors
- University of California, Merced
- Walmart
- Werner Co (ladders)
- Western Marketing & Sales (farming)
- Yosemite Wholesale Warehouse

Merced County grows 90% of California's sweet potato crop,<sup>[32]</sup> due in part to the efforts of John Buttencourt Avila, called "the father of the sweet potato industry".

## Transportation

### Major highways

-  Interstate 5
-  State Route 33
-  State Route 59
-  State Route 99
-  State Route 140
-  State Route 152
-  State Route 165

### Public transportation

- Merced County Transit, or "The Bus," provides local service in Merced as well as connecting service between most cities in Merced County
- The University of California, Merced operates its own transit system, Cat Tacks. This system connects with Merced County Transit.
- Yosemite Area Regional Transportation System or YARTS, connects Merced with Yosemite National Park
- Greyhound buses and Amtrak trains provide long-distance intercity service.

### Airports

Merced Regional Airport, located two miles (3 km) southwest of downtown Merced, provides passenger air service. General aviation airports in the county include Castle Airport, Gustine Airport and Los Banos Municipal Airport

## Communities

### Cities

- Atwater
- Dos Palos
- Gustine
- Livingston
- Los Banos
- Merced (county seat)

### Census-designated places

- Ballico
- Bear Creek
- Cressey
- Delhi
- Dos Palos Y
- El Nido
- Franklin
- Hilmar-Irwin
- Le Grand
- McSwain
- Planada
- Santa Nella
- Snelling
- South Dos Palos
- Stevinson
- Tuttle
- University of California Merced
- Volta
- Winton

### Population ranking

The population ranking of the following table is based on the 2010 census of Merced County.<sup>[33]</sup>

† *county seat*

Rank	City/Town/etc.	Municipal type	Population (2010 Census)	Population (2018 CA Department of Finance)
1	<u>† Merced</u>	City	78,958	86,750
2	<u>Los Banos</u>	City	35,972	40,986
3	<u>Atwater</u>	City	28,168	31,235
4	<u>Livingston</u>	City	13,058	14,328
5	<u>Delhi</u>	CDP	10,755	
6	<u>Winton</u>	CDP	10,613	
7	<u>Franklin</u>	CDP	6,149	
8	<u>Gustine</u>	City	5,520	5,874
9	<u>Hilmar-Irwin</u>	CDP	5,197	
10	<u>Dos Palos</u>	City	4,950	5,679
11	<u>Planada</u>	CDP	4,584	
12	<u>McSwain</u>	CDP	4,171	
13	<u>Le Grand</u>	CDP	1,659	
14	<u>South Dos Palos</u>	CDP	1,620	
15	<u>Santa Nella</u>	CDP	1,380	
16	<u>Ballico</u>	CDP	406	
17	<u>Cressey</u>	CDP	394	
18	<u>El Nido</u>	CDP	330	
19	<u>Dos Palos Y</u>	CDP	323	
20	<u>Stevinson</u>	CDP	313	
21	<u>Bear Creek</u>	CDP	290	
22	<u>Volta</u>	CDP	246	
23	<u>Snelling</u>	CDP	231	
24	<u>Tuttle</u>	CDP	103	

## Places of interest

The former Castle Air Force Base and the United States Penitentiary Atwater are located in an unincorporated area near Atwater.

## See also

- List of California Historical Landmarks
- List of museums in the San Joaquin Valley
- List of school districts in Merced CountyCalifornia
- National Register of Historic Places listings in Merced CountyCalifornia

## Notes

- Other = Some other race + Two or more races
- Native American = Native Hawaiian or other Pacific Islander + American Indian or Alaska Native
- Percentage of registered voters with respect to total population. Percentages of party members with respect to registered voters follow

# B. TARGETED OCCUPATIONS

We train our students to meet competencies in an occupation in one or more of the "Four Program Areas of Occupations in Agriculture." Listed below are various jobs within each of the program areas.

#### **Agriculture Production**

#### **Jobs**

Crop Production

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

Animal Production

Livestock Handler, Milker, Inseminator, Auctioneer, Vet Aide, Pet Care, Ranch Laborer, Brand Inspector, Farm Hand, Pest Control

#### **Agriculture Mechanics**

#### **Jobs**

Mechanics

Small Engine Mechanic, Equipment Operator, Parts Person, Farm Mechanic, Shop Foreman, Repairman, General Maintenance/ Mechanics

Welder

Welder/Helper, Fabricator, Specialized Repair and Maintenance

Equipment Operator

Tractor Driver, Harvest Equipment Operator, Fork Lift Driver, Mechanic Helper

#### **Ornamental Horticulture**

#### **Jobs**

Greenhouse Management

Greenhouse Worker, Foreman Maintenance, Propagator, Tissue Culture

Nursery & Turf Operator

Nursery Worker, Salesman, Plant Propagator, Gardener, Golf Course Maintenance

Landscape

Grounds Worker, Gardening Business, Garden Store Sales

Floriculture

Floral Design, Floral Sales, Floral Delivery

#### **Agribusiness/Computers**

#### **Jobs**

Agribusiness

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

## C. TOTAL PROGRAM GOALS AND OBJECTIVES

### 2018-2019 Chapter Goals

#### 1. Speaking Contests:

- a. Every officer will be required to participate in a speaking contest (Impromptu, Extemporaneous, Prepared or Job Interview)
  - i. Expectation was signed on the application and failure to do so will end up in forfeiture of office.
- b. Greenhand Officers will be expected to participate in the Creed Speaking Contest. Top 4 will go onto the Sectional Contest.
- c. **GOAL:** Place in top 4 for every speaking contest we compete in at Sectional Level

#### 2. Contests

- a. Dairy Products will continue next year. Several students will continue and more are interested.
- b. Best Informed Greenhand will be the contest for any Freshmen that want to compete. Greenhand Officers will be expected to participate in the contest as well.
- c. Ag Sales Team- Students from Hall of Chapters will form Ag Sales Team.
- d. Other teams will be formed based on student interest.
  - i. All students and parents will sign an expectation form with the practice requirements. They also will be required to pay back the school for any contests they back out of without proper notice/replacement.
- e. **GOAL:** Students placing for Sub Contests in every contest and Teams placing Top 10.

#### 3. Program Growth

- a. Hold recruitment day for Jr. High Students
- b. Promote the chapter and program at school events and activities
- c. **GOAL:** Have 60 students for 2018-2019 School Year

#### 4. Awards and Other

- a. Chapter Reporter will work hard at getting our name out in the community. Website will be built. Our reporter will run for Star Reporter and submit for the Website Award.
- b. We will have students run for Sectional Proficiency awards in January.
- c. We will look into and have people submitted for Star Adult Awards (Counselor, Supporting Staff, Admin, Advisor....)
- d. **GOAL:** Have students win Website Award, Star Reporter and Sectional Proficiency.

## D. PROGRAM DESCRIPTION

### Course Descriptions:

Agriculture Biology: Designed for the college-bound student with career interests in agriculture, the course emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction of plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory activities connect the major ideas of life science with agricultural applications. The course emphasizes written and oral reporting skills.

Exploration in Agriculture: This course is for students interested in being involved exploring and developing skills in: California Agriculture, FFA, leadership, public speaking, record keeping, agricultural business, horticulture, plant science, animal and veterinary science.

Art and History of Floral Design: Art and History of Floral Design provides students with a basic knowledge of artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, and application of the visual art through the design of floral arrangements. Students will connect and apply what is learned floral art to other art forms, subjects, and post-secondary educational experiences and careers.

Agriculture Leadership: This is an agribusiness course designed to train students as team leaders. Students practice leadership and employability skills by combining computers, technology, and advanced communication skills.

### FFA Leadership

FFA is a National Organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agriculture education. To accomplish this FFA develops competent and assertive agricultural leadership, increases awareness of the global and technological importance of agriculture and its contribution to our well-being, strengthens the confidence of agriculture students in themselves and their work, promotes the intelligent choice and establishment of an agricultural career, encourages achievement in supervised agricultural experience programs., encourages wise management of economic, environmental and human resources of the community, develops interpersonal skills in teamwork, communications, human relations and social interaction, builds character and promotes citizenship, volunteerism and patriotism, promotes cooperation and cooperative attitudes among all people, promote healthy lifestyles, and encourages excellence in scholarship.

## SAE

Stone Ridge Christian Agriculture Department provides the opportunity for a variety of Supervised Agricultural Experience Projects for students. As long as the project is related to agriculture in some way the student can use it. Students have projects related to animals, plants, production farming, mechanics, and business. Although we do not have a school farm to facilitate these types of projects, we have partnership agreements with community members for students to house projects if needed. The agriculture teacher conducts project visits for students and helps students maintain accurate records in their AET Record Book.

## E. PROGRAM/COURSE SUBJECT MATTER CONTENT



*"But this I say: He who sows sparingly will also reap sparingly  
and he who sows bountifully will also reap bountifully.  
So let each one give as he purposes in his heart,  
not grudgingly or of necessity; for God loves a cheerful giver."  
2 Corinthians 9:6-7*

## Art and History of Floral Design 2018-2019 SYLLABUS

### CONTACT INFORMATION

**Instructor:** Mrs. Lewis

**Voicemail:** (209) 386-0322 ext 142

**Email:** vlewis@srcs.us

**Office Hours** Everyday from 7:30 am to 8:00 am and 3:00 pm-3:30 pm or by appointment

### COURSE OVERVIEW

#### Course Description

Art and History of Floral Design provides students with a basic knowledge of artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, and application of the visual art through the design of floral arrangements. Students will connect and apply what is learned in floral art to other art forms, subjects, and post-secondary educational experiences and careers.

#### Required Textbook(s)

**TEXTBOOK:** *Art and History of Floral Design*

#### Required Materials

1. 150-200 sheet notebook-College-ruled; 8 ½ x 11 inches (Used for interactive notebooks; does not need to be divided)
3. Pens and pencils
4. Colored Pencils

### I. COURSE OVERVIEW

#### Course Outline/Main Units

**There will be Unit Exams after the completion of each unit**

**\*The instructor has the choice to alter the list of topics and/or the order in which the topics are taught.**

- Introduction to Floral Design
- Safety and Tool/Material Identification ☐
- Art Definitions and Color Schemes ☐
- Principles and Elements of Design
- History of Floral Design
- Holiday and Seasonal Flower Arrangements
- Basic Arrangement Shapes and Corsages
- Care and Handling of Cut Flowers and Foliage
- Basic Horticulture and Production
- Flower and Plant Identification
- Business Skills, Pricing and Marketing
- Wedding Planning and Themes
- Professional Skills and Opportunities
- FFA and Leadership

### II. CLASS POLICIES

#### Class Preparation

1. Come prepared to class with your supplies & materials.
2. Work should be turned in on its due date. Late work will lose points on a per-day-late basis.

#### Class Rules

BE RESPECTFUL

Be polite to all people at all times

Speak at appropriate times, using appropriate language.

Respect other people's property

Be in your seat and ready to begin when you enter the classroom

All safety guidelines will be followed when given

Bathroom visits should be used for emergencies

If you have a question, ask

#### Electronic Devices

Electronic devices, such as phones, tablets, computers, iPods should be kept in students backpacks. Devices should not be out during class, unless otherwise instructed by the teacher or with permission.

There will be times that it is acceptable to use electronic devices. During those periods of time the use of the devices will be allowed as long as the student is working and on-task.

If the student fails to comply by the rules, the electronic device is subject to be confiscated.

#### Food and Drink Policy

No food and drinks are allowed in my class. Water will be the only drink allowed in my class.

#### Labs

Students will participate in a variety of different laboratory activities based on the units we are studying. Lab participation is required for this class. Lab make-up days will be assigned for students, only if the absence is excused.

#### Record Book

Each student will be required to keep a California Agricultural Record Book based on their Supervised Agriculture Project (SAE). The record book will be electronic. You will have time in class to complete the record book.

#### FFA/SAE Participation

Each student is required to participate in two (2) FFA activities per quarter. FFA participation will count for 5% of your class grade!

Each student will be required to have an SAE Project. We will cover a unit on appropriate SAE Projects. SAE will count for 5% of your class grade! You will be required to complete an SAE project! Information will be provided on what to include in your SAE project later in the year. There will be a local project competition.

#### Homework Policy

It is recommended to note all short and long-term assignments in your daily planner or calendar. While I update RenWeb and Google Classroom regularly, I do admit to being human and, therefore, sometimes might miss a day. You, however, are still responsible for the assignment because we talked about it in class, it was posted on the board, and you (hopefully) wrote it down in your planner. All homework is due on the assigned date. It is your responsibility to make sure you have all assignments turned in on time. If you are unsure about an assignment, please email me, and I will do my best to help you.



Discipline Policy

- 1. Verbal warning
- 2. Discussion with me after class
- 3. Call/email home; conversation with Admin/Dean of Students
- 4. Referral, sent to the office

\*\*I reserve the right to skip any of these steps if the student behavior so warrants it.

III. SRCS SCHOOL-WIDE ACADEMIC POLICIES

Detailed academic policies are found in the student handbook, including absent work policies, cell phone policies, homework guidelines, testing policies, and academic integrity expectations. All SRCS students and teachers agree to follow these school-wide policies.

IV. GRADING POLICIES

Grading Categories

The SRCS handbook lists the grading scale that will be used.

The following list shows the weighted grade breakdown for this course:

Classwork, Homework and Labs 35%	SAE/Record Book 5%
Major Assessments 25%	FFA Participation 5%
Floral Portfolio 20%	Final Exam 10%

Grades will be updated weekly. Please check grades regularly and feel free to ask me any questions you have about a particular grade. Mistakes do happen. You need to hold onto graded work until the grades have been posted.

Late/Make-up Work Policies

**Homework is due on the date it is assigned.** Students will need to let me know before they will be absent on a particular class day. Students with excused absences will be allowed one class session for each day absent to make up missed work. Work includes in-class assignments, quizzes, tests, papers, presentations, reviews, and any other activities worth points. Leaving campus early for a sports or conservatory-related activity is not considered an excused absence for your work. If you know you are going to miss class for extra-curricular event, please turn in all assignments before you leave that day. Failure to turn in work before a SRCS scheduled sporting or activity will result in the assignment being marked late.

\*\*In the case of uncontrollable life circumstances\*\*

a. Notify me of the situation by **11:00 P.M.** the night before the assignment is due.

b. Ensure that AT LEAST HALF OF THE ASSIGNMENT HAS BEEN COMPLETED.

–AND–

c. Schedule time with me during break or lunch on THE DAY THE ASSIGNMENT IS DUE to discuss the situation. If all of the above steps are followed satisfactorily, I will not invoke the late homework policy. Late assignments that are not the result of an excused absence will be accepted; however, any late work without a pass will be given (at most) 69% credit and must be turned in before the end of the unit. ALL late homework must be turned in to the teacher (not the office or my box) in hardcopy form, accompanied with a written explanation of why it is late or a homework pass. This applies to all homework, regardless of reason.

Redemption Plan

**1) Test Redemption Policy:** While students are expected to set aside enough time to properly study for tests, I understand an occasional retake may be necessary. Only one test redemption is allowed per semester. If a student wants to retake a test, the following criteria and policies should be acknowledged and abided by:

- a. Students may complete **test corrections** on one unit test per semester to earn half credit for each corrected answer.
- b. Contact me to schedule a time to attend After School Testing. Student will have access to the original test and answers.
- c. To receive points, the student must (1) write down the correct answer and (2) WHY it is correct. The deadline for test corrections is **one week** after the test score has been posted on RenWeb. NOTE: You must show up ON TIME for After School Testing. If you miss your scheduled time for test corrections, you will forfeit your opportunity to make up points for that test.

RenWeb/Google Classroom Input Agreement

**Weekly updates:** At the end of each week, I will assess any and all RenWeb/Google Classroom updates for that week. I will often add notes to individual assignments so that both students and parents can track missing, in-progress, collected, and graded assignments. Please be sure to check for these notes on each assignment if you notice the “comment” mark in the assignment.

**Late Work:** Depending on the assignment, all late work will be updated approximately every 2 weeks, but it may take up to one month.

**Essays/Projects:** As it takes 20-30 minutes to grade each essays/project, most essay/project assignments will require 2-3 weeks of grading.

**Tests:** Tests will be graded within one week from the day when they were administered/turned in.

**Missing Assignments/Absences:** Missing assignments will be filled with a zero and a “missing” mark. Please refer to the student handbook for SRC’s policy on absences and make-up work. Absences will be marked “missing” as a place holder. Once the allotted time to make up absent work has passed, then the assignment will be filled with a “zero” and a “missing” mark.

**Teacher Contact for RenWeb Concerns:** If you have a particular concern about your grade as it is reflected in RenWeb, email me your questions.

V. COURSE ASSESSMENTS

Formative Assessments

- ☒ Pre-Assessment ☒ Benchmark
- ☒ Written Reflections ☐ Class Deliverables
- ☐ Polls/Surveys ☒ Checks for Understanding
- ☒ Exit Tickets ☒ Homework
- ☒ Class Participation ☒ In-class Activities
- ☒ Quizzes ☐ Other:

Summative Assessments

- ☒ Unit Exams ☐ Mid-Term Exam ☒ Final Exam
- ☒ Papers ☒ Projects ☐ Performances
- ☐ Speeches ☐ Benchmark ☒ Presentations
- ☐ Portfolios ☒ Other: Debates

VI. COURSE ASSESSMENTS

SRCS ESLRS

*SRC teachers are committed to teaching to these comprehensive ESLRs on a daily basis.*

SRCS students will:

- 1. Demonstrate an understanding of Biblical knowledge and truth with the purpose of developing a Christian worldview and a personal defensible relationship with Jesus Christ.
- 2. Demonstrate proficiency in the academic disciplines.
- 3. Demonstrate critical thought processes as they solve problems through analysis, synthesis, and evaluation.
- 4. Demonstrate verbal, written, and technological skills for effective communication.
- 5. Demonstrate interpersonal skills by cooperatively and effectively contributing to their school and community.





*"But this I say: He who sows sparingly will also reap sparingly,  
and he who sows bountifully will also reap bountifully.  
So let each one give as he purposes in his heart,  
not grudgingly or of necessity; for God loves a cheerful giver."  
2 Corinthians 9:6-7*

## Explorations in Agriculture 2018-2019 SYLLABUS

### CONTACT INFORMATION

**Instructor:** Mrs. Lewis  
**Voicemail:** (209) 386-0322 ext 142  
**Email:** vlewis@srcs.us  
**Office Hours** Everyday from 7:30 am to 8:00 am and 3:00 pm-3:30 pm or by appointment

### COURSE OVERVIEW

#### Course Description

This course is for students interested in being involved exploring and developing skills in: California Agriculture, FFA, leadership, public speaking, record keeping, agricultural business, horticulture, plant science, animal and veterinary science.

#### Required Textbook(s)

**TEXTBOOK:** *Agriscience Fundamentals and Applications*

#### Required Materials

1. 150-200 sheet notebook-College-ruled; 8 ½ x 11 inches (Used for interactive notebooks; does not need to be divided)
2. Colored Pencils/Markers
3. Pens and pencils

### I. COURSE OVERVIEW

#### Course Outline/Main Units

**There will be Unit Exams after the completion of each unit**

**\*The instructor has the choice to alter the list of topics and/or the order in which the topics are taught.**

- California Agriculture
- FFA/Leadership
- SAE/Record Keeping
- Agriculture Careers
- Agriculture Issues
- Plant Science
- Ornamental Horticulture
- Animal Science
- Livestock and Their Uses
- Nutrition and Feeds
- Food Science

### II. CLASS POLICIES

#### Class Preparation

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#### Class Rules

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Respect other people's property

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#### Electronic Devices

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#### Food and Drink Policy

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#### Labs

Students will participate in a variety of different laboratory activities based on the units we are studying. Lab participation is required for this class. Lab make-up days will be assigned for students, only if the absence is excused.

#### Record Book

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#### Homework Policy

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III. SRCS SCHOOL-WIDE ACADEMIC POLICIES

Detailed academic policies are found in the student handbook, including absent work policies, cell phone policies, homework guidelines, testing policies, and academic integrity expectations. All SRCS students and teachers agree to follow these school-wide policies.

IV. GRADING POLICIES

Grading Categories

The SRCS handbook lists the grading scale that will be used.  
The following list shows the weighted grade breakdown for this course:

Classwork, Homework and Labs 35%	SAE/Record Book 5%
Major Assessments 25%	FFA Participation 5%
In Class Participation 20%	Final Exam 10%

Grades will be updated weekly. Please check grades regularly and feel free to ask me any questions you have about a particular grade. Mistakes do happen. You need to hold onto graded work until the grades have been posted.

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\*\*In the case of uncontrollable life circumstances\*\*

- a. Notify me of the situation by **11:00 P.M.** the night before the assignment is due.
- b. Ensure that **AT LEAST HALF OF THE ASSIGNMENT HAS BEEN COMPLETED.**  
—AND—
- c. Schedule time with me during break or lunch on **THE DAY THE ASSIGNMENT IS DUE** to discuss the situation. If all of the above steps are followed satisfactorily, I will not invoke the late homework policy. Late assignments that are not the result of an excused absence will be accepted; however, any late work without a pass will be given (at most) 69% credit and must be turned in before the end of the unit. ALL late homework must be turned in to the teacher (not the office or my box) in hardcopy form, accompanied with a written explanation of why it is late or a homework pass. This applies to all homework, regardless of reason.

Redemption Plan

- 1) Test Redemption Policy:** While students are expected to set aside enough time to properly study for tests, I understand an occasional retake may be necessary. Only one test redemption is allowed per semester. If a student wants to retake a test, the following criteria and policies should be acknowledged and abided by:
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RenWeb.Google Classroom Input Agreement

- Weekly updates:** At the end of each week, I will assess any and all RenWeb/Google Classroom updates for that week. I will often add notes to individual assignments so that both students and parents can track missing, in-progress, collected, and graded assignments. Please be sure to check for these notes on each assignment if you notice the “comment” mark in the assignment.
- Late Work:** Depending on the assignment, all late work will be updated approximately every 2 weeks, but it may take up to one month.
- Essays/Projects:** As it takes 20-30 minutes to grade each essays/project, most essay/project assignments will require 2-3 weeks of grading.
- Tests:** Tests will be graded within one week from the day when they were administered/turned in.
- Missing Assignments/Absences:** Missing assignments will be filled with a zero and a “missing” mark. Please refer to the student handbook for SRC’s policy on absences and make-up work. Absences will be marked “missing” as a place holder. Once the allotted time to make up absent work has passed, then the assignment will be filled with a “zero” and a “missing” mark.
- Teacher Contact for RenWeb Concerns:** If you have a particular concern about your grade as it is reflected in RenWeb, email me your questions.

V. COURSE ASSESSMENTS

Formative Assessments

- ☒ Pre-Assessment ☒ Benchmark
- ☒ Written Reflections ☐ Class Deliverables
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VI. COURSE ASSESSMENTS

SRCS ESLRS

- SRCS teachers are committed to teaching to these comprehensive ESLRs on a daily basis.*
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- 1. Demonstrate an understanding of Biblical knowledge and truth with the purpose of developing a Christian worldview and a personal defensible relationship with Jesus Christ.
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not grudgingly or of necessity; for God loves a cheerful giver."  
2 Corinthians 9:6-7*

## Agriculture Leadership and Technology

### 2017-2018 SYLLABUS

#### CONTACT INFORMATION

**Instructor:** Mrs. Lewis

**Voicemail:** (209) 386-0322 ext 142

**Email:** vlewis@srcs.us

**Office Hours** Everyday from 7:30 am to 8:00 am and 3:00 pm-3:30 pm or by appointment

#### COURSE OVERVIEW

##### Course Description

This is an agribusiness course designed to train students as team leaders. Students practice leadership and employability skills by combining computers, technology, and advanced communication skills.

##### Required Textbook(s)

**TEXTBOOK:** *Leadership: Personal Development and Career Success*

##### Required Materials

1. 150-200 sheet notebook-College-ruled; 8 ½ x 11 inches (Used for interactive notebooks; does not need to be divided)
2. Pens and pencils
3. Great Attitude

#### I. COURSE OVERVIEW

##### Course Outline/Main Units

There will be Unit Exams after the completion of each unit

\*The instructor has the choice to alter the list of topics and/or the order in which the topics are taught.

#### II. CLASS POLICIES

##### Class Preparation

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V. COURSE ASSESSMENTS

Formative Assessments

- ☒ Pre-Assessment ☒ Benchmark
- ☒ Written Reflections ☐ Class Deliverables
- ☐ Polls/Surveys ☒ Checks for Understanding
- ☒ Exit Tickets ☒ Homework
- ☒ Class Participation ☒ In-class Activities
- ☒ Quizzes ☐ Other:

Summative Assessments

- ☒ Unit Exams ☐ Mid-Term Exam ☒ Final Exam
- ☒ Papers ☒ Projects ☐ Performances
- ☐ Speeches ☐ Benchmark ☒ Presentations
- ☐ Portfolios ☒ Other: Debates

VI. COURSE ASSESSMENTS

SRCS ESLRS

*SRC teachers are committed to teaching to these comprehensive ESLRs on a daily basis.*

SRCS students will:

- 1. Demonstrate an understanding of Biblical knowledge and truth with the purpose of developing a Christian worldview and a personal defensible relationship with Jesus Christ.
- 2. Demonstrate proficiency in the academic disciplines.
- 3. Demonstrate critical thought processes as they solve problems through analysis, synthesis, and evaluation.
- 4. Demonstrate verbal, written, and technological skills for effective communication.
- 5. Demonstrate interpersonal skills by cooperatively and effectively contributing to their school and community.



## Agriculture Biology 2018-2019 SYLLABUS

*"But this I say: He who sows sparingly will also reap sparingly,  
and he who sows bountifully will also reap bountifully.  
So let each one give as he purposes in his heart,  
not grudgingly or of necessity; for God loves a cheerful giver."  
2 Corinthians 9:6-7*

### CONTACT INFORMATION

**Instructor:** Mrs. Lewis

**Voicemail:** (209) 386-0322 ext 142

**Email:** vlewis@srcs.us

**Office Hours** Everyday from 7:30 am to 8:00 am and 3:00 pm-3:30 pm or by appointment

### COURSE OVERVIEW

#### Course Description

Designed for the college-bound student with career interests in agriculture, the course emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction in plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory activities connect the major ideas of life science with agricultural applications. The course emphasizes written and oral reporting skills.

#### Required Textbook(s)

**TEXTBOOK:** *Biology*

#### Required Materials

1. 150-200 sheet notebook-College-ruled; 8 ½ x 11 inches (Used for interactive notebooks; does not need to be divided)
2. Pens and pencils

### I. COURSE OVERVIEW

#### Course Outline/Main Units

There will be Unit Exams after the completion of each unit

**\*\*There will also be a Agriscience Project completed throughout the semester.**

**\*The instructor has the choice to alter the list of topics and/or the order in which the topics are taught.**

- Scientific Method
- Cells
- Genetics
- Evolution
- Ecology
- Classification and Diversity
- Plants
- Animals
- Animal Biology
- FFA and Leadership

### II. CLASS POLICIES

#### Class Preparation

1. Come prepared to class with your supplies & materials.
2. Work should be turned in on its due date. Late work will lose points on a per-day-late basis.

#### Class Rules

BE RESPECTFUL

Be polite to all people at all times

Speak at appropriate times, using appropriate language.

Respect other people's property

Be in your seat and ready to begin when you enter the classroom

All safety guidelines will be followed when given

Bathroom visits should be used for emergencies

If you have a question, ask

#### Electronic Devices

Electronic devices, such as phones, tablets, computers, iPods should be kept in students backpacks. Devices should not be out during class, unless otherwise instructed by the teacher or with permission.

There will be times that it is acceptable to use electronic devices. During those periods of time the use of the devices will be allowed as long as the student is working and on-task.

If the student fails to comply by the rules, the electronic device is subject to be confiscated.

#### Food and Drink Policy

No food and drinks are allowed in my class. Water will be the only drink allowed in my class.

#### Labs

Students will participate in a variety of different laboratory activities based on the units we are studying. Lab participation is required for this class. Lab make-up days will be assigned for students, only if the absence is excused.

#### Record Book

Each student will be required to keep a California Agricultural Record Book based on their Supervised Agriculture Project (SAE). The record book will be electronic. You will have time in class to complete the record book.

#### FFA/SAE Participation

Each student is required to participate in two (2) FFA activities per quarter. FFA participation will count for 5% of your class grade!

Each student will be required to have an SAE Project. We will cover a unit on appropriate SAE Projects. SAE will count for 5% of your class grade! You will be required to complete an SAE project! Information will be provided on what to include in your SAE project later in the year. There will be a local project competition.

#### Homework Policy

It is recommended to note all short and long-term assignments in your daily planner or calendar. While I update RenWeb and Google Classroom regularly, I do admit to being human and, therefore, sometimes might miss a day. You, however, are still responsible for the assignment because we talked about it in class, it was posted on the board, and you (hopefully) wrote it down in your planner. All homework is due on the assigned date. It is your responsibility to make sure you have all assignments turned in on time. If you are unsure about an assignment, please email me, and I will do my best to help you.



Discipline Policy

- 1. Verbal warning
- 2. Discussion with me after class
- 3. Call/email home; conversation with Admin/Dean of Students
- 4. Referral, sent to the office

\*\*I reserve the right to skip any of these steps if the student behavior so warrants it.

III. SRCS SCHOOL-WIDE ACADEMIC POLICIES

Detailed academic policies are found in the student handbook, including absent work policies, cell phone policies, homework guidelines, testing policies, and academic integrity expectations. All SRCS students and teachers agree to follow these school-wide policies.

IV. GRADING POLICIES

Grading Categories

The SRCS handbook lists the grading scale that will be used.

The following list shows the weighted grade breakdown for this course:

Classwork, Homework and Labs 30%	SAE/Record Book 5%
Major Assessments 25%	FFA Participation 5%
Agriscience Fair Project 25%	Final Exam 10%

Grades will be updated weekly. Please check grades regularly and feel free to ask me any questions you have about a particular grade. Mistakes do happen. You need to hold onto graded work until the grades have been posted.

Late/Make-up Work Policies

**Homework is due on the date it is assigned.** Students will need to let me know before they will be absent on a particular class day. Students with excused absences will be allowed one class session for each day absent to make up missed work. Work includes in-class assignments, quizzes, tests, papers, presentations, reviews, and any other activities worth points. Leaving campus early for a sports or conservatory-related activity is not considered an excused absence for your work. If you know you are going to miss class for extra-curricular event, please turn in all assignments before you leave that day. Failure to turn in work before a SRCS scheduled sporting or activity will result in the assignment being marked late.

\*\*In the case of uncontrollable life circumstances\*\*

a. Notify me of the situation by **11:00 P.M.** the night before the assignment is due.

b. Ensure that AT LEAST HALF OF THE ASSIGNMENT HAS BEEN COMPLETED.

–AND–

c. Schedule time with me during break or lunch on THE DAY THE ASSIGNMENT IS DUE to discuss the situation. If all of the above steps are followed satisfactorily, I will not invoke the late homework policy. Late assignments that are not the result of an excused absence will be accepted; however, any late work without a pass will be given (at most) 69% credit and must be turned in before the end of the unit. ALL late homework must be turned in to the teacher (not the office or my box) in hardcopy form, accompanied with a written explanation of why it is late or a homework pass. This applies to all homework, regardless of reason.

Redemption Plan

**1) Test Redemption Policy:** While students are expected to set aside enough time to properly study for tests, I understand an occasional retake may be necessary. Only one test redemption is allowed per semester. If a student wants to retake a test, the following criteria and policies should be acknowledged and abided by:

- a. Students may complete **test corrections** on one unit test per semester to earn half credit for each corrected answer.
- b. Contact me to schedule a time to attend After School Testing. Student will have access to the original test and answers.
- c. To receive points, the student must (1) write down the correct answer and (2) WHY it is correct. The deadline for test corrections is **one week** after the test score has been posted on RenWeb. NOTE: You must show up ON TIME for After School Testing. If you miss your scheduled time for test corrections, you will forfeit your opportunity to make up points for that test.

RenWeb/Google Classroom Input Agreement

**Weekly updates:** At the end of each week, I will assess any and all RenWeb/Google Classroom updates for that week. I will often add notes to individual assignments so that both students and parents can track missing, in-progress, collected, and graded assignments. Please be sure to check for these notes on each assignment if you notice the “comment” mark in the assignment.

**Late Work:** Depending on the assignment, all late work will be updated approximately every 2 weeks, but it may take up to one month.

**Essays/Projects:** As it takes 20-30 minutes to grade each essays/project, most essay/project assignments will require 2-3 weeks of grading.

**Tests:** Tests will be graded within one week from the day when they were administered/turned in.

**Missing Assignments/Absences:** Missing assignments will be filled with a zero and a “missing” mark. Please refer to the student handbook for SRC’s policy on absences and make-up work. Absences will be marked “missing” as a place holder. Once the allotted time to make up absent work has passed, then the assignment will be filled with a “zero” and a “missing” mark.

**Teacher Contact for RenWeb Concerns:** If you have a particular concern about your grade as it is reflected in RenWeb, email me your questions.

V. COURSE ASSESSMENTS

Formative Assessments

- ☒ Pre-Assessment ☒ Benchmark
- ☒ Written Reflections ☐ Class Deliverables
- ☐ Polls/Surveys ☒ Checks for Understanding
- ☒ Exit Tickets ☒ Homework
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- 5. Demonstrate interpersonal skills by cooperatively and effectively contributing to their school and community.

## F. PROGRAM COMPLETER STANDARDS

A program completer at Stone Ridge Christian is a student who has been enrolled in agriculture classes for all four years and completed each class with a "C" or higher. The student must also attend the minimum activity requirements of 2 activities per semester and maintain an SAE project with record book.

Program completers will be announced at our Spring Awards Banquet where they will be awarded a Program Completer metal. Students will also be announced at the Senior Awards night as program completers. The school allows the students to wear their program completer metals and any other earned FFA awards at Graduation.

## G. DESCRIPTION OF FACILITIES AND EQUIPMENT

Stone Ridge Christian has one classroom for FFA purposes. The classroom is an open floor plan to be able to move tables and other equipment around. The classroom is used for all instruction and laboratory activities. There are future plans to expand the agriculture department and facilities.

For all equipment, see the inventory list in Section W.



# H. FIVE YEAR FACILITY AND EQUIPMENT ACQUISITION PLAN

## Year 1 2019-2020

1. Build gardening area for students and community
2. Start to purchase own lab equipment
3. Develop Department fundraiser

## Year 2 2020-2021

1. Build/acquire Greenhouse

## Year 3 2021-2022

1. Purchase livestock trailer
2. Have all own lab equipment

## Year 4 2022-2023

1. Hire new teacher
2. Plan for livestock facility

## Year 5 2023-2024

1. Plant orchard area

# I. STAFF ASSIGNMENTS

	Lewis
1. Department Chair	X
2. In-Service	
CATA Sectional Meetings	
Fall	X
Spring	X
CATA Regional Meeting	
Fall	X
Fall Roadshow	X
Spring	X
CATA Summer Conference	X
3. Department Planning and Management	
Ad Advisory Meeting	X
Budgets	X
Chapter Newsletter	X
Chapter Website	X
Chart of Staff Responsibilities	X
Department Calendars	X
District/State Reports	X
Event Registration	X
Graduate Follow Up	X
Maintenance Requests	X
National Chapter Award Application	X
Proficiency Application	X
Record Books	
Recruitment	X
4. Guidance and Program Planning	
Chapter Award Applications	X
Chapter Reporter	X
Degree Applications	X
Event Supervision (All Events)	X
Event Transportation	X
FFA Activities List for Class Grading	X
FFA Jacket Orders	X
FFA/Fair Shirt Orders	X
National Chapter Application	X
Organize Local Project Competition	X
Oversee Planning for FFA Meetings	X
Point Awards	X
Program of Activities	X
Program Plan	X
r-2 Listing/Student Roster	X

	SAE Visits	X
	Scholarships	X
	Scrapbook	X
<b>5. FFA Activities and Fairs</b>		
	Advance Leadership Academy Conference	X
	Chowchilla County Fair	X
	COLC	X
	Fall Degree Ceremony	X
	Greenhand Conference	X
	Made of Excellence Conference	X
	Merced County Fair	X
	National Convention	X
	National FFA Week Activities	X
	Officer Retreat	X
	Opening/Closing	X
	Sectional and Regional Speaking Contests	X
	Sectional and Regional Activities	X
	Sectional and Regional Retreats	X
	State Convention	X
	State Degree Ceremonies	X
	<b>Spring Banquet</b>	
	Awards	X
	Decorations	X
	Food	X
	Program	X
	Script	X
<b>6. Equipment</b>		
	Ag Truck	X
	Livestock Equipment	X
	Scale	X
<b>7. Project Supervision</b>		
	Ag Mechanics	X
	Beef Projects	X
	Dairy Cattle Projects	X
	Floriculture Projects	X
	Goat Projects	X
	Horticulture Projects	X
	Poultry Projects	X
	Rabbit Projects	X
	Sheep Projects	X
	Swine Projects	X
	Work Experience Projects	X

<b>8. FFA Judging/Contests</b>		
	<b>Career Development Events</b>	
	Any contest not listed	X
	Best Informed Greenhand	X
	Dairy Products	X
	<b>Public Speaking</b>	
	Creed Recitation	X
	Extemporaneous Speaking	X
	Impromptu Speaking	X
	Opening/Closing	X
	Prepared Public Speaking	X
	<b>Website Contest</b>	X
<b>9. Courses Taught (Lesson Planning and Curriculum)</b>		
	Agriculture Biology	X
	Agriculture Business	X
	Agriculture Leadership	X
	Art and History of Floral Design	X
	Edgenuity- Veterinary Science	X
	Introduction to Agriculture	X

# J. PROGRAM OF ACTIVITIES

Stone Ridge Christian  
High School FFA



2018-2019  
Program of Activities



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Greenhand Degree Application	Point Award Application
Chapter Degree Application	State Conference Application
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Chapter Officer Application	FFA Volunteer Form
Committee Chair/Member	
Application	

## Chapter Goals

- I. Develop Strong and Effective Chapter
  - a. Develop and strengthen communication skills
  - b. Develop Leadership class
  - c. Increase number of students applying for leadership positions
- II. Recruitment and Retention Plan
  - a. Build middle school relationship and communication
  - b. Develop recruitment presentations and education
  - c. Increase number of students enrolling in agriculture classes
  - d. Create and keep chapter scrapbook updated
  - e. Social Media: Instagram and Facebook
  - f. T-Shirt sales
- III. Expand Student Involvement and Participation
  - a. Encourage student attendance and participation at chapter meetings
  - b. Encourage SAE projects (animal, plant, and ag mechanics)
  - c. Develop FFA competition opportunities/teams
  - d. Develop organization and planning of events/activities
  - e. Development of National Chapter Award application
- IV. Communication/Publicity/Promotion
  - a. Calendar of events in classroom
  - b. Completion and maintenance of the SRC FFA Webpage
  - c. Frequent articles in media outlets
  - d. Flyers for upcoming events and meetings
  - e. Take pictures of events
  - f. Showcase more members for achievements
  - g. Include members in the completion of reports for newspaper and newsletter
  - h. Award a student of the quarter
  - i. Maintain an FFA Facebook page

## Cooperation

The Stone Ridge Christian FFA Chapter will develop a sense of cooperation among the entire membership, encouraging the chapter to work cooperatively and together.

The Stone Ridge Christian Chapter will cooperate with other chapters by:

1. Participating in Sectional, Regional, State, and National activities
2. Hosting Sectional events when needed

The Stone Ridge Christian Chapter will cooperate with Stone Ridge Christian High School

1. Chapter representation during school-sponsored activities and functions
2. Participation in school functions and events
3. Cooperation and support with other AHS youth organizations
4. Provide Agriculture services for members when possible

The Chapter will participate in community cooperation.

1. The Stone Ridge Christian FFA Chapter will conduct a presentation to eighth-grade students to recruit for membership.

Members exhibiting at fairs will cooperate and compete as a team.

## Community Service

The primary objective towards community service is for FFA members to establish an attitude of service towards the community in which they live.

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

We will take advantage of opportunities to form partnerships with community organizations in working with agricultural education and agricultural projects.

Our chapter continues to strive towards participating in various community outreach programs

## Leadership

Leadership is the ability to guide or influence others to work towards a meaningful goal while helping each to develop themselves as group members.

Leadership is the ability of a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions or to move a group to act. Leadership is a contribution to the establishment and attainment of group processes. Therefore, leadership is a quality of group action.

### Public Speaking

- Creed Speaking
- Impromptu Speaking
- Prepared Public Speaking
- Extemporaneous Public Speaking
- Parliamentary Procedure
- Job Interview

### Committees

- Every member of the leadership class on at least one committee or involved in some activity.

### Degrees and Awards

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

### Officer / Leadership Training

- Annual Chapter Retreat for new officers
- Leadership Training Conference for all officers
- Sectional & Regional Officer Training

- Made for Excellence Leadership Training / Advanced Leadership Academy

### Meetings

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

### Offices

- Encourage local members to run for local, sectional, regional, and state offices

## Investments and Savings

As a self-supporting, non-profit organization, the earnings and savings aspect of our chapter is essential towards the success and productivity of our 2017-2018 school year.

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

- BBQ Take-Out Dinners
- Chapter T-Shirt Sales
- SRC Fall Festival
- Other Fundraisers as Needed

## Conduct at Meetings

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

- Have bimonthly Chapter Officer Meetings
- Have regular month Chapter Meetings
- Call special meetings when necessary
- Prepare a well-planned program before meetings
- Provide refreshments for Chapter Meetings
- Have frequent and informative committee reports
- Invite parents and the community leaders to the Chapter Meeting
- The Sentinel must set the proper paraphernalia out for the Chapter Meeting and to help the President in maintaining order.
- The goal of the Chapter is to have a least 50% attendance at each Chapter Meeting
- Have an activity after every Chapter Meeting

Special Meetings Should be Held as Necessary

- An ice cream social meeting will be held for the Greenhand/Chapter FFA Degree Banquet
- A special Awards Banquet will be held in May to wrap up the year.

The Official Ceremonies will be used at all Meetings

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



## Recreation

The purpose of recreation is to create an opportunity for FFA members to participate in recreational activities and develop one's social and team building skills.

- Hold a summer retreat for officer team to plan the year and organize upcoming events
- Monthly activities with FFA members
- Annual awards banquet at the end of the year
- Ice Cream Social for Greenhand/Chapter Farmer Degree Banquet

## Public Relations

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

### Media

- Establish, strengthen, and maintain relationships with media contacts
- Submit articles and photos to various local, regional and state media publications
- Extend and participate in new communication / social media technology resources such as Facebook
- Establish and distribute a monthly newsletter
- Develop a website for the chapter

### FFA Week

- Conduct school and community activities throughout FFA Week

### Various FFA Events and Activities

- Select worthy persons as Honorary Chapter Farmers
- Recognize deserving individuals to receive Certificates of Appreciation
- Host different award recognition ceremonies for parents and families of FFA members
- Maintain a chapter scrapbook
- Chamber of Commerce and other community service clubs

### Stone Ridge Christian High School

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

## Participation in State and National Activities

- The Chapter will submit State FFA Degree applications when students are eligible
- The Chapter will submit American FFA Degree applications are eligible
- The Chapter will submit at least one Regional Proficiency Awards application each year.
- The chapter will participate in several state contests. Our chapter will send both judging and leadership teams to Fresno, and Cal Poly to compete in their respective competitions.
- The Chapter will submit news articles to Regional, State, and National Publications.
- The Chapter will send two voting delegates to the California FFA Association State Leadership Conference.
- The Chapter Advisor shall select the two delegates, giving preference to 10th and 11th-grade members. Members will be chosen based on their participation.

## Scholarship

The chapter will encourage students to strive for academic excellence.

- Improve scholarship of FFA members in all subjects
  - A. Strive to have all FFA members on the honor roll
  - B. Awards points on the Chapter Point Awards system for good grades
  - C. Require that all Chapter Officers maintain at least a C in all agriculture classes.
  - D. Members participating in competition events shall not fall below a C or 2.75 average on a 4.0 scale or have less than a C in any Agriculture class. Eligibility for all competitive activities will be suspended if any of the above shall occur.
- Will strive to improve home technology, reading and library use.
  - A. Encourage each member to subscribe and read at least one agriculture publication.
  - B. Encourage each member to use school and county libraries for agriculture research projects.
- Will encourage Seniors to apply for scholarships available to them to continue their education.
  - A. Twelfth-grade members are encouraged to apply for community scholarships which are available to local students.
  - B. Twelfth-grade members are encouraged to apply for any scholarships, which are available to them for the school they are planning to attend.
  - C. Twelfth-grade chapter members are encouraged to talk with their counselors about other scholarships, which may be available to them as a result of their parent's affiliation with a lodge or places of employment.
- The Merit Award Certificate will be awarded partly based on his/her academic.

## Alumni Relations

The Chapter will encourage graduating seniors to keep membership affiliation for the year.

- As graduate members, the Chapter will encourage these members to:
  1. Exhibit at fairs until eligibility expires
  2. Apply for advanced degrees such as the American FFA Degree
  3. Apply for Proficiency Awards in their SAE area
  4. Continue an active role in participation in local activities
  5. Attend all Chapter meetings

The Chapter will utilize the expertise of Alumni Members when needed by the chapter.

- To help coach judging teams
- To act as judging in local contests, if needed.
- To assist in money raising activities such as helping with BBQs, etc.
- Provide facilities for student SAE projects.

## Calendar of Activities

### September

12 Merced Mariposa Sectional Meeting 4:00 pm Merced College  
(Officer Team and two delegates)

### October

7 COLC-- Chapter Officer Leadership Conference Gregori  
11 Merced Mariposa Section Opening/Closing Contest Gustine

### December

2 Mariposa Speech Contest 8:00 am Mariposa

### January

27 Merced Mariposa Sectional Speaking Contest 8:00 am Merced College

### February

9-10 MFE/ALA-Made for Excellence/Advanced Modesto  
Leadership Academy Conference (Sophomores/Juniors)  
9-10 Regional Officer Screening Modesto  
15 World Ag Expo Tulare  
20-23 National FFA Week  
24 Central Region FFA Meeting (At least two delegates) Turlock

### March

3 UC Davis Field Day  
10 Le Grand Field Day  
17 Merced Field Day  
24 Modesto Field Day

### April

11 Merced Mariposa Sectional FFA Meeting 4:00 pm Livingston  
21 Fresno State Field Day CSU Fresno  
22-25 State Leadership Conference Anaheim

### May

5 FFA State Finals Field Day Cal Poly, SLO

9 FFA Banquet

June  
3-10 Merced Fair  
Grounds

Merced Fair

## FFA Emblem

The national FFA emblem, consisting of five symbols, is representative of the history, goals, and future of the organization. As a whole, the emblem covers the broad spectrum of FFA and agriculture. Each element within the emblem has different significance.



The cross-section of the ear of corn provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

The rising sun signifies progress and holds a promise that tomorrow will bring a new day, glowing with opportunity.

The plow signifies labor and tillage of the soil, the backbone of agriculture and the historical foundation of our country's strength.

The eagle is a national symbol that serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

The owl, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.

The words Agricultural Education and FFA are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.

The emblem and the letters "FFA" are protected by trademark registration in the U.S. Patent Office and by Public Law 105-225, 105th Congress.

## 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 FFA Creed was written by E. M. Tiffany and adopted at the 3rd National FFA Convention. It was revised at the 38th and 63rd conventions. It is recited by new members to reflect their growing belief in agriculture and agricultural education.

## FFA Mission, Colors, and Motto

### FFA Mission

"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."

To accomplish its mission, FFA:

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

### Motto

The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization. By memorizing these words, we carry with us the backbone of the FFA.

Learning to do  
Doing to learn  
Earning to live  
Living to serve

### 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 our national organizations. All FFA functions and paraphernalia should proudly display the colors.

### FFA Code of Ethics

FFA members conduct themselves at all times to be a credit to their organization, chapter, school, community, and family.

As an FFA member, I pledge to:

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

Adopted by the delegates at the 1952 National FFA Convention. The Code of Ethics was revised by the delegates at the 1995 National FFA Convention.

## FFA Official Dress

The uniform worn by FFA members at local, state and national functions is called Official Dress. It provides identity and gives a distinctive and recognizable image to the organization and its members. Official Dress has been worn with pride by millions of FFA members since 1933.

Official Dress Guidelines Official Dress for an FFA member includes:

- An official FFA jacket zipped to the top.
- Black slacks and black socks or black skirt and nylons.
- White collared blouse or collared shirt.
- Official FFA tie or official FFA scarf.
- Black dress shoes with closed heel and toe.

## Proper Use of the FFA Jacket

The blue corduroy jacket is the most recognizable symbol of the organization. As a member, it is one of your responsibilities 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 back of the jacket should have only a large official FFA emblem, the name of the state association and the name of the local chapter, region, district or area. The front of the jacket should have only a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.
- The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
- Members and officers should wear the jacket 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 should act professionally when wearing the official FFA jacket.
- Members should refrain from the use of tobacco and alcohol when underage and at all times when representing FFA. Also, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, except for a single State FFA Degree charm or American FFA Degree key. These should be worn above the name or attached to a standard degree chain.

## Supervised Agriculture Experiences

The Chapter will encourage all members to maintain a Supervised Agriculture Experience (SAE) program.

- The Chapter will encourage members to compete at shows with their SAE.
- All Chapter members are expected to work as a team at all fairs and shows.
- The Chapter will conduct an Exhibitors / Parent evening to inform parents and members of a member's responsibilities.
- The Chapter will require parents of all first-time exhibitors to attend a meeting conducted by the Chapter Advisor. This meeting will serve as an informal session to allow parents/exhibitors to become aware of the expectations and responsibilities placed on the Chapter exhibitor.
- All projects exhibited at fairs and shows by members of the Chapter must be entered in the FFA division and only with Advisor approval and supervision.
- Members exhibiting at fairs must maintain academic requirements set forth by Stone Ridge Christian High School and the Stone Ridge Christian Agriculture Program and FFA. To participate in any activity beyond the chapter level, an individual must maintain at least a 2.75 GPA, cannot have more than one F, and cannot have received less than a C grade in any Agriculture class the last eligibility period to the event.
- Members are encouraged to apply for local, regional and state proficiency awards.
- Members are invited to apply for advanced degrees (i.e., State FFA Degree).
- Members are encouraged to compete in the Local and Sectional Project Competition.
- Members are required to follow project Advisor's recommendations concerning their SAE.
- Members are invited to strive to improve and develop their SAE each year.
- Encourage members to develop skills within their SAE through participation and appropriate judging teams.
- Members are encouraged to attend demonstrations, breeding shows, and equipment shows which will enable them to increase their efficiency and knowledge of their SAE.
- Members are invited to provide support and help their fellow Chapter members.

## Fairs and Shows

To give our students an area to showcase the knowledge they have learned through their Supervised Agriculture Experience Projects, Stone Ridge Christian FFA competes at the Merced Fair in June. Student projects that can be exhibited are beef, dairy, swine, sheep, goats, rabbits, and still projects. If you are interested in participating in any of these opportunities, see Mrs. Lewis to get you started.

There are outlines and budgets with estimations of costs, profits and loss following. It can usually depend on the market and how well the FFA member promotes the sale of the animal and solicits buyers for the fair.

Dairy

Beef

Swine

Sheep

Goats

Rabbits



## Rules and Guidelines for Stone Ridge Christian FFA Exhibitors

1. To be eligible to exhibit at any fair, each student must maintain a 2.75 (C) average in all classes with no more than one F, and no F's or D's in any Agriculture Class at any time during the project period. The eligibility list posted after the end of each grading period will be the document used to determine student eligibility. The eligibility period for the Chowchilla Fair will be based on the 3rd quarter grade. The ability to exhibit an animal for Merced Fair will be based on the Final course grade posted. If a student becomes ineligible for any reason, he/she will lose their privilege to exhibit at any fair with the Stone Ridge Christian FFA.
2. Stone Ridge Christian FFA will participate at Chowchilla and Merced Fair, and any other exhibition will be up to the discretion of the Stone Ridge Christian FFA Advisors and the Stone Ridge Christian Agriculture Department Advisory Board each year.
3. All exhibitors are to follow directions and advice provided by the designated advisor for their species. The advisor's guidelines are to be followed for the entire length of the project period for eligibility to show, and during fairs where the project is being exhibited.
4. FFA members are required to obtain their homework from all teachers in advance and before any absence related to any FFA activity.
5. All rules and regulations of Stone Ridge Christian High School will apply to students who participate in fairs and competitions.
6. Each exhibitor must read and understand the rules and regulations in the Fair's premium book and heifer replacement program literature.
7. Each exhibitor is required to be responsible for feeding, watering, grooming and supervising their project animal(s) for the entire length of the fair.
8. Each exhibitor is required to serve barn duties as assigned and as specified by the advisors.
9. All FFA exhibitors will be required to wear an official FFA uniform while showing their animals or helping others in the ring.

FFA uniforms:

Boys - White pants, white shirt (collar/button), FFA tie, official FFA jacket and appropriate shoes.

Girls - White pants, white shirt/blouse (collar/button), FFA scarf, official FFA jacket and appropriate shoes.

10. All FFA exhibitors are to attend the awards program in official dress, above the waist at every fair.

11. All market animals and replacement heifer exhibitors are expected to solicit buyers for their project animals before the fair.

12. All sale animal exhibitors are required to write Thank You letters to the buyers and have FFA record book(s) up to date before the completion of the project.

13. All exhibitors must attend assigned meetings by the designated advisor unless prior arrangements have been made.

14. The advisor of any species will have the authority to take the disciplinary action necessary toward any student that fails to comply with the FFA or school rules.

15. All exhibitors must attend a minimum 4 FFA meetings per year and participate in at least one fundraiser to be eligible to exhibit at any fair.

16. Each exhibitor must provide the advisor with a self-addressed stamped envelope including his or her Thank you letter. The advisor will mail all Thank you letters.

17. No student is allowed to stay overnight on the Fairgrounds at any County Fair (i.e., Tent/RV) without prior permission from the Stone Ridge Christian Agriculture Advisor and Stone Ridge Christian Principal. Students will not be supervised by an Agriculture Instructor overnight at County Fairs.

## Point Award System

The Point Award System will be used to determine the Top Active Individual awards to be handed out at the Award Banquet at the End Of The Year Banquet. The recipients will receive a trip or reward of some kind. The points are tabulated using the following system. Activities, awards, and degrees must be for the current year. Awards marked with \* will be determined by the advisor, and the points will be added. Students will be required to fill out point award list to be considered. The advisor will verify the points based on attendance/point database.

### Point Awards List

#### I. Leadership/Degrees

##### a. Officers

- |   |         |
|---|---------|
| i. Chapter Officer                                | ____/75 |
| ii. Sectional Officer                             | ____/50 |
| iii. Regional Officer                             | ____/50 |
| iv. Student Body/Class Officer                    | ____/25 |
| v. Applied for Office at any level by not elected | ____/20 |

##### b. Degrees

- |                             |          |
|-----------------------------|----------|
| i. Greenhand Degree         | ____/50  |
| ii. Chapter Degree          | ____/50  |
| iii. State Degree           | ____/100 |
| iv. Star Greenhand*         | ____/30  |
| v. State Chapter Farmer*    | ____/50  |
| vi. Outstanding Junior*     | ____/50  |
| vii. Outstanding Senior*    | ____/50  |
| viii. Star Sectional Farmer | ____/50  |
| ix. Star Regional Farmer    | ____/75  |
| x. Star State Farmer        | ____/100 |

Section Total \_\_\_\_\_

## 2. Meetings/Conferences

### a. Meetings

- i. Attendance at Each Meeting at Chapter Level \_\_\_\_/25
- ii. 100% Attendance at Chapter Meetings \_\_\_\_/50
- iii. Attendance at Meetings at Sectional Level \_\_\_\_/15
- iv. Attendance at Meetings at Regional Level \_\_\_\_/15

### b. Conferences

- i. Greenhand Conference \_\_\_\_/40
- ii. Made for Excellence Conference \_\_\_\_/40
- iii. Advanced Leadership Academy Conference \_\_\_\_/40
- iv. State Conference \_\_\_\_/100
- v. National Conference \_\_\_\_/150
- vi. Delegate at State or National Conference \_\_\_\_/20

Section Total\_\_\_\_\_

## 3. Committee and Community Service

- a. Committee Chairperson \_\_\_\_/25

\*Report must be turn in to receive points

- b. Committee Member (Max 3 committees) \_\_\_\_/15 per
- c. Community Service Work \_\_\_\_/5 pts hour

Section Total\_\_\_\_\_

## 4. Fundraising

- a. Sponsor/Donation \_\_\_\_/1 per \$ (max 200)
- b. Participation in Fundraiser \_\_\_\_/50

Section Total\_\_\_\_\_

## 5. Supervised Occupational Experience Project (Fair is from previous year)

- a. Each approved enterprise \_\_\_\_/20
- b. Exhibition at Fairs and Shows
  - i. Beef/Dairy Cattle Fair Project \_\_\_\_/75
  - ii. Swine/Goat/Sheep Fair Project \_\_\_\_/50
  - iii. Meat Rabbit Fair Project \_\_\_\_/25
  - iv. Supreme Champion \_\_\_\_/50

- v. Reserve Supreme Champion \_\_\_\_/40

- vi. FFA Champion \_\_\_\_/30

- vii. FFA Reserve Champion \_\_\_\_/25

- viii. Breed Champion \_\_\_\_/20

- ix. Reserve Breed Champion \_\_\_\_/15

- x. Showmanship

- 1. 1<sup>st</sup> Place \_\_\_\_/30

- 2. 2<sup>nd</sup>-10<sup>th</sup> Place \_\_\_\_/15

- 3. Final Round Participant \_\_\_\_/10

- 4. Round Robin Winner \_\_\_\_?50

### c. Project Competition

- i. Local Competition \_\_\_\_/50

- ii. Sectional Competition \_\_\_\_/75

Section Total\_\_\_\_\_

## 6. Judging Teams and Speaking Contests

- a. Participation (Official FFA Contest) \_\_\_\_/20

- b. Individual Placing (Per Contest)

- i. 1<sup>st</sup> Place \_\_\_\_/50

- ii. Top 5 Overall \_\_\_\_/40

- iii. Top 10 Overall \_\_\_\_/30

### c. Team Placing (Per Contest)

- i. 1<sup>st</sup> Place \_\_\_\_/50

- ii. Top 5 Overall \_\_\_\_/40

### d. Speaking Contests, Co-Op Quiz, BIG, Opening/Closing

- i. Chapter Competition \_\_\_\_/20

- ii. Sectional Competition \_\_\_\_/25

- iii. Regional Competition \_\_\_\_/30

- iv. State Competition \_\_\_\_/50

- v. Outstanding Chair (Opening/Closing) \_\_\_\_/25

Section Total\_\_\_\_\_

7. Scholarship (First Semester Only)

- a. 4.0-Higher \_\_\_\_\_/25
- b. 3.5-3.99 \_\_\_\_\_/20
- c. 3.0-3.49 \_\_\_\_\_/15
- d. 2.5-2.99 \_\_\_\_\_/10

Section Total\_\_\_\_\_

8. Proficiencies

- a. Chapter Application Submitted \_\_\_\_\_/10
- b. Chapter Winner\* \_\_\_\_\_/20
- c. Section Application Submitted \_\_\_\_\_/15
- d. Sectional Winner \_\_\_\_\_/25
- e. Regional Winner \_\_\_\_\_/50
- f. State Competition \_\_\_\_\_/100

Section Total\_\_\_\_\_

9. Miscellaneous

- a. Own FFA Jacket \_\_\_\_\_/60
- b. Article was written and printed in school, town, FFA paper \_\_\_\_\_/15  
Per article and approval by advisor

Section Total\_\_\_\_\_

Overall Total\_\_\_\_\_

## Chapter By-Laws and Constitution

Constitution of the  
Stone Ridge Christian FFA Chapter  
Established September 2017

### Article I: Names and Purposes

Section A: The name of this organization shall be the "Stone Ridge Christian Chapter of the Future Farmers of America" and the letters "FFA" may be used to designate the chapter, its activities, or members thereof. #CA

Section B: The purposes for which this chapter is formed are as follows:

1. To develop competent and aggressive agriculture leadership
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual occupational experience programs and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of the industry of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in the cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

### Article II: Organization

Section A: The Stone Ridge Christian Chapter of the Future Farmers of America is a chartered local entity of the Merced-Mariposa Section of the California Association, made up of local members.

Section B: The Stone Ridge Christian Chapter of the Future Farmers of America is a local chartered unit of the California Association of Future Farmers of America which is chartered by the National FFA Organization.

Section C: This chapter accepts in full the provisions of the constitution and bylaws of the California Association of FFA, the Central FFA Regional Constitution, as well as those of the National FFA Organization

#### Article III: Membership Organization

Section A: Membership in this organization shall be of two kinds: (1) Active (2) Alumni and (3) Honorary, as defined by the National FFA Constitution.

Section B: Active Membership is limited to students enrolled in Agriculture education at Stone Ridge Christian High School.

Section C: Alumni Membership is limited to students that were active members their Senior year and graduated from high school.

Section D: The Stone Ridge Christian FFA is a 100% affiliation Chapter with every student becoming a member of the FFA when they enroll in an agriculture class.

Section E: No students may participate in any FFA activities unless they are members in good standing.

Section F: The FFA Advisor(s) at their discretion have the right to dismiss any member of the Stone Ridge Christian FFA organization at any time.

Section G: Active work in this chapter shall be carried on by active members.

Section H: Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when: (1) They attend local chapter meetings with reasonable regularity, (2) They show an interest in, and take part in the affairs of the chapter, and (3) Are adequately affiliated with the state and national FFA organizations.

Section I: Award recipients must attend Chapter awards banquet to receive any awards.

Section J: All members exhibiting livestock at fairs and shows must attend the fair awards ceremony with the official uniform, jacket only.

Section K: High School members exhibiting at fairs and shows must attend regular chapter meetings to be eligible to show. All graduates are strongly encouraged to participate in agricultural related conferences or activities.

Section L: Honorary Membership is defined in the National FFA Manual.

#### Article IV: Emblem

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

Section B: Emblems used by the members shall be designated by the national organization of FFA

#### Article V: Membership Degrees and Privileges

Section A: There shall be four degrees of active membership in this chapter. These degrees are: (1) The Greenhand FFA Degree, (2) The Chapter FFA Degree, (3) The State FFA Degree, and (4) The American FFA Degree. All "Greenhands" are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are allowed to wear the silver emblem pin. All members holding the State FFA Degree are allowed to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B: Greenhand FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements)

1. Be regularly enrolled in a class in vocational education course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agricultural occupational experiences
2. Learn and explain the FFA Creed, Motto, and Salute
3. Describe the FFA emblem, colors, and symbols
4. Explain the proper use of the FFA jacket
5. Have satisfactory knowledge of the history of the organization
6. Know the duties and responsibilities of the FFA members
7. Personally own or have access to Official FFA Manual
8. Submit written application for the Degree for Chapter records

Section C: Chapter FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements)

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an approved supervised farming, and/or other agricultural occupational experience programs, and be regularly enrolled in a vocational agriculture class
3. Be familiar with the purposes and programs of activities of the state association and national organization

4. Be familiar with the provisions of the constitution of the local chapter
5. Be familiar with parliamentary procedure
6. Be able to lead a group discussion for fifteen minutes
7. Must have earned by his/ her efforts from his/ her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least \$150 or worked 100 hours on his/her SAE in excess of scheduled class time.

Section D: State FFA Degree: Minimum qualifications for election:

1. Requirements for the State FFA Degree are those outlined in the Constitution of the State Association

Section E: American FFA Degree: Minimum qualifications for election:

1. Criteria for the American FFA Degree are those described in the Constitution of the National FFA Organization

#### Article VI: Officers

Section A: The chapter officers for the Stone Ridge Christian FFA shall be President, Vice President, Secretary, Treasurer, Reporter, Sentinel. Additional offices can be added if deemed necessary by the advisor(s). The extra officers can be Historian, Parliamentarian, and Chaplain. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located.

Section B: To qualify for President, you must be an incoming Junior or Senior. There is a two-term limit for President.

Section C: All elective chapter officers shall hold office for one year after the election. The annual officer tenure is from Banquet to Banquet.

Section D: Application for chapter office shall be available two weeks before selection of officers. All applications will be screened by the advisor(s).

Section E: Process of voting for chapter officers is as follows:

1. Members will vote for 6 to 8 candidates per ballot.
2. Once votes are counted, the candidates with the highest cumulative scores become the Officer Team. The scores will include interview, speech, elections, applications, posters, and turning in the contract on time.
3. The Officer Team will then vote themselves into their desired office positions. In the event of a tie, the candidate with the highest cumulative score will take the position.

Section F: Members holding the FFA Greenhand Degree, or higher, are eligible to hold office.

Section G: All officers are encouraged to be enrolled in the Agriculture Leadership class that meets daily during the term of their office.

Section H: Officers who cannot fulfill their duties or who are impeached will be replaced by the first alternate selected by the advisor(s).

Section I: No officer may be impeached without due process as defined in Article VIII.

Section J: All FFA chapter officers who fall below a 3.0 grade average in the Agriculture class(es), or become academically ineligible, will be put on probation for a six-week period. If by the end of the next six-week period, the grade average has not improved to a 3.0 or above or does not become academically eligible, they will be replaced.

Section K: All officers will partake in 100% of our chapter meetings unless a valid reason is provided. Notification of not being able to attend should be made to the advisor(s) before the meeting.

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

#### Article VII: Duties of Officers

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

1. Attend all Chapter and Chapter Officer meetings.
2. Attend Chapter and Regional Officer Leadership Training Conference
3. Cooperate with advisors on all activities.
4. Be able to lead by example. Act and perform in a manner which is becoming an FFA Chapter officer at all times.
5. Be willing to memorize their parts as prescribed in the Official FFA Manual for all official ceremonies.
6. Have a genuine interest in being part of a leadership TEAM.
7. Be familiar with the Chapter constitution and bylaws.
8. Be willing to accept responsibility.

9. Be familiar with parliamentary procedure

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

1. Preside over and conduct meetings according to the accepted parliamentary procedure.
2. Call special meetings if needed.
3. Keep members on the subject and within time limits.
4. Appoint committees and serve as a non-voting member of them.
5. Call other officers to the chair as necessary or desirable.
6. Represent the Chapter and speak on occasions.
7. Coordinate Chapter efforts by keeping in close touch with the other Officers and members, and the advisors.
8. Follow up Chapter activities and check on progress being made.
9. Keep Chapter activities moving satisfactorily.
10. Prepare agenda for Executive and Chapter meetings with the secretary.
11. Coordinate the activities of the Chapter and keep in touch with the progress of events.

Section C: The duties of and responsibilities of the Vice-President shall be:

1. Assist the president.
2. Preside at meetings in the absence of the president.
3. Be prepared to assume duties and responsibilities of the president.
4. In charge of ensuring that all committee work of the Chapter is completed satisfactorily.

Section D: Duties and responsibilities of the Secretary shall be:

1. Prepare and read the minutes of the past meetings.
2. Have available for the President the list of business for each meeting.
3. Attend to office correspondence of the Chapter.
4. Prepare Chapter reports.
5. Keep the permanent records of the Chapter in the agriculture office.
6. Cooperate with the treasurer in keeping an accurate membership roster.
7. Call meetings to order in the absence of a presiding officer.
8. Read communication at meetings.
9. Have on hand for each meeting the following:
10. Secretary's book and minutes of the previous meeting.
  - a. Lists of committee and committee reports.

- b. Copy of the Program of Activities.

- c. The Official FFA Manual

- d. Copies of the Chapter Constitution and Bylaws.

11. Prepare, post and distribute motions.

12. Work with the Chapter advisor to ensure the Chapter's Point Award system is current and up to date

Section E: Duties and Responsibilities of the Reporter shall be:

1. Gather and classify Chapter news.
2. Prepare news notes and articles for publication or broadcast.
3. Send news notes to the state reporter and the FFA New Horizons.
4. Arrange for FFA participation in local radio and/or TV Programs.
5. Work with the Chapter advisor to ensure the Chapter website is maintained and current.
6. Ensure the Chapter Advisors approve all news releases and articles before being released.
7. Maintain the Chapter camera equipment and make sure it is available for use at every FFA activity during the year.
8. Ensure photographs or video is taken at all Chapter events/activities throughout the year and adequately saved/cataloged.
9. Create and maintain the chapter newsletter to be distributed quarterly highlighting the activities of the chapter

Section F: Duties and responsibilities of the Treasurer shall be:

1. Receive and act as custodian of Chapter funds.
2. Assist in preparing an annual budget of estimated receipts and expenditures.
3. Keep the financial records of the Chapter.
4. Devise appropriate ways and means of financing chapter activities.
5. Organize and implement Chapter funds as authorized by the student body.
6. Prepare financial statements and reports as needed.
7. Encourage regular saving-individual and Chapter thrift.
8. Build up chapter's financial standing.

Section G: Duties and responsibilities of a Sentinel shall be:

1. Set-up the meeting room and care for chapter paraphernalia and equipment.



2. Attend to the door during meetings and welcome visitors.
3. See that the meeting room is kept comfortable.
4. Take charge of candidates for degree ceremonies.
5. Assist with entertainment features and refreshments.
6. Keep an accurate roll of those present at Chapter meetings.
7. Make arrangements with the custodial staff for microphones and audio equipment before their need.

#### Article VIII: Impeachment

##### 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: Reasons for Impeachment

Student breaks a significant rule regarding the chapter or Stone Ridge

Christian High School policies

The student cannot maintain a 3.0 GPA in all their subject areas.

The student cannot maintain a "C" in the Ag Class.

The student is abusing the FFA Code of Ethics.

Student Breaches 3 strike rule. (3 strike rule consists of 3 violations of officer contract at the advisor(s) discretion with formal documentation to be brought before the officer).

##### Section C: Steps of Impeachment

Step 1 Any FFA Chapter officer not fulfilling the duties as described in this constitution will be required to meet with fellow officers and Advisor(s) to discuss a plan for improvement.

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

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

#### Article IX: Committees

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

committee.

Section B: The committee chairperson is responsible for calling committee meetings and seeing that all work that committee is assigned is performed.

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

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

Section E: No person having been a chairperson on any committee shall be eligible to work on another committee until the committee makes the written report.

#### Article X: Meetings

Section A: Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee.

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

#### Article XI: Dues

Section A: As long as funds are available, dues shall be paid for all members

Section B: If there are no funds available, dues shall be paid by all active members

Section C: No member shall be considered as active and in good standing unless the dues for local, state, and national FFA are paid in full.

#### Article XII: Eligibility to Participate in Fairs and Judging Contests

##### Fairs

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

Section B: Members must maintain a 2.75 GPA and a "C" grade all Agriculture class(es) to be eligible to exhibit at fairs and judging events.

Section C: Members must comply with rules and guidelines set forth by the Chapter committee on fairs and shows and the local Fair rules. Removal from the fair is the consequence.

Section D: This is a school function if the rules are not followed. A one-day



suspension will take place or removal from the fair.

Section E: An alumni student may show for Stone Ridge Christian FFA provided factors be considered:

Left as a paid member with a 2.75 GPA overall.

Record books are completed and/or up-to-date.

Wears the Stone Ridge Christian FFA Chapter Jacket during market and showmanship classes (alumni-defined as a graduated senior).

The student shows proof to apply for his/her American Degree.

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

#### Contests

Section G: A student will follow the same rules as stated in Art. XII, Sec. A.

Section H: With all day trips or overnight trips, the Stone Ridge Christian High School Rules will be enforced.

#### Article XIII: Amendments

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

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

#### Article XIV: Classroom/Laboratory

Section A: The goal of the classroom is to teach students an appreciation of what agriculture is and how it affects our daily lives.

Section B: The goal of the FFA is to teach students an appreciation of leadership. The FFA is an integral part of the grading that takes place in the classroom.

Section C: The agriculture program is an elective. It is by choice that a student decides to take this class. If a student does not wish to abide by the rules of Stone Ridge Christian High School and the by-laws of the Stone Ridge Christian Ag Program, then they lose the liberty of returning the following year (or semester).

Section D: In this program, rules will be used when liberties are being abused.

Section E: The goal is to create a fun and safe learning environment that can be utilized by the agriculture students and serve as a teaching tool for all grade levels.

#### Article XV: Ratification of Constitution

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

## SRC Agriculture/FFA Enrollment History

California Agriculture Education  
(Individual students enrolled in agriculture courses)

### YEAR

2017-2018	44 Students
2018-2019	51 Students

### BY GRADE

Freshman (Year 1)	8 Students
Sophomores (Year 1)	1 Student
Sophomores (Year 2)	13 Students
Juniors (Year 1)	2 Students
Juniors (Year 2)	9 Students
Junior (Year 3- Transfer)	1 Student
Seniors (Year 1)	5 Students
Seniors (Year 2)	11 Students

## SRC Agriculture Department Course Enrollment Data

### Courses

Explorations in Agriculture	16 Students
Floriculture Design	20 Students
Agriculture Leadership and Technology	9 Students
Agriculture Biology	8 Students

## SRC 2018-2019 Agriculture Department Staff Responsibilities

	Lewis
Department Chair	X
Accounting	
CATA Registration	X
Program/Department Budget	X
Department Requisitions and POs	X
FFA (ASB) Requisitions and POs	X
State FFA Hotel Reservations	X
General Program/Facility	
5 Year Equipment Allocation/Wishlist	X
Ag Advisory Committee Roster and Minutes	X
Ag Advisory Committee Planning and Agenda	X
Chart of Staff Responsibilities	X
Comprehensive Program Plan	X
Department Calendars	X
FFA Website Creation/Update/ Maintenance	X
Program of Activities	X
Quarterly/Yearly CATA Meetings	X
FFA Advisor	
American Degree Applications	X
Chapter Officer Leadership Conference	X
Chapter Reporter	X
Conference Registration	X
Conference Supervision	X
FFA/Fair Shirt Orders	X
FFA Jacket Orders	X
Organize Local Project Competition	X
Oversee Planning for FFA Meetings	X
FFA Activities List for Class Grading	X
Registration for CDE Contests	X
Scrapbook	X
State Degree Applications	X

Animal/Livestock	
Fair Supplies	X
Fair Entries	X
Equipment	
Ag Truck	X
Livestock Trailer	X
Scale	X
Project Supervision	
Ag Mechanics	X
Beef Projects	X
Dairy Cattle Projects	X
Goat Projects	X
Floriculture Projects	X
Horticulture Projects	X
Poultry Projects	X
Rabbit Projects	X
Sheep Projects	X
Swine Projects	X
Work Experience Projects	X
FFA Judging/Contests	
Creed Speaking	X
Extemporaneous Speaking	X
Impromptu Speaking	X
Job Interview	X
Opening/Closing	X
Prepared Public Speaking	X
Scrapbook	X
Awards	
Awards Banquet	X
Award Orders	X
Greenhand/Chapter Degree Ceremony	X
National Chapter Award Application	X
Scholarships	X

Point Award Tabulations	X
Proficiency Awards	X

# Applications And Forms

K. SCHOOL AND DEPARTMENT  
POLICIES PERTAINING TO: STUDENT  
ELIGIBILITY, LEADERSHIP  
DEVELOPMENT, SAE INTERGRATION

### Grading Policy

As stated in each class syllabus:

"FFA/SAE Participation:

Each student is required to participate in two (2) FFA activities per quarter. FFA participation will count for 5% of your class grade!

Each student will be required to have an SAE Project. We will cover a unit on appropriate SAE Projects. SAE will count for 5% of your class grade! You will be required to complete an SAE project! Information will be provided on what to include in your SAE project later in the year. There will be a local project competition."

### Eligibility to Participate in FFA Activities

#### ARTICLE XII: ELIGIBILITY TO PARTICIPATE AT FAIRS AND JUDGING CONTESTS

##### Fairs

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

**Section B:** Members must maintain a 2.75 GPA and a "C" grade all Agriculture class(es) to be eligible to exhibit at fairs and judging events.

**Section C:** Members must comply with rules and guidelines set forth by the Chapter committee on fairs and shows and the local Fair rules. Removal from the fair is the consequence.

**Section D:** This is a school function, if the rules are not followed. A one-day suspension will take place or removal from the fair.

**Section E:** An alumni student may show for the Stone Ridge Christian FFA provided factors are considered:

Left as a paid member with a 2.75 GPA overall.

Record books are completed and/or up-to-date.

Wears the Stone Ridge Christian FFA Chapter Jacket during market and showmanship classes (alumni-defined as a graduated senior).

The student shows proof to apply for his/her American Degree.

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

##### Contests

**Section G:** A student will follow the same rules as stated in *Art. XII, Sec. A*.

**Section H:** With all day trips or overnight trips, the Stone Ridge Christian High School Rules will be enforced.

### Rules and Guidelines for Stone Ridge Christian FFA Exhibitors

1. To be eligible to exhibit at any fair, each student must maintain a 2.75 (C) average in all classes with no more than one F, and **no F's or D's in any Agriculture Class at any time during the project period**. The eligibility list posted after the end of each grading period will be the document used to determine student eligibility. The eligibility period for the Chowchilla Fair will be based on the 3rd quarter grade. Eligibility for Merced Fair will be based on the Final course grade posted. If a student becomes ineligible for any reason, he/she will lose their privilege to exhibit at any fair with the Stone Ridge Christian FFA.

2. Stone Ridge Christian FFA will participate at Chowchilla and Merced Fair, and any other exhibition will be up to the discretion of the Stone Ridge Christian FFA Advisors and the Stone Ridge Christian Agriculture Department Advisory Board each year.

3. All exhibitors are to follow directions and advice provided by the designated advisor for their species. The advisor's directions are to be followed for the entire length of the project period for eligibility to show, and during fairs where the project is being exhibited.

4. FFA members are required to obtain their homework from all teachers in advance and prior to any absence related to any FFA activity.

5. All rules and regulations of Stone Ridge Christian High School will apply to students who participate at fairs and competitions.

6. Each exhibitor must read and understand the rules and regulations in the Fair's premium book and heifer replacement program literature.

7. Each exhibitor is required to be responsible for feeding, watering, grooming and supervising their project animal(s) for the entire length of the fair.

8. Each exhibitor is required to serve barn duties as assigned and as specified by the advisors.

9. All FFA exhibitors will be required to wear an official FFA uniform while showing their own animals or helping others in the ring.

##### **FFA uniforms:**

**Boys** – White pants, white shirt (collar/button), FFA tie, official FFA jacket and appropriate shoes.

**Girls** – White pants, white shirt/blouse (collar/button), FFA scarf, official FFA jacket and appropriate shoes.

10. All FFA exhibitors are to attend the awards program in official dress, above the waist at every fair.

11. All market animals and replacement heifer exhibitors are expected to solicit buyers for their project animals prior to the fair.

12. All sale animal exhibitors are required to write **Thank You letters** to the buyers and have **FFA record book(s) up to date** prior to the completion of the project.

13. All exhibitors must attend assigned meetings by the designated advisor unless prior arrangements have been made.

14. The advisor of any species will have the authority to take disciplinary action necessary toward any student that fails to comply with the FFA or school rules.

15. All exhibitors must attend a **minimum 4 FFA meetings per year and participate in at least one fundraiser** to be eligible to exhibit at any fair.

16. Each exhibitor must provide the advisor with a self-addressed stamped envelope including his or her Thank you letter. The advisor will mail all *Thank you* letters.

18. **No student** is allowed to stay overnight on the Fairgrounds at any County Fair (ie...Tent / RV / etc...). without prior permission from the Stone Ridge Christian Agriculture Advisor and Stone Ridge Christian Principal. Students will not be supervised by an Ag. Instructor overnight at County Fairs.

Please read these general rules and discuss them with your son or daughter. Sign and return the form to us either by mail or send it back to school with your son or daughter. If you have any questions, please feel free to talk to any of the advisors.

.....  
Student Signature Date

.....  
Parent Signature Date

.....  
Advisor's Signature Date

### Statement of Commitment

To be an officer in the Stone Ridge Christian FFA you must be willing to make a true commitment. It will take many hours of your time, working in harmony with the Chapter Advisor and the rest of the officer team to fulfill your responsibility in service to the Chapter. You must work, as a member of a **"leadership team,"** realizing that all Officers are of equal importance and that each must fulfill his/her specific duties as spelled out in the chapter constitution. I also understand that the **election of a chapter officer is not based solely on membership votes, but will be determined by a combined score** from your application, interview as well as membership votes.

***"As an officer, I realize that I will be responsible for establishing the Calendar of Activities for the year and will make the commitment to attend all functions set forth in that calendar. I understand that attending the Chapter, Sectional, Regional and State Leadership Conferences are mandatory for me to attend as a Stone Ridge Christian FFA Officer. I also realize that on occasion things will be added to the calendar as the year progresses and I will also agree to participate in those activities as well."***

If you cannot make a 100% commitment to the Chapter, you should not consider applying for an officer position in the Stone Ridge Christian FFA Chapter.

DO YOU AGREE TO UPHOLD THE FULL RESPONSIBILITIES OF YOUR DUTIES AND PROVIDE A FULL COMMITMENT TO THE STONE RIDGE CHRISTIAN FFA.

YES

NO

DO YOU AGREE TO RESIGN YOUR OFFICE IF YOU DO NOT FULFILL YOUR RESPONSIBILITIES?

YES

NO

If elected to Chapter Office, I agree to fulfill all of my duties and responsibilities as described. The information given on this form is true and correct, and I am eligible with a minimum 3.0 GPA and will maintain a "B" or better in every and all of my agriculture classes

APPLICANTS SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

As a parent of a Stone Ridge Christian Chapter Officer, I understand that my/our son/daughter is taking on a commitment that requires much time and effort. He/she will need my/our support and understanding when it comes to spending a considerable amount of time involved with the FFA Chapter Activities. I realize that through his/her involvement my son/daughter will have the opportunity to gain valuable leadership skills that he/she will take with him/her through his/her life.

My son/daughter is eligible, will maintain a "B" or better in every and all of his/her Agriculture classes and will be able to manage academic responsibilities with FFA responsibilities and all other personal responsibilities as well.

If my son/daughter is elected to Chapter Office, I agree to support him/her in fulfilling all of his/her duties and responsibilities.

PARENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

# L. PROFICIENCY STANDARDS FOR PROGRAM COMPLETERS

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

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



# California Career Technical Education Model Curriculum Standards



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## Overview

The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college.

Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. The document also lists the representatives who participated in each sector's content development and the references that were consulted to revise the CTE standards.

### Standards for Career Ready Practice

California's Standards for Career Ready Practice, which follow this overview, are based on the Career Ready Practices of the Common Career Technical Core (CCTC), a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEC):

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTEC 2012, 2)

California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations from business and industry, labor and community organizations, and secondary and postsecondary education representatives from 42 participating states.

### Anchor Standards

The 11 anchor standards build on the Standards for Career Ready Practice and are common across the 15 industry sectors. Content for these standards was drawn from several documents: "Preparing Students for the 21st Century Economy" (American Association of Colleges for Teacher Education and the Partnership for 21st Century Skills 2010); *How Should Colleges Prepare Students to Succeed in Today's Global Economy?* (Association of American Colleges and Universities and Peter D. Hart Research Associates, Inc. 2006); "Importance of Skills and Knowledge for College and Career Readiness," from *The MetLife Survey of the American Teacher: Preparing Students for College and Careers* (MetLife, Inc. 2011); and *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce* (The Conference Board et al. 2006).

Each anchor standard is followed by performance indicators using action verbs from the Beyond Knowledge Construct, presented in a hierarchical progression of simple tasks to more complex tasks. Performance indicators provide guidance for curriculum design and standards measurement.



The industry-sector anchor standards have been customized with selected additions to better reflect the needs and special conditions of each industry sector.

Anchor Standard 1 (Academics) guides users to sector-specific core academic standards related to each industry sector, which are listed in the alignment matrix at the end of each sector section. Anchor standards 2–10 are deliberately aligned with one of the Common Core English language arts standards, using similar language demonstrating the natural connections between the two subjects. Anchor Standard 11 (Demonstration and Application) highlights classroom, laboratory, and workplace learning specific to the individual sector and pathways.

### Pathway Standards

All 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet the following criteria:

- unique to an industry sector
- has an occupational focus
- consistent in size and scope
- composed of similar functions
- inclusive of all aspects of the industry
- includes 8–12 pathway-specific standards
- demonstrates sequence potential
- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

### Academic Alignment Matrix

Each sector includes an academic alignment matrix that displays where a natural, obvious alignment occurs. Compiled by five teams of academic content experts in collaboration with industry-sector consultants, teachers, and other advisers, the alignment was selected if it was determined that the pathway standard would enhance, reinforce, or provide an application for a specific academic subject standard.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards, history/social studies standards, and Next Generation Science Core Ideas. To assist with further review and implementation, each academic alignment is notated with specific pathway standards codes.



## Implementation

The Standards for Career Ready Practice can be integrated with a course or incorporated into several courses over multiple school years (grades seven through twelve). The practices are expectations for all students, whether they are enrolled in a CTE program or following a more generalized course sequence. It is expected that all students who exit high school will be proficient in these practices.

The anchor standards are the basis for each of the pathways within each sector. These standards are designed to assist with the development of course curricula and instructional lesson plans; they describe what is to be taught and measured. In most cases, the teacher determines the sequence and strategies to be used to meet the needs of the student population he or she is serving.

The performance indicators that follow each standard offer guidance for both course design and student assessment. They are intended to guide course work as it is developed. The pathways organize the standards with a career focus, but they are not designed to be offered as single courses. Rather, the standards from each pathway are collected and organized into a sequence of learning. To meet local demands of business and industry and particular student populations, standards can be collected from more than one sector to create a course.

Using the academic alignment matrices as a resource, academic and CTE teachers can see where enhancements and support for both sets of standards can be initiated. CTE teachers can quickly identify academic standards that have a substantial relationship to their instruction. Likewise, academic teachers can specify individual academic standards and quickly identify related CTE standards, which will assist them in incorporating application and technology in their curricula and lessons.

The CTE Model Curriculum Standards are intended to serve the entire education community—from middle schools and high schools to postsecondary colleges and career training programs. A major aim of these standards is to prepare students for postsecondary education and training and to help them make a smooth transition into the workforce. In order for both the people and the economy of California to prosper, it is essential for all students to emerge from schools ready to pursue their career and college goals. Equipping all high school students with the knowledge and skills necessary to plan and manage their education and careers throughout their lives will help to guarantee these important outcomes. Strong CTE programs will continue to provide important educational opportunities to assist students as they pursue their dreams and strive for economic prosperity. The CTE Model Curriculum Standards are a resource for educators and the business world for ensuring high-quality CTE learning experiences and improved student outcomes in the twenty-first-century economy.



## California Standards for Career Ready Practice

Standards for Career Ready Practice describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

### 1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

### 2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.


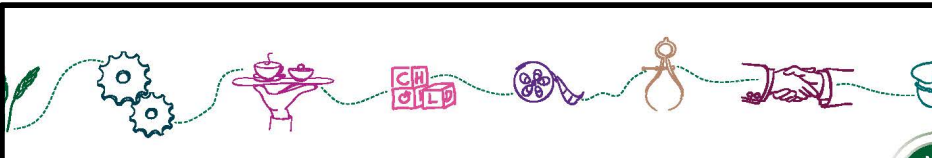
### 3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

### 4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.





**5. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

**6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**8. Model integrity, ethical leadership, and effective management.**

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.


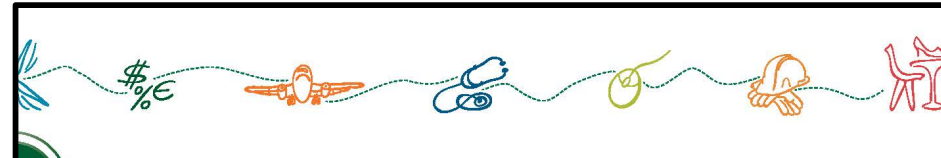
**9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

**Agriculture and Natural Resources | ANR**



**11. Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

**12. Understand the environmental, social, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

*Note: As stated previously, California's Standards for Career Ready Practice are based on the CCTC Career Ready Practices posted at <https://careertech.org/> (accessed June 8, 2016).*

**ANR | California Career Technical Education Model Curriculum Standards**



## Agriculture and Natural Resources

### Sector Description

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



## Agriculture and Natural Resources Knowledge and Performance Anchor Standards

### 1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.

### 2.0 Communications

Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender-receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

### 3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.





#### 4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

#### 5.0 Problem Solving and Critical Thinking


Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

#### 6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

- 
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
  - 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
  - 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
  - 6.6 Maintain a safe and healthful working environment.
  - 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

#### 7.0 Responsibility and Flexibility


Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

#### 8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.

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- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
  - 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

## 9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 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.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 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.



## 10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

## 11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.



## Agriculture and Natural Resources Pathway Standards

### A. Agricultural Business Pathway

In the Agricultural Business pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

Sample occupations associated with this pathway:

-  Agriculture Inspector
-  Farm and Ranch Manager
-  Sales Representative
-  Business Controller
-  Agricultural Credit Manager

- A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.
  - A1.1 Differentiate among the components of the American free-enterprise system and other forms of economic systems.
  - A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.
  - A1.3 Compare the advantages and disadvantages of the types of business ownership.
  - A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
  - A1.5 Analyze physical production relationships to determine optimum use levels.
  - A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.
- A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.
  - A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.
  - A2.2 Communicate basic agricultural economic terminology.
  - A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
  - A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
  - A2.5 Differentiate between elastic and inelastic supply and demand.
  - A2.6 Predict how the law of diminishing returns impacts agricultural production.
- A3.0 Explore the role of credit in agribusiness and agricultural production.
  - A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-term, intermediate-term, and long-term credit).

- A3.2 Research and discuss the criteria lenders use to evaluate repayment capacity.
- A3.3 Evaluate balance sheets and cash-flow statements to determine the ability to repay loans.
- A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.
  - A4.1 Compare and contrast cash and accrual accounting systems.
  - A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
  - A4.3 Interpret the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
  - A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
  - A4.5 Determine property values and complete a depreciation schedule.
  - A4.6 Formulate the tax obligations for an agribusiness.
- A5.0 Manage risk and uncertainty.
  - A5.1 Explore environmental issues that impact agribusiness.
  - A5.2 Determine the meaning and importance of risk and uncertainty.
  - A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.
  - A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.
  - A5.5 Identify best practices and include in farm planning to reduce risk.
  - A5.6 Prepare a comprehensive risk management and contingency plan.
- A6.0 Evaluate the role and value of agricultural organizations.
  - A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
  - A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
  - A6.3 Identify, and electronically access, public and private agricultural organizations.
- A7.0 Understand agricultural marketing systems.
  - A7.1 Explain how marketing functions in a free-market society.
  - A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
  - A7.3 Analyze how the law of comparative advantage affects agricultural production.
  - A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.



- A7.5 Assess how promotion trends for agricultural products influence individuals.
- A7.6 Develop a marketing plan for an agricultural product or service.
- A8.0 Understand the sales of agricultural products and services.
  - A8.1 Determine the most effective methods for assessing customer needs and wants.
  - A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
  - A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
- A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
  - A9.1 Describe how the importance of agricultural imports and exports affects state and national economies.
  - A9.2 Summarize how governmental, economic, and cultural factors affect international trade.
  - A9.3 Compare and contrast United States trade policies with those of other important trading partners.
  - A9.4 Research how biotechnology affects trade and global economies.
  - A9.5 Evaluate how different cultural values affect agricultural production and marketing.
  - A9.6 Explain how negotiations and bargaining agreements affect trade agreements.
  - A9.7 Analyze agricultural marketing strategies in other parts of the world.








## **Agriculture and Natural Resources Pathway Standards**

### **B. Agricultural Mechanics Pathway**

The Agricultural Mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

Sample occupations associated with this pathway:

-  Agriculture Equipment Operator
-  Farm Equipment Mechanic and Service Technician
-  Agricultural Engineer
-  Welder
-  Equipment Fabricator

- B1.0 Implement personal and group safety practices.
  - B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
  - B1.2 Integrate accepted shop management procedures and a safe working environment.
  - B1.3 Safely secure loads on a variety of vehicles.
- B2.0 Apply the principles of basic woodworking.
  - B2.1 Identify common wood products, lumber types, and sizes.
  - B2.2 Measure and lay out lumber, calculating board feet and square feet.
  - B2.3 Identify, select, and implement basic fastening systems.
  - B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.
- B3.0 Demonstrate basic electricity principles and wiring practices commonly used in agriculture.
  - B3.1 Explain the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
  - B3.2 Use proper electrical test equipment for AC and direct current (DC) circuits.
  - B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
  - B3.4 Implement proper basic electrical circuit and wiring techniques using nonmetallic cable and conduit as defined by the National Electric Code (NEC).
  - B3.5 Interpret basic agricultural electrical plans.
  - B3.6 Complete an electrical project, including interpreting a plan, following NEC code, selecting materials and components, and completing a circuit.





- B4.0 Select and apply plumbing system practices commonly used in agriculture.
  - B4.1 Match appropriate basic plumbing fitting skills with a variety of materials, such as copper, polyvinyl chloride (PVC), steel, polyethylene, and acrylonitrile butadiene styrene (ABS).
  - B4.2 Explain the environmental influences on plumbing and irrigation system choices (e.g., filter systems, water disposal, drip vs. flood).
  - B4.3 Research and communicate how various plumbing and irrigation systems are used in agriculture.
  - B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.
- B5.0 Understand agricultural cold metal processes.
  - B5.1 Identify common metals, sizes, and shapes.
  - B5.2 Demonstrate basic tool-fitting skills.
  - B5.3 Properly lay out materials for a given project.
  - B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
  - B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
- B6.0 Understand concrete and masonry practices commonly used in agriculture.
  - B6.1 Identify and explain the use of concrete and masonry tools and demonstrate proper handling of concrete materials.
  - B6.2 Practice bed preparation, concrete forms layout, and construction.
  - B6.3 Complete a concrete or masonry project, including calculating volume, developing a bill of materials, assembling, mixing, placing, and finishing.
- B7.0 Understand oxy-fuel cutting and welding.
  - B7.1 Explain the role of heat and oxidation in the cutting process.
  - B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
  - B7.3 Flame-cut metal with an oxy-fuel cutting torch.
  - B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
  - B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.
- B8.0 Understand electric arc welding processes.
  - B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
  - B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.



- B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.4 Weld a variety of joints in various positions.
- B9.0 Assimilate metallurgy principles and fabrication techniques.
  - B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.
  - B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
  - B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
  - B9.4 Design project plans by using mechanical drawing techniques.
  - B9.5 Finish a metal project by implementing proper sequencing.
  - B9.6 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).
  - B9.7 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.
- B10.0 Understand small and compact engines.
  - B10.1 Understand and explain engine theory, including the application of mathematical and/or physical science laws for both two- and four-stroke cycle engines.
  - B10.2 Differentiate among types of small engines and their applications.
  - B10.3 Identify small-engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems).
  - B10.4 Troubleshoot and solve problems with small engines.
  - B10.5 Disassemble, inspect, adjust, and reassemble a small engine.
  - B10.6 Look up and order parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.
- B11.0 Understand the principles and applications of various engines and machinery used in agriculture.
  - B11.1 Identify common agricultural machinery and implements.
  - B11.2 Calibrate, operate, and maintain equipment safely and efficiently.
  - B11.3 Summarize the theory, operation, and troubleshooting of various types of engines found on agricultural machinery, including cooling, fuel, and lubrication systems.
  - B11.4 Explain the theory, operation, and troubleshooting of hydraulic systems.
  - B11.5 Explain the theory, operation, and troubleshooting of power train and power take-off systems.
  - B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).



- B12.0 Apply land measurement and construction techniques commonly used in agriculture.
- B12.1 Describe common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout, GPS).
  - B12.2 Draw and interpret architectural plans.
  - B12.3 Install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
  - B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
  - B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
  - B12.6 Construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
  - B12.7 Develop clear and concise agricultural construction contracts.








## Agriculture and Natural Resources Pathway Standards

### C. Agriscience Pathway

The Agriscience pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

Sample occupations associated with this pathway:

-  Research Assistant/Associate
-  Water Quality Specialist
-  Plant Scientist
-  Agriscience Teacher
-  Entomologist

- C1.0 Evaluate the role of agriculture in the California economy.
  - C1.1 Understand the history of the agricultural industry in California.
  - C1.2 Describe how California agriculture affects the quality of life.
  - C1.3 Analyze the interrelationship of California agriculture and society at the local, state, national, and international levels.
  - C1.4 Research the economic impact of leading California agricultural commodities.
  - C1.5 Assess the economic impact of major natural resources in California.
  - C1.6 Distinguish between the economic importance of major agricultural exports and imports.
  - C1.7 Explore factors that affect food safety and producers' responsibilities to consumers.
- C2.0 Examine the interrelationship between agriculture and the environment.
  - C2.1 Identify important agricultural environmental impacts on soil, water, and air.
  - C2.2 Explain current environmental challenges related to agriculture.
  - C2.3 Summarize how natural resources are used in agriculture.
  - C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
  - C2.5 Research how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).
- C3.0 Analyze the effects of technology on agriculture.
  - C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.
  - C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.



- C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Research the laws and regulations concerning biotechnology.
- C3.5 Integrate the use of technology when collecting and analyzing data.
- C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.
  - C4.1 Understand the evolution and roles of domesticated animals in society.
  - C4.2 Differentiate between domestication and natural selection.
  - C4.3 Compile the modern-day uses of animals and animal by-products.
  - C4.4 Defend various points of view regarding the use of animals.
  - C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).
- C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.
  - C5.1 Identify the function of cells.
  - C5.2 Analyze the anatomy and physiology of cells.
  - C5.3 Understand various cell actions, such as osmosis and cell division.
  - C5.4 Compare and contrast plant and animal cells, bacteria, and viruses.
- C6.0 Explore animal anatomy and systems.
  - C6.1 State the names, and find the locations, of the external anatomy of animals.
  - C6.2 Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.
- C7.0 Comprehend basic animal genetics.
  - C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function.
  - C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
  - C7.3 Predict phenotype and genotype ratios by using a Punnett Square.
  - C7.4 Explain the fertilization process.
  - C7.5 Distinguish between the purpose and processes of mitosis and meiosis.
- C8.0 Understand fundamental animal nutrition and feeding.
  - C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
  - C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.
  - C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.



- C9.0 Evaluate basic animal health.
  - C9.1 Assess the appearance and behavior of a normal, healthy animal.
  - C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.
  - C9.3 Analyze the causes and controls of common animal diseases.
  - C9.4 Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
  - C9.5 Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.
- C10.0 Explain soil science principles.
  - C10.1 Recognize the major soil components and types.
  - C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.
  - C10.3 Assess water delivery and irrigation system options.
  - C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.
- C11.0 Analyze plant growth and development.
  - C11.1 Understand the anatomy and functions of plant systems and structures.
  - C11.2 Identify plant growth requirements.
  - C11.3 Discern between annual, biennial, and perennial life cycles.
  - C11.4 Examine sexual and asexual reproduction in plants.
  - C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
  - C11.6 Summarize the respiration process in the breakdown of food and organic matter.
- C12.0 Understand fundamental pest management.
  - C12.1 Classify agricultural pests (e.g., insects, weeds, disease, and vertebrates).
  - C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.
  - C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest management.
- C13.0 Design agricultural experiments using the scientific method.
  - C13.1 State the steps of the scientific method.
  - C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.



## Agriculture and Natural Resources Pathway Standards

### D. Animal Science Pathway

In the Animal Science pathway, students study large, small, and specialty animals. Students explore the necessary elements, such as diet, genetics, habitat, and behavior, to create humane, ecologically, and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

Sample occupations associated with this pathway:

-  Veterinarian Technician
-  Animal Caretaker/Kennel Operator
-  Animal Breeder
-  Ranch Manager
-  Feed Nutritionist

- D1.0 Evaluate the necessary elements for proper animal housing and animal-handling equipment.
  - D1.1 Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.
  - D1.2 Select habitat and housing conditions and materials, such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters, to meet the needs of various animal species.
  - D1.3 Interpret animal behaviors and execute protocols for safe handling of animals.
  - D1.4 Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.
- D2.0 Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.
  - D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil.
  - D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.
  - D2.3 Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
  - D2.4 Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.
- D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems.
  - D3.1 Compare and contrast animal cells, tissues, organs, and body systems.
  - D3.2 Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.
  - D3.3 Relate the importance of animal organs to the health, growth, and reproduction of animals.

- D4.0 Demonstrate understanding of animal reproduction, including the function of reproductive organs.
  - D4.1 Illustrate animal conception, including estrus cycles, ovulation, and insemination.
  - D4.2 Research the gestation process and basic fetal development.
  - D4.3 Explain the parturition process, including the identification of potential problems and their solutions.
  - D4.4 Select animal breeding methods based on reproductive and economic efficiency.
  - D4.5 Select a breeding system based on the principles of genetics.
- D5.0 Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).
  - D5.1 Evaluate a group of animals for desired qualities, and discern among them for breeding selection.
  - D5.2 Select animals, based on quantitative breeding values, for specific characteristics.
  - D5.3 Research and discuss current technology used to measure desirable traits.
  - D5.4 Predict phenotypic and genotypic results of a dominant and recessive gene pair.
  - D5.5 Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.
- D6.0 Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.
  - D6.1 Evaluate the signs of normal health in contrast to illness and disease.
  - D6.2 Analyze the importance of animal behavior in diagnosing animal sickness and disease.
  - D6.3 Research common pathogens, vectors, and hosts that cause disease in animals.
  - D6.4 Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
  - D6.5 Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.
  - D6.6 Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.
  - D6.7 Discuss the impacts on local, national, and global economies, as well as on consumers and producers, when animal diseases are not appropriately contained and eradicated.
- D7.0 Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.
  - D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.
  - D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.



- D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.
- D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.
- D8.0 Explain challenges associated with animal waste management.
  - D8.1 Assess treatment and disposal management systems for animal waste.
  - D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.
  - D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.
- D9.0 Assess animal welfare concerns and management practices that support animal welfare.
  - D9.1 Evaluate the early warning signs of animal distress and how to rectify the problem.
  - D9.2 Discuss consumer concerns with animal production practices relative to human health.
  - D9.3 Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
  - D9.4 Research the regulations for humane transportation and harvesting of animals, such as those delineated by the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service and the Humane Methods of Slaughter Act.
- D10.0 Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).
  - D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
  - D10.2 Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.
- D11.0 Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
  - D11.1 Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
  - D11.2 Explore the unique nutrition, health, and habitat requirements for specialty animals.
  - D11.3 Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
  - D11.4 Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.



- D12.0 Understand how animal products and by-products are processed and marketed.
  - D12.1 Research animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point, Sanitation Standard Operating Procedures, and good manufacturing practices documents.
  - D12.2 Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.
  - D12.3 Discuss how meat-based, dairy, and egg retail products are produced.
  - D12.4 Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.
  - D12.5 Evaluate how meat products and nonmeat products are marketed.
  - D12.6 Compare the value of animal by-products to nonagricultural industries.
  - D12.7 Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.

## Agriculture and Natural Resources Pathway Standards

### E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

Sample occupations associated with this pathway:



Forestry Technician  
Park Ranger  
Fish Hatchery Technician  
Logging Operation Inspector  
Biological Science Technician

- E1.0 Understand the importance of energy and energy cycles.
  - E1.1 Diagram the oxygen, carbon, nitrogen, and water cycles.
  - E1.2 Differentiate between renewable and nonrenewable energy sources.
  - E1.3 Differentiate between natural resource management conservation strategies and preservation strategies.
  - E1.4 Compare the effects on air and water quality of using different forms of energy.
  - E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.
- E2.0 Understand air and water use, their management practices, and conservation strategies.
  - E2.1 Explain the government's role in regulating air, soil, and water use management practices and conservation strategies.
  - E2.2 Research and discuss air and water conservation issues.
  - E2.3 Define appropriate water conservation measures.
  - E2.4 Interpret the component of a plan that monitors water quality.
  - E2.5 Interpret the component of a plan that monitors air quality.
  - E2.6 Analyze the way in which water management affects the environment and human needs.
- E3.0 Explore soil composition and soil management.
  - E3.1 Demonstrate techniques used to classify soils.
  - E3.2 Explain the reasons for, and importance of, soil conservation.
  - E3.3 Analyze soils found in the different natural resource management areas.

- E3.4 Develop and implement a soil management plan for a natural resource management area.
- E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

- E4.0 Explore rangeland management.
  - E4.1 Map the locations of major U.S. and California rangeland areas.
  - E4.2 Summarize the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
  - E4.3 Define practices used to improve rangeland quality.
  - E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
  - E4.5 Distinguish among different browse and forage species in California rangelands.
  - E4.6 Evaluate a rangeland and develop a rangeland monitoring plan.
  - E4.7 Analyze the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service) and abide by specific laws pertaining to natural resource systems.
- E5.0 Investigate wildlife management and habitat.
  - E5.1 Describe the relationship between habitat and wildlife population.
  - E5.2 List habitat requirements for different species and identify factors that influence population dynamics.
  - E5.3 Determine existing wildlife species populations.
  - E5.4 Explain mammalian and avian reproductive processes and infer how nutrition and habitat affect reproduction and population.
  - E5.5 Differentiate among a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
  - E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
  - E5.7 Research and report on the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.
- E6.0 Understand aquatic resource use and management.
  - E6.1 Summarize the different types of aquatic resources.
  - E6.2 Identify and describe the major body parts, digestive systems, and reproductive organs of aquatic species.
  - E6.3 Determine the populations of existing aquatic species using a variety of methods.
  - E6.4 Analyze the relationship between water quality and aquatic species habitat.





- E6.5 Explore a variety of management practices for managing aquatic species for sport fishing and other purposes.
- E6.6 Make financial and production decisions and maintain growth and management records for a selected aquatic species.
- E7.0 Understand the outdoor recreation industry.
  - E7.1 List the potential environmental impacts of recreational activities and describe how to manage the resources affected.
  - E7.2 Demonstrate basic survival skills and first aid procedures.
  - E7.3 Construct and maintain trails.
  - E7.4 Select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).
  - E7.5 Set up a campsite for minimum environmental impact.
- E8.0 Explore basic plant physiology, anatomy, and taxonomy.
  - E8.1 Use scientific method to classify animals, including order, family, genus, and species.
  - E8.2 Use a dichotomous key to identify plants and animals.
  - E8.3 Identify local trees, shrubs, grasses, forbs, and wildlife species by common name.
  - E8.4 Recognize and explain the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.
- E9.0 Explore the role of fire in natural resource management.
  - E9.1 Differentiate between desirable and undesirable fire in forest and rangeland ecosystems.
  - E9.2 Explain the significance of each of the components of the "fire triangle."
  - E9.3 Know appropriate wildland fire-suppression practices.
  - E9.4 Develop a fire-control plan.
  - E9.5 Use fire-control tools safely.
  - E9.6 Research and report on the training requirements for fire-suppression certification.
- E10.0 Implement forest management practices.
  - E10.1 Describe how social, political, and economic factors can affect the use of forests.
  - E10.2 Discuss the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
  - E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
  - E10.4 Analyze harvest and renewability (e.g., reseeding and thinning) systems and identify the impact of each on the land.



- E10.5 Explain silvicultural systems and skills and use appropriate related tools.
- E10.6 Identify and diagnose damage from destructive insects, diseases, and weather and choose methods for their management.
- E11.0 Understand the basic concepts of measurement, surveying, and mapping.
  - E11.1 Describe the Public Land Survey System.
  - E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass, to determine area, boundaries, and elevation differences.
  - E11.3 Apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
  - E11.4 Create a management plan map that includes layer information and data points from global information systems.
- E12.0 Produce, harvest, process, and market products from natural resource industries.
  - E12.1 Explain the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
  - E12.2 Process natural resource products adhering to manufacturing standards.
  - E12.3 Analyze the production of specialty and seasonal products from natural resources.
  - E12.4 Compare different wood types and their uses.
  - E12.5 Diagram lumber manufacturing processes.
- E13.0 Understand public and private land issues.
  - E13.1 Interpret the differences between publicly and privately held lands.
  - E13.2 Explain the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
  - E13.3 Compare the role of public and private property rights and how they affect agriculture.
  - E13.4 Describe the role of government in managing public and private property rights.

## Agriculture and Natural Resources Pathway Standards

### F. Ornamental Horticulture Pathway

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

Sample occupations associated with this pathway:

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

- F1.0 Compare and contrast the hierarchical classification of plants.
  - F1.1 Practice how to classify and identify plants by order, family, genus, and species.
  - F1.2 Demonstrate how to identify plants by using a dichotomous key.
  - F1.3 Illustrate how common plant parts are used to classify the plants.
  - F1.4 Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
  - F1.5 Identify and select plants for local landscape applications.
- F2.0 Summarize plant physiology and growth principles.
  - F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
  - F2.2 Diagram the seed's essential parts and explain the functions of each.
  - F2.3 Explain how primary, secondary, and trace elements are used in plant growth.
  - F2.4 Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
  - F2.5 Differentiate the tissues seen in a cross section of woody and herbaceous plants.
  - F2.6 Explore the factors that affect plant growth.
- F3.0 Demonstrate plant propagation techniques.
  - F3.1 Explain the different forms of sexual and asexual plant reproduction.
  - F3.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
  - F3.3 Utilize and monitor plant reproduction for the development of a saleable product.
- F4.0 Develop and implement a plan for basic integrated pest management.
  - F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.

- F4.2 Research how pesticide regulations and government agencies affect agriculture.
- F4.3 Identify common horticultural pests and diseases and methods of controlling them.
- F4.4 Design an integrated approach to solving plant problems.

- F5.0 Summarize water and soil (media) management practices.
  - F5.1 Explain how basic soil science and water principles affect plant growth.
  - F5.2 Illustrate basic irrigation design and installation methods.
  - F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
  - F5.4 Research major issues related to water sources and water quality.
  - F5.5 Explain the components of soilless media and test the use of those media in various types of containers.
- F6.0 Apply ornamental plant nutrition practices.
  - F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
  - F6.2 Use basic nutrient testing procedures on soil and plant tissue.
  - F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
  - F6.4 Read and interpret labels to properly apply fertilizers.
- F7.0 Develop a plan for the selection, installation, and maintenance of turf.
  - F7.1 Explain the selection and management of landscape and sports field turf.
  - F7.2 Demonstrate how to select, install, and maintain a designated turf grass area.
  - F7.3 Distinguish how the use of turf benefits the environment.
- F8.0 Employ nursery production principles.
  - F8.1 Demonstrate the proper use of production facilities and common nursery equipment.
  - F8.2 Use common nursery production practices.
  - F8.3 Demonstrate how to propagate and maintain a horticultural crop to the point of sale.
  - F8.4 Design a marketing and merchandising strategy to use in nursery production.
- F9.0 Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.
  - F9.1 Use different types of containers and demonstrate how to maintain growing containers in controlled environments.
  - F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
  - F9.3 Select proper tools for specific horticultural jobs.
  - F9.4 Install landscape components and electrical, land, and water features.





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



## Agriculture and Natural Resources Pathway Standards

### G. Plant and Soil Science Pathway

The Plant and Soil Science pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment, as well as cultural and harvest practices.

Sample occupations associated with this pathway:

-  Soil Conservationist
-  Environmental Analyst
-  Plant and Soil Scientist
-  Crop Consultant
-  Pest Control Advisor

- G1.0 Apply plant classification principles.
  - G1.1 Classify and identify plants by order, family, genus, and species.
  - G1.2 Practice how to identify plants by using a dichotomous key.
  - G1.3 Demonstrate how common plant parts are used to classify the plants.
  - G1.4 Communicate the differences between, and uses of, native and nonnative plants.
  - G1.5 Distinguish the differences between monocots and dicots.
  - G1.6 Explain the differences between plants under production and weeds.
- G2.0 Explore cell biology.
  - G2.1 Compare differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
  - G2.2 Test plant cellular function reactions when plants are grown under different conditions.
  - G2.3 Explain functions organelles play in the health of the cell.
  - G2.4 Recognize the part of the cell that is responsible for the genetic information that controls plant growth and development.
  - G2.5 Summarize plant inheritance principles, including the structure and role of DNA.
  - G2.6 List which organelles in plant cells carry out photosynthesis.
- G3.0 Understand plant physiology and growth principles.
  - G3.1 Investigate plant systems, nutrient transportation, and energy storage.
  - G3.2 Label the seed's essential parts and describe their functions.
  - G3.3 Discern how primary, secondary, and trace elements are used in plant growth.
  - G3.4 Research the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.



- G3.5 Identify the tissues seen in a cross section of woody and herbaceous plants.
- G3.6 Conduct experiment(s) testing the factors that affect plant growth and predict plant response.
- G4.0 Demonstrate an understanding of sexual and asexual reproduction of plants.
  - G4.1 Explain the different forms of sexual and asexual plant reproduction.
  - G4.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
  - G4.3 Use the proper sterile technique used in tissue culture.
- G5.0 Assess pest problems and management.
  - G5.1 Demonstrate how to categorize insects as pests, beneficial or neutral, and describe their roles.
  - G5.2 Explain the role of other pests, such as nematodes, molds, mildews, and weeds.
  - G5.3 Compare and contrast conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
  - G5.4 Use integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
  - G5.5 Research how biotechnology can be used to manage pests.
- G6.0 Assess the role of soils in plant production.
  - G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
  - G6.2 Analyze soil properties necessary for successful plant production, including pH, electrical conductivity (EC), and essential nutrients.
  - G6.3 Explain soil biology and diagram the cycles in nature as related to the soil food chain.
  - G6.4 Research how soil biology affects the environment and natural resources.
- G7.0 Integrate effective tillage and soil conservation management practices.
  - G7.1 Plan how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
  - G7.2 Assess how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
  - G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.
- G8.0 Evaluate effective water management practices.
  - G8.1 Summarize California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
  - G8.2 Research and describe the local, state, and federal agencies that regulate water quality and availability in California.



- G8.3 Define the definition of a watershed and explain how it is used to measure water quality.
- G8.4 Explain effective water management and conservation practices, including the use of tailwater ponds.
- G8.5 Use water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.
- G9.0 Explain the concept of an "agrosystem" approach to production.
  - G9.1 Identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).
  - G9.2 Compare and contrast the elements of conventional, sustainable, and organic production systems.
  - G9.3 Differentiate among the components of "whole-system management."
- G10.0 Apply local crop management and production practices.
  - G10.1 Practice local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.
  - G10.2 Explain common marketing and shipping characteristics of local commodities.
  - G10.3 Interpret general maturity and harvest-time guidelines for specific local plant products.
  - G10.4 Apply point-of-origin safety and sanitation procedures in the production, harvesting, handling, processing, and storing of edible plant products.
- G11.0 Demonstrate competence in applications of scientific principles and techniques in plant science.
  - G11.1 Research how changing technology, such as micro-propagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis), affects plant production, yields, and management.
  - G11.2 Explain the various technology advancements that affect plant and soil science, such as global positioning systems, global information systems, variable rate technology, and remote sensing.
  - G11.3 Assess how herbicide-resistant plant genes can affect the environment.
  - G11.4 Communicate how genetic engineering techniques have been used to improve crop yields.
  - G11.5 Compare and contrast the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
ENGLISH LANGUAGE ARTS							
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #)							
9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G8.0, G10.0
9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10</i> texts and topics.		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C9.0, C10.0, C11.0, C13.0	D5.0, D6.0, D7.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G6.0, G7.0, G8.0, G10.0
9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i> , <i>friction</i> , <i>reaction force</i> , <i>energy</i> ).	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	A3.0, A4.0, A6.0, A8.0	B1.0, B9.0, B12.0	C10.0, C11.0	D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E3.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F2.0, F3.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G10.0
11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, 11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G8.0, G10.0

# Academic Alignment Matrix

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ENGLISH LANGUAGE ARTS							
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #)							
11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12</i> texts and topics.	A2.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C7.0, C8.0, C10.0, C11.0	D5.0, D6.0, D7.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G6.0, G7.0, G8.0, G10.0
Writing Standards – WS (Standard Area, Grade Level, Standard #)							
9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A5.0, A7.0, A9.0	B12.0		D1.0	E3.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0		G3.0, G8.0, G11.0
9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
9-10.8 Gather relevant information from multiple authoritative print and digital sources (primary and secondary) using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.	A1.0, A2.0, A5.0, A6.0, A7.0, A9.0	B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0



# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Writing Standards – WS (Standard Area, Grade Level, Standard #) <i>(continued)</i>							
9–10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11–12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A5.0, A7.0, A9.0	B12.0	C13.0	D1.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0		G3.0, G8.0, G11.0
11–12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11–12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0		D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11–12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	A2.0, A5.0, A7.0, A9.0	B11.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D4.0, D5.0, D6.0, D7.0, D9.0	E2.0, E3.0, E5.0, E10.0, E13.0	F8.0, F11.0	G5.0, G6.0, G8.0, G11.0

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
MATHEMATICS							
Algebra – A–CED – Creating Equations							
Create equations that describe numbers or relationships							
1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions.			C13.0		E10.0		
1.1 Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.							
Algebra – A–APR – Arithmetic with Polynomials and Rational Expressions							
Perform arithmetic operations on polynomials							
1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication: add, subtract, and multiply polynomials, and divide polynomials by monomials. Solve problems in and out of context. (Common Core Standard A-APR-11)			C13.0				
Algebra – A–REI – Reasoning with Equations and Inequalities							
Solve equations and inequalities in one variable							
3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.			C13.0	D5.0	E10.0		
3.1 Solve equations and inequalities involving absolute value. (CA Standard Algebra I – 3.0 and CA Standard Algebra II – 1.0)							

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<b>MATHEMATICS</b>							
<b>Algebra – A–CED – Creating Equations</b>							
<i>Create equations that describe numbers or relationships</i>							
1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions.							
1.1 Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.			C13.0		E10.0		
<b>Algebra – A–APR – Arithmetic with Polynomials and Rational Expressions</b>							
<i>Perform arithmetic operations on polynomials</i>							
1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication: add, subtract, and multiply polynomials, and divide polynomials by monomials. Solve problems in and out of context. (Common Core Standard A-APR-11)			C13.0				
<b>Algebra – A–REI – Reasoning with Equations and Inequalities</b>							
<i>Solve equations and inequalities in one variable</i>							
3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.							
3.1 Solve equations and inequalities involving absolute value. (CA Standard Algebra I – 3.0 and CA Standard Algebra II – 1.0)			C13.0	D5.0	E10.0		

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<b>Functions – F–IF – Interpreting Functions</b>							
<i>Interpret functions that arise in applications in terms of the context</i>							
4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	A1.0, A2.0		C13.0	D5.0			
<b>Geometry – G–CO – Congruence</b>							
<i>Make geometric constructions</i>							
12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	B6.0, B9.0, B12.0			D1.0	E11.0	F5.0, F10.0	G7.0
<b>Geometry – G–MD – Geometric Measurement and Dimensions</b>							
<i>Explain volume formulas and use them to solve problems</i>							
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	B6.0, B12.0			D1.0, D7.0	E4.0, E11.0	F5.0, F10.0	G7.0
<b>Geometry – G–MG – Modeling with Geometry</b>							
<i>Apply geometric concepts in modeling situations</i>							
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	B4.0, B6.0, B11.0, B12.0		C8.0, C10.0	D1.0, D7.0	E4.0, E9.0, E11.0	F5.0, F7.0, F10.0, F11.0	G7.0

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AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Statistics and Probability – S-ID – Interpreting Categorical and Quantitative Data							
<i>Summarize, represent, and interpret data on a single count or measurement variable</i>							
1. Represent data with plots on the real number line (dot plots, histograms, and box plots).	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
<i>Interpret linear models</i>							
7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
SCIENCE							
Scientific and Engineering Practices – SEP							
1. Asking questions (for science) and defining problems (for engineering)		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D11.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F9.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
2. Developing and using models		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C5.0, C6.0, C7.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Scientific and Engineering Practices – SEP (continued)							
3. Planning and carrying out investigations		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C4.0, C5.0, C9.0, C12.0, C13.0	D1.0, D2.0, D6.0	E7.0	F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G2.0, G3.0, G5.0
4. Analyzing and interpreting data		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C1.0, C4.0, C5.0, C8.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F8.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
5. Using mathematics and computational thinking		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C7.0, C13.0	D1.0, D2.0, D6.0, D10.0, D11.0, D12.0	E5.0, E6.0, E7.0, E10.0, E12.0, E13.0	F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
6. Constructing explanations (for science) and designing solutions (for engineering)		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D10.0, D11.0, D12.0	E5.0, E6.0, E7.0, E10.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
7. Engaging in argument from evidence		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C4.0, C13.0	D1.0, D2.0, D6.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
8. Obtaining, evaluating, and communicating information		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C3.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0



Academic Alignment Matrix						
AGRICULTURE AND NATURAL RESOURCES	PATHWAYS					
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture G. Plant and Soil Science
Crosscutting Concept – CC						
1. Patterns		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C7.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0 G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
2. Cause and effect: Mechanism and explanation		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	G2.0, G3.0, G4.0, G6.0, G8.0, G9.0, G10.0, G11.0
3. Scale, proportion, and quantity		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
4. Systems and system models		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C11.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
5. Energy and matter: Flows, cycles, and conservation		B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C2.0, C13.0	D1.0, D2.0, D6.0, D7.0, D8.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	G2.0, G3.0, G6.0, G8.0, G9.0, G11.0
6. Structure and function		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C10.0, C11.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	G1.0, G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0

Academic Alignment Matrix						
AGRICULTURE AND NATURAL RESOURCES	PATHWAYS					
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture G. Plant and Soil Science
Crosscutting Concept – CC						
7. Stability and change		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
Physical Sciences – PS						
PS1: Matter and Its Interactions						
PS1.A: Structure and Properties of Matter			C8.0	D8.0, D12.0	E1.0	F6.0
PS1.B: Chemical Reactions						
PS2: Motion and Stability: Forces and Interactions						
PS2.A: Forces and Motion		B10.0, B11.0, B12.0				
PS2.B: Types of Interactions		B4.0				
PS2.C: Stability and Instability in Physical Systems						
PS3: Energy						
PS3.A: Definitions of Energy						
PS3.B: Conservation of Energy and Energy Transfer		B3.0, B7.0, B8.0, B9.0, B12.0				
PS3.C: Relationship Between Energy and Forces						
PS3.D: Energy in Chemical Processes and Everyday Life			C6.0, C8.0, C9.0, C11.0	D2.0, D3.0, D4.0, D6.0	E8.0	F2.0
PS3.D: Energy in Chemical Processes and Everyday Life						
PS4: Waves and Their Applications in Technologies for Information Transfer		B12.0				
PS4.A: Wave Properties						

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Life Sciences – LS							
LS1: From Molecules to Organisms: Structures and Processes							
LS1A: Structure and Function			C5.0, C6.0, C8.0, C9.0, C10.0, C11.0	D2.0, D3.0, D4.0, D5.0, D6.0 D10.0 D11.0	E3.0, E5.0, E6.0, E8.0	F1.0, F2.0, F3.0, F4.0 F6.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0
LS1B: Growth and Development of Organisms			C5.0, C7.0, C8.0 C11.0	D5.0, D10.0, D11.0 D12.0	E8.0	F2.0, F3.0, F4.0, F5.0, F7.0, F8.0	G2.0, G3.0, G4.0, G5.0
LS1C: Organization for Matter and Energy Flow in Organisms			C4.0, C5.0, C11.0	D8.0	E8.0	F2.0, F7.0	G2.0, G3.0
LS1D: Information Processing	A8.0			D3.0, D1.0			
LS2: Ecosystems: Interactions, Energy, and Dynamics							
LS2A: Interdependent Relationships in Ecosystems			C9.0, C10.0, C11.0, C12.0	D6.0, D7.0, D8.0, D12.0	E2.0, E3.0, E8.0	F2.0, F4.0	G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0
LS2B: Cycles of Matter and Energy Transfer in Ecosystems			C11.0	D2.0, D7.0	E1.0, E8.0	F2.0, F4.0, F6.0, F8.0	G3.0, G5.0
LS2C: Ecosystems Dynamics, Functioning, and Resilience			C11.0	D7.0	E4.0, E5.0, E6.0, E8.0, E9.0 E10.0	F2.0, F4.0	G3.0, G5.0, G10.0
LS2D: Social Interactions and Group Behavior			C2.0, C9.0	D1.0, D10.0, D11.0			
LS3: Heredity: Inheritance and Variation of Traits			C3.0, C7.0, C11.0	D3.0, D5.0	E8.0	F2.0, F3.0	G3.0, G4.0, G11.0
LS3A: Inheritance of Traits							
LS3B: Variation of Traits			C7.0, C12.0	D3.0, D5.0	E8.0	F2.0, F3.0	G3.0, G4.0, G11.0

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Life Sciences – LS <i>(continued)</i>							
LS4: Biological Evolution: Unity and Diversity							
LS4B: Natural Selection			C3.0, C4.0, C9.0, C11.0, C12.0	D6.0			G11.0
LS4C: Adaptation							
LS4D: Biodiversity and Humans	A9.0		C4.0, C12.0		E2.0, E8.0		G11.0
Earth and Space Sciences – ESS							
ESS2: Earth's Systems							
ESS2A: Earth Materials and Systems			C1.0, C2.0		E1.0, E2.0		
ESS2C: The Roles of Water in Earth's Surface Processes			C10.0		E1.0, E6.0		G8.0
ESS2E: Biogeology							
ESS3: Earth and Human Activity							
ESS3A: Natural Resources			C1.0, C2.0		E3.0, E4.0, E9.0	F5.0	G5.0
ESS3B: Natural Hazards			C1.0				
ESS3C: Human Impacts on Earth Systems			C4.0		E4.0, E5.0, E7.0, E10.0		G9.0, G11.0
Engineering, Technology, and the Applications of Science – ETS							
ETS1: Engineering Design							
ETS1A: Defining and Delimiting an Engineering Problem		B3.0, B4.0, 5.0, B6.0, B7.0, 8.0, B9.0, B10.0, B11.0, B12.0				F10.0	G7.0, G8.0
ETS1B: Developing Possible Solutions							
ETS1C: Optimizing the Design Solution							



# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Engineering, Technology, and the Applications of Science – ETS ( <i>continued</i> )							
ETS2: Links Among Engineering, Technology, Science, and Society							
ETS2.A: Interdependence of Science, Engineering, and Technology		B1.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C1.0, C2.0	D2.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0 E3.0, E4.0, E5.0, E6.0, E9.0, E10.0, E11.0, E12.0	F2.0, F3.0, F4.0, F5.0, F6.0, F8.0, F9.0, F10.0	G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G10.0, G11.0
ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World							
HISTORY/SOCIAL SCIENCE							
Principles of Economics – PE							
12.1 Students understand common economic terms and concepts and economic reasoning.							
12.1.1. Examine the causal relationship between scarcity and the need for choices.	A2.0						
12.1.2. Explain opportunity cost and marginal benefit and marginal cost.	A2.0						
12.1.3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.	A2.0						
12.1.4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.	A2.0				E2.0, E13.0		
12.2 Students analyze the elements of America's market economy in a global setting.							
12.2.1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.	A2.0						

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Principles of Economics – PE ( <i>continued</i> )							
12.2.2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.	A1.0, A2.0						
12.2.3. Explain the roles of property rights, competition, and profit in a market economy.	A1.0, A2.0, A3.0, A4.0, A5.0, A7.0, A8.0, A9.0						
12.2.4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.	A2.0, A7.0, A9.0						
12.2.5. Understand the process by which competition among buyers and sellers determines a market price.	A1.0, A2.0, A7.0, A9.0						
12.2.6. Describe the effect of price controls on buyers and sellers.	A2.0, A7.0						
12.2.7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.	A9.0						
12.2.8. Explain the role of profit as the incentive to entrepreneurs in a market economy.	A1.0, A2.0, A7.0						
12.2.10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.	A2.0						
12.4 Students analyze the elements of the U.S. labor market in a global setting.							
12.4.3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.	A2.0						
12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy.	A9.0						

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Principles of Economics – PE <i>(continued)</i>							
12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.							
12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.	A9.0						
12.6.2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.	A9.0						
12.6.3. Understand the changing role of international political borders and territorial sovereignty in a global economy.	A9.0						
12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.	A9.0						
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.							
12.7.5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.					E2.0		

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
U.S. History and Geography – US							
11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.							
11.6.3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.			C1.0				
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.							
11.11.5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.					E2.0, E10.0, E13.0		
11.11.7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.					E2.0		



## Contributors

### Agriculture and Natural Resources

Bob Heuvel, Administrator, California Department of Education

Hugh Mooney, Education Consultant, California Department of Education

### Standards Review Team

Don Borges, Director, Agricultural Education Tech Prep, Modesto Junior College

Glen Casey, Professor, California Polytechnic State University, San Luis Obispo

Karen Dalton-Wemp, Owner, Mission Vineyard Sheep

Bill Loveridge, Retired Instructor

Cindy Rohde, Instructor, Pierce Joint Unified School District

Mike Rourke, Instructor, Trinity County Office of Education

Rosco Vaughn, Professor, California State University, Fresno

### Standards Writing Team

Karen Dalton-Wemp, Owner, Mission Vineyard Sheep

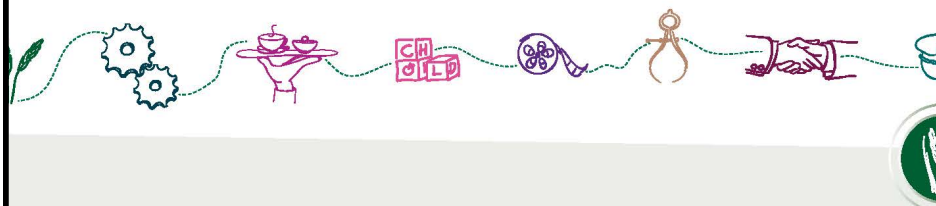
Jill Sperling, Instructor, Kingsburg Joint Union High School District



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# M. TEACHER DATA SHEETS

R2 Teacher Information  
 Stone Ridge Christian High School  
 Merced, CA  
 Year 2018-2019

Last	First	Gender	Ethnicity	Credential Type	Salary	Salary Type	Extended Contract	FFA Stipend	Dept Head Stipend	SAE Period
Lewis	Victoria	Female	White	Ag Specialist		12 Month	N/A	N/A	N/A	Y

Lewis, Victoria					
Schedule	Time	Course Title	Enrollment	Type	
1	8:00-8:56	Prep Period	0	Prep	
2	9:00-9:50	Agriculture Biology	8	Ag Biology	
3	10:04-10:54	Prep Period/SAE Period	0	SAE	
4	10:58-11:48	Agriculture Leadership	8	Other Ag	
5	12:22-1:12	Explorations in Agriculture	16	Agriculture I	
6	1:16-2:06	Prep Period/ Department Period	0	Prep	
7	2:10-3:00	Art and History of Floral Design	22	O.H./Floral	



*By virtue of the authority vested in the Commission on Teacher Credentialing  
 in recognition of preparation to serve in California public schools*

**VICTORIA LEWIS**

*is hereby awarded a*

***Preliminary Single Subject Teaching Credential: New Credential Type***

**AUTHORIZED SUBJECT(S):**  
*Agriculture*

**SUBJECT MATTER AUTHORIZATION(S):**  
*Agriculture*

**SUPPLEMENTARY AUTHORIZATION(S):**

Valid from 06/03/2015 to 07/01/2020

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at [www.ctc.ca.gov](http://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*

**VICTORIA LEWIS**

*is hereby awarded a*

***Clear Specialist Instruction Credential (Agriculture): New Credential Type***

**AUTHORIZED SUBJECT(S):**

*Agriculture*

**SUBJECT MATTER AUTHORIZATION(S):**

*Agriculture*

**SUPPLEMENTARY AUTHORIZATION(S):**

Valid from 06/03/2015 to 07/01/2020

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at [www.ctc.ca.gov](http://www.ctc.ca.gov)

N. ROSTER OF ADVISORY  
COMMITTEE

# Stone Ridge Christian FFA Advisory Committee Roster

First	Last	Position	Company	Realm	Contact
Joey	Bettencourt	Owner	Dairy Logic	Ag Mechanics	Bettencourt05@aol.com
Edgar	De Jager	Owner	Double DJ Farm	Dairy Science	Ddj2x@aol.com
Richie	Iest	Owner	Richie Iest Farms Inc	Dairy and Plant Science	richie@rifinc.com
Weibren	Jonkman	Owner	Diamond J Farms	Dairy and Plant Science	wiebren@diamondjffarms.net
Fred	Macias				Macias.fred@sbcglobal.net
Steve	Obad	Retired		Ag Education	Smobad54@gmail.com
Kelly	Bauer				Bauerkids88@yahoo.com
Mark	Bauer	Owner	Bauer Family Farms	Poultry Production	Bauerkids88@yahoo.cim

## O. ADVISORY COMMITTEE MINUTES

## **SRC Ag Advisory Board Meeting Minutes**

August 23, 2017

### **I. Call to order**

Edgar De Jager called to order the regular meeting of the SRC Ag Advisory Board at 6:40pm on August 23, 2017 at Stone Ridge Christian High School @ First Baptist Campus.

### **II. Roll call**

The following persons were present: Edgar De Jager, Steve Obad, Richard Iest, Kelly Bauer, Mark Bauer, Joey Bettencourt, Tori Lewis

### **III. Approval of minutes from last meeting**

### **IV. Business**

- 1) Introductions were made
- 2) FFA Update: The officers have been elected and are currently working on their plans and goals for the upcoming year. The officers are Jordan Hooker, Carson Dalhoff, Andrea Esquivel, Jackson De Jager, Sophia Vander Dussen, Rebecca Postmus, and Ariana Villa. They are diligently working on fundraiser ideas and want to have a booth at the Fall Festival.
- 3) Floral Fridge: We would like it installed by October 1<sup>st</sup>. The online quote from Bush Refrigeration is the best price. There is funding available. We would like a top mount fridge. **Steve Obad moves to order floral fridge. Richie Iest 2nds the motion. No discussion. Motion passes.**
- 4) Pickup: Edgar and Richie are looking into trucks but nothing is available right now in our specs and price range. Richie is looking into dealerships he works with for new prices. The insurance agent has been made aware of what the vehicle will be used for with the transportation of students. All students will have to have liability waivers signed to ride in the truck. All drivers need to be pre-approved. **Board recommends that SRC reimburses Mrs. Lewis for mileage on her own car for FFA meetings and events off site that she drives her own vehicle to.**
- 5) Scale: Still working on price. We won't need this until mid-year so we still have some time. We need an easy lifting scale. Expected price is around \$1000.
- 6) Financial Update:

- a) A check has been sent to the school for \$25,000. The total raised is \$30,500. The goal is \$100,000.
- b) Tori Lewis needs to reach out to Jason Tucker for information to give to Simplot. There needs to be follow up with Merced Farm Credit as well for their grant.
- c) Letter Campaign: We need to restart the letter campaign to agriculture businesses. Since we are farther into the program, this is a good way to show what we have done and what the plans are. Also need to include the 501.3(c) for tax write off incentive.
- 7) Advisory Fundraiser: The advisory fundraiser ideas need to be different from the usual dinner/auction. It needs to be an annual traditional event. A good idea are multiple events at different times of the year. Some ideas are a Trap Shoot and a Mud Fest.
- 8) Before next meeting: Every member needs to bring 5 names and addresses of potential donors for the letter campaign to the next meeting.
- 9) Next Meeting Date: September 27, 2017 at 6:30 in FFA room at campus.

### **V. Adjournment**

Edgar De Jager adjourned the meeting at 7:40.

Minutes submitted by: Tori Lewis

Minutes approved by:



## ***SRC Ag Advisory Board Meeting Minutes***

October 24, 2017

### **I. Call to order**

Edgar De Jager called to order the regular meeting of the SRC Ag Advisory Board at 6:10 pm on October 24, 2017 at Stone Ridge Christian High School.

### **II. Roll call**

The following persons were present: Edgar De Jager, Dave McComb, Steve Obad, Richard Iest, Kelly Bauer, Mark Bauer, Joey Bettencourt, Tori Lewis

### **III. Approval of minutes from last meeting**

### **IV. Business**

- 1) Introductions were made
- 2) FFA Update: Jackson De Jager, Chapter Treasurer, came to give an update on the chapter. There are 43 members registered with the CA State Association for the chapter. We are working on getting a milk machine from Rosa Brothers to sell milk to the students. There is a Greenhand Officer Team in the process of being elected. The Officer Team competed at the Sectional Opening/Closing Contest. The chapter is working on a Donation Drive for the members of Santa Rosa FFA and other victims of the fires. We have many students interested in speaking contests, CDEs and showing animals at the fair.
- 3) Floral Fridge: We have not heard back about the grant yet. We will wait 1-2 weeks to order the fridge. We can't wait any longer as we need it to start making arrangements. Steve will help Tori with the ordering process if needed.
- 4) Scale: Dave McComb and Steve Obad will work on getting the scale. We would like a light weight one. We are looking to get it by February.
- 5) Pickup: Richie Iest will look for a pickup at an auction in Las Vegas, NV on November 17. The ideal truck is a ¾ ton, short bed, crew cab with low miles.
- 6) Advisory Fundraiser:
  - a) Mud Fest: Edgar De Jager is planning the Mud Fest Fundraiser for Late Winter/Early Spring. We need to talk to the school board.

- b) Butcher Cow Challenge: Steve Obad created and started the Butcher Cow Challenge through Tulock Auction Yard. The auction yard will waive fees. Steve will work on picking a date and setting up the account.

- 7) Before next meeting: Every member needs to bring names and addresses of potential donors for the letter campaign to the next meeting. Kelly Bauer will work on getting the letters written and sent out.

- 8) Next Meeting Date: Tuesday, November 28, 2017 at 6:00 pm in FFA Room.

### **V. Adjournment**

Edgar De Jager adjourned the meeting at 7:20.

Minutes submitted by: Tori Lewis

Minutes approved by:

## **SRC Ag Advisory Board Meeting Minutes**

November 28, 2017

### **I. Call to order**

Edgar De Jager called to order the regular meeting of the SRC Ag Advisory Board at 6:15 pm on November 28, 2017 at Stone Ridge Christian High School.

### **II. Roll call**

The following persons were present: Edgar De Jager, Steve Obad, Weiburn Jonkman, Richard Iest, Joey Bettencourt, Tori Lewis

### **III. Approval of minutes from last meeting**

**Weiburn Jonkman moves to approve the minutes from October. Joey Bettencourt 2<sup>nd</sup>'s the motion. No debate. Motion passes with voice vote.**

### **IV. Business**

- 1) Financial Update: Edgar has been sitting down with Lindsay to clean up the FFA/Ag Account. There have been some issues with money not being put into the correct accounts. We are ahead of schedule with the money. We have raised/contributed around \$55,000 so far. There is some excess money from Furnish and Fill that is earmarked for the Ag Room and will be used for furniture and other needs focused on the classroom. When checks are written to the FFA make sure that SRC FFA is evident on the check somewhere to make sure it is going to the correct account.
- 2) Floral Fridge: The fridge is here. It was purchased with some leftover Furnish and Fill money. The students are excited to start using it.
- 3) FFA Update: We are moving along with the chapter. They have raised over \$3,000 of their own money with See's Candy, Milk Sales, Frap Sales, Floral Arrangements and shirts. The chapter celebrated its first Degree Ceremony with an Ice Cream Social. We celebrated 1 Chapter Degree (transfer student) and 42 Greenhand Degrees.
  - a) Milk Machine: If we continue to have issues with Rosa Brothers and the milk machine, then we will look at moving vendors.
  - b) Safe: The school is requesting that the FFA get a safe for the holding of money. Weiburn is getting a gun safe donated to the chapter.

c) Jackets: Jackets are being ordered. If they are shipping to the school, the students are being presented them in classes. There will be a professional picture of the officers done once all the jackets are here.

- 4) Scale: Steve Obad met with Dave McComb and showed him a scale idea. Dave's company will build a scale to fit a scale base and it will be donated to the chapter. They will start working on it in January and it will be made to fit in the truck .
- 5) Pickup: Richie Iest picked up a Dodge truck for the FFA. It drives great and as 122,000 miles on it. **Edgar moves to use the truck for the FFA Chapter. Weiburn 2<sup>nds</sup> the motion. No debate. Motion passes with voice vote.** Jason Tucker is the contact person for the insurance and registration.
- 6) Advisory Fundraiser:
  - a) Butcher Cow Challenge: Steve has started the butcher cow challenge. He has set up an account Edgar will get a trailer load together to take down.
- 7) Next Meeting Date: Tuesday, January 23, 2018 at 6:30 pm in FFA Room.

### **V. Adjournment**

**Richie Iest moves to adjourn the meeting. Weiburn 2<sup>nds</sup> the motion.**

Edgar De Jager adjourned the meeting at 7:08.

Minutes submitted by: Tori Lewis

## ***SRC Ag Advisory Board Meeting Minutes***

January 23, 2018

### **I. Call to order**

Edgar De Jager called to order the regular meeting of the SRC Ag Advisory Board at 6:38 pm on January 23, 2018 at Stone Ridge Christian High School.

### **II. Roll call**

The following persons were present: Edgar De Jager, Steve Obad, Fred Macias, Richie Iest, Joey Bettencourt, Tori Lewis; Absent: Dave McComb, Weiburn Jonkman, Mark and Kelly Bauer

### **III. Approval of minutes from last meeting**

### **IV. Business**

- 1) FFA Update:
  - a) We are taking 24 students to the State FFA Conference in Anaheim in April. We are excited to make a great showing for our first conference.
  - b) We are continuing to do a quarterly newsletter. It is put together by the students and is being emailed out to all the parents in the school so everyone is aware of what the chapter is accomplishing.
  - c) SRC FFA will have 13-15 heifers at the fair, along with 1 pig, 2 lambs and 3 goats.
  - d) 3 Creed Speakers are competing at the Sectional Speaking Contest on January 27<sup>th</sup> in Merced.
- 2) Butcher Cow Challenge: A total of 10 animals were sold for the butcher cow challenge at an average of \$850 each. Thank you cards will be sent out to each dairy who provided animals.
- 3) Financial Update: Stacy Cook has taken over for Lindsay Robinson. They are working on getting FFA a credit card so it helps the purchasing and reimbursement processes. We are on track and possibly even ahead of schedule.
- 4) Pickup: The truck has been detailed. The seats have been de done, the front end has also been checked. We need to put the name on the side, nothing too elaborate.

- 5) Next Purchases: Bumper Pull Stock trailer
- 6) Marketing: We need to push FFA more. Need business cards and stickers for cars. Order extra shirts to pass out to supporters. Also look into putting the emblem on the trailer on Santa Fe.
- 7) Fair: Need to have wishlist of items for fair. Also, ideas for livestock signs.
- 8) Advisory Fundraiser:
  - a) Mud Fest (Spring)
- 9) Next Meeting Date: Tuesday, February 27, 2018 at 6:30 pm in FFA Room.

### **V. Adjournment**

Edgar De Jager adjourned the meeting at 7:30.

Minutes submitted by: Tori Lewis

## ***SRC Ag Advisory Board Meeting Minutes***

February 27, 2018

### **I. Call to order**

Steve Obad called to order the regular meeting of the SRC Ag Advisory Board at 6:44 pm on January 23, 2018 at Stone Ridge Christian High School.

### **II. Prayer**

### **III. Roll call**

The following persons were present: Steve Obad, Weiburn Jonkman, Richie Iest, Joey Bettencourt, Tori Lewis; Absent: Edgar De Jager, Dave McComb, Fred Macias, , Mark and Kelly Bauer

### **IV. Approval of minutes from last meeting**

### **V. Creed Recitation- Isabella Alexander and Maartje Vander Dussen**

### **VI. Business**

- 1) FFA Update:
  - a) We took 3 Creed Speakers to Sections, 2 placed and will be moving onto the Regional Competition in March.
  - b) FFA Week went very well. There were dress up days and activities each day. Even the junior high students participated. Everyone had fun and we used it as a recruitment tool. The officer fully ran the week by themselves and have new ideas for next year.
  - c) We have received our milk machine from Rosa Brothers and are very excited to see how the sales are going.
  - d) FFA will be selling decals for car windows. We will be selling not only for FFA, but every sport on campus and alumni.
- 2) Truck: We are waiting on a decal/label for the side of the truck and then it can be delivered.
- 3) Fair: We need a sketch of the idea for the signs (metal and wood), no bigger than 4x4.
- 4) Storage: A container is needed for storage of the fair supplies and scale.

5) Scale: A digital scale has been built and donated to the chapter. Once we have a place to keep it, we can obtain it and start to use it. There will be no borrowing of the scale.

6) Advisory Fundraiser:

- a) Mud Fest (Spring)

7) Next Meeting Date: Tuesday, March 27, 2018 at 6:30 pm in FFA Room.

### **VII. Adjournment**

Steve Obad adjourned the meeting at 7:30.

Minutes submitted by: Tori Lewis

## ***SRC Ag Advisory Board Meeting Minutes***

March 27, 2018

### **I. Call to order**

Edgar De Jager called to order the regular meeting of the SRC Ag Advisory Board at 6:37 pm on March 27, 2018 at Stone Ridge Christian High School.

### **II. Prayer**

### **III. Roll call**

The following persons were present: Steve Obad, Edgar De Jager, Weiburn Jonkman, Tori Lewis; Absent: Richie Iest, Joey Bettencourt, Dave McComb, Fred Macias, , Mark and Kelly Bauer

### **IV. Approval of minutes from last meeting**

### **V. Business**

#### 1) FFA Update:

- a) Hall of Chapters: The FFA is competing in Hall of Chapters at the State Convention in April. Joey will help build the rotary turntable.
  - b) Creed: Maartje Vander Dussen was the Regional Winner and will move on to the State Contest on April 19<sup>th</sup>.
  - c) Convention: We are quickly approaching the State Convention (April 22-25). Besides the Hall of Chapters, we are being recognized for our charter, we have 3 students on State Choir and a Committee Chair for the Courtesy Corps
- 2) Finances: Our finances are fine. We received a donation from Kirby Mfg. We are actually ahead of where we should be.
  - 3) Supplies: We are planning to go shopping for fair supplies after Convention. We will borrow chutes for this year.
  - 4) Pickup: Gas? For now, just turn in receipts to the school. Looking into a CFN gas card.
  - 5) New Administration: Very supportive of FFA and will not affect the program.
  - 6) Advisory Fundraiser:

- a) Mud Fest (Spring)- Set up with color run. Possibly during the summer.

- 7) Next Meeting Date: Tuesday, May 15 2018 at 6:30 pm in FFA Room.

### **VI. Adjournment**

Edgar De Jager adjourned the meeting at 7:30.

Minutes submitted by: Tori Lewis

P. BUDGET

Agricultural Department Budget



## Q. ARTICULATION AGREEMENTS

Stone Ridge Christian High School currently does not operate under any articulation agreements with community colleges. .

# R. GRADUATE FOLLOW UP

Being a brand-new program, we currently have 2 students who have graduated after being enrolled for 1 year. As we gain program completers in the next few years we will develop a follow up system to gather this information. We have created a survey to send out to our students.



## Stone Ridge Christian FFA Graduate Follow Up

Please complete our graduate survey so we can track what our graduates plan on doing after high school.

**\* Required**

1. **First Name \***

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2. **Last Name \***

---

3. **Year Graduated \***

---

4. **What are your plans following high school? \***

*Mark only one oval.*

- ☐ Two Year College - Ag Major
- ☐ Two Year College - Non Ag Major
- ☐ Four Year College - Ag Major
- ☐ Four Year College - Non Ag Major
- ☐ Employed Part Time - Ag Job
- ☐ Employed Part Time - Non Ag Job
- ☐ Employed Full Time - Ag Job
- ☐ Employed Full Time - Non Ag Job
- ☐ Military

5. **How many years did you complete in the Ag program? \***

*Mark only one oval.*

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

6. **What was your favorite ag class you took during high school? Why? \***

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7. **If you took Ag for more than three years, do you plan to apply for your American Degree next year? \***

*Mark only one oval.*

- ☐ Yes
- ☐ No

8. **Please list one way to get ahold of you should it become necessary. \***

---

9. **Please list a second way to get ahold of you should it become necessary. \***

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10. **Would you like to be kept up to date with chapter events? \***

*Mark only one oval.*

- ☐ Yes
- ☐ No

## S. ACTIVE PLACEMENT SITES

Stone Ridge Christian High School  
2018-2019 School Year

All of these placement sites have been acquired by the students on their own. None of these sites have been provided by the chapter.

Work Site Name	Address	Student's Name	Cluster Area
Double DJ Dairy	14768 Ave 27, Chowchilla, CA 93610	[REDACTED]	Animal Science
T&C Louters Dairy	525 West Sandy Mush Rd. Merced, CA 95341	[REDACTED]	Animal Science
Iest Dairy	16500 Ave 14, Madera, CA 93637	[REDACTED]	Animal Science
Diamond H Dairy	9730 Ave 18 ½ Chowchilla, CA 93610	[REDACTED]	Animal Science

## T. RECRUITMENT ACTIVITIES AND MATERIALS

Our FFA chapter, being newer, is still working on creating recruitment materials and activities. The agriculture program has a brochure that is used for recruitment. The brochure is updated each year and is distributed at various events at the school and around the community. The brochure highlights the program and various activities that are available. We also have social media that is used to help promote our program.

As we are a private school, we do not necessarily have feeder schools outside of Stone Ridge Christian Elementary and Stone Ridge Christian Junior High. The Junior High is on the same campus as the high school. With this, the 7<sup>th</sup> and 8<sup>th</sup> grade students are able to see what FFA is all about as they watch the high school students participate in the FFA activities. They also allow the Junior High students to participate in FFA week activities. It is a goal for the FFA Officers to visit the Elementary campus to promote the program there as well.

We pride ourselves on being inclusive to all of our members, regardless of financial means. We try to accommodate all our students regardless of their financial barriers. When it comes to conferences, we set up payments plans if needed for students. If payment plans still do not cover/meet the financial need then the student can come talk to me and I will help them find community members who would be willing to help them out. The same goes with students trying to fund their SAE projects. We have community members that are willing to help the students fund their projects with "loans" with the agreement and understanding that once the student gets their fair check, the community member will be paid back. If a student needs an FFA Jacket and cannot afford one, they are encouraged to use The Gift of Blue to receive a jacket.

## FFA- NATIONAL & STATE

### WHAT IS FFA?

FFA is an intra-curricular student organization for those interested in agriculture and leadership. It is one of the three components of agricultural education.

### FFA MISSION

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

### CALIFORNIA FFA

Today, there are more than 89,000 FFA members, aged 13-21, in 334 High Schools in California. More than 761 FFA advisors and agriculture teachers deliver an integrated model of Agricultural Education providing students with innovative and leading-edge education, enabling them to grow into competent leaders. FFA classroom activities include math and science as well as hands-on work experience and the development of life skills, helping members discover their career path and realize success.



# Stone Ridge Christian FFA

**SMALL CHAPTER,  
BIG IMPACT**

### CONTACT US

2738 Dan Ward Rd  
Merced, CA 95348  
209-386-0322  
vlewis@srcs.us  
srcffa.org

## OUR HISTORY

Stone Ridge Christian FFA was chartered in September 2017 as an official FFA Chapter. In our short history, we are making our name known by competing and placing on the local, state and national level.

## CAREER AND LEADERSHIP DEVELOPMENT EVENTS

- Creed Recitation
- Prepared Public Speaking
- Impromptu Speaking
- Job Interview
- Dairy Products Judging



## CLASS OFFERINGS

### AGRICULTURE BIOLOGY

Agriculture Biology is a laboratory science course, aligned to the biology science content standards, using agriculture as the learning vehicle

### EXPLORATIONS IN AGRICULTURE

Introducing students to all aspects of agriculture, focusing on Animal Science and Plant Science

### FLORAL DESIGN

This course covers all aspects of floral design including principles of design, merchandising, careers, selection, and storage

### AGRICULTURE LEADERSHIP

Agriculture Leadership will focus on the FFA Chapter Development and how to capture and use personal leadership skills

## LEARN MORE

### SUPERVISED AGRICULTURE EXPERIENCE

Students are required to have a Supervised Agriculture Experience Project during the course of the classes. There are a wide range of projects available to the students from Agriscience Fair to Veterinary Medicine. The opens the students eyes to the world around them and how it relates to agriculture.

### LEADERSHIP

The National FFA Organization is dedicated to making a positive difference in the FFA is more than just animals and plants. There is a large component of FFA that is built into Leadership. From Conferences to Speaking Contests to Officer Positions, there are plenty of opportunities to gain and grow your leadership skills. Lives of students by developing the potential for premier leadership, personal growth and career success through agriculture education

# U. STAFF INSERVICE RECORD

Qualified and Competent Personnel  
2017-2018 School Year

ACTIVITIES	Teacher Name
CATA Conference	V. Lewis
Agriskills Session	
Fall Sectional Meeting	V. Lewis
Spring Sectional Meeting	V. Lewis
Section Record Book Scoring	V. Lewis
Section In-Service	
Fall Regional Meeting	V. Lewis
Spring Regional Meeting	V. Lewis
Regional Roadshow	V. Lewis
1. Professional Development*	V. Lewis

\* Explain the Professional Development:

1. New Professionals Conference (Spring 2018)

2. \_

3. \_

4. \_

## V. DEPARTMENT MINUTES

Due to the department being a single person department, there are no staff meetings held and therefore there are not staff minutes.

# W. DEPARTMENT INVENTORY

Item Name	Quantity	ID #	Purchased	Disposed
The Art and History of Floral Design Textbook	20	N/A	Sept. 2017	
Agriscience Fundamentals Textbook	10	N/A	Sept. 2017	
Leadership Textbook	10	N/A	Sept. 2017	
Bush Floral Refrigerator	1	N/A	Nov 2017	
Portable Scale	1	N/A	Spring 2018	
Andis Pulse Ion Clippers	2	N/A	May 6, 2019	
AGC 2 Speed Clippers	1	N/A	May 6, 2019	
8 Ft Cattle Chute with Padded Floor	1	N/A	May 6, 2019	
Andis Xperience Clippers	2	N/A	May 6, 2019	
Premier 4000c Hairhead Clippers	1	N/A	May 6, 2019	
Folding Fitting Mat	1	N/A	May 6, 2019	
Air Express Mini Blower	2	N/A	May 6, 2019	
Cadillac Sheep Stand with Headpiece	2	N/A	May 6, 2019	
Sheep Stand Padded Floor	1	N/A	May 6, 2019	
5 ft Galvanized Upright Dolly Show Box	1	N/A	May 6, 2019	
Deep Galvanized Showcase Show Box	2	N/A	May 6, 2019	
Andis #10 Blade	1	N/A	May 6, 2019	
Andis Medium Blending Blade	2	N/A	May 6, 2019	



Andis Pulse Ion Clipper Blades	3	N/A	May 6, 2019	
31-23 Andis Large Clipper Blades	4	N/A	May 6, 2019	
Premier Clipper Blades (Fine/Surgical)	4	N/A	May 6, 2019	
Dairy Leather Show Halters	2	N/A	May 6, 2019	
Goat Neck Chains	2	N/A	May 6, 2019	
Sheep/Goat Rope Halters	5	N/A	May 6, 2019	
Cattle Neck Tie	5	N/A	May 6, 2019	
Cattle Rope Halters	5	N/A	May 6, 2019	
Spandex Goat Tubes	5	N/A	May 6, 2019	
Performance Lamb Tubes	5	N/A	May 6, 2019	
Smart Feed Pans	5	N/A	May 6, 2019	
10" Clip On Feeders	5	N/A	May 6, 2019	
Smart Buckets	5	N/A	May 6, 2019	



**STONE RIDGE  
CHRISTIAN**

*Building Excellence, Shaping Generations*

2738 Dan Ward Road  
Merced, CA 95348

Bus. Office 209.225.0604

stoneridgechristian.com

Tax ID: 77-0525158

## **San Joaquin Valley Christian School Association DBA: Stone Ridge Christian Schools Annual Agreement of Teacher Employment**

This **AGREEMENT** dated April 16, 2019, between San Joaquin Valley Christian School Association (herein after "Stone Ridge Christian Schools or SRC") and Victoria Lewis.

### **1. TERM:**

The term of this Agreement shall commence on August 1, 2019 and shall continue as an Evergreen agreement that automatically renews annually, unless notice for termination is given by either party at any time with a minimum of 10 days advance written notice appreciated. Reference Addendum for annual compensation.

### **2. DISCRPTION**

**Title:** FFA Director

**Status:** Certificated Administration

**Type:** Full time, Salary, Exempt

**Days Work:** 260

**Hire Date:** July 1, 2017

In consideration therefore, **Victoria Lewis** accepts said employment and salary and agrees faithfully to perform the duties of a teacher and is subject to the following terms and conditions :

### **3. CONDITIONS OF EMPLOYMENT**

1. To be in full agreement with the Statement of Faith
2. To uphold the mission of the school, that is to develop and maintain a Christian faith community by offering excellent Christian education that meets the needs of the students .
3. To be responsible to the Head of Schools and/or Board of Directors, faithfully performing duties as prescribed by the Stone Ridge Christian Employee Handbook, Board Policy, bylaws, and job description.
4. To abide by city, state, and federal regulations.
5. Stone Ridge Christian Schools acknowledges that the support of the staff is essential to operation of the schools and agrees to exercise respect and maintain the Teacher's professional status.
6. The Employee acknowledges that support of the Board is equally essential to effective operation of the school association and agrees to exercise and convey such support.
7. Employee understands that Full-time is defined by teaching a minimum of 5 periods plus 1 prep. If at any time the employee teaches less than 5 periods plus 1 prep the employee will be paid at the hourly rate.
8. In the event of an emergency, the Employee agrees to work as needed.
9. To agree to additional conditions of employment as described in the Policy Manual.



**STONE RIDGE  
CHRISTIAN**

*Building Excellence, Shaping Generations*

2738 Dan Ward Road  
Merced, CA 95348

Bus. Office 209.225.0604

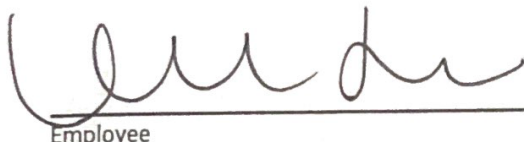
stoneridgechristian.com

Tax ID: 77-0525158

### ADDENDUM

SRC shall pay Victoria Lewis an annual salary in the total amount of \$ [REDACTED] 0, available in 24 equal installments of [REDACTED] beginning August 15, 2019 through June 30, 2020

Pay periods for the first pay period of the month are the 26th to the 10th paid on the 15th. The second pay period is the 11th to the 25th paid on the last day of the month.

  
\_\_\_\_\_  
Employee

5/29/19  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Head of School Stone Ridge Christian Schools

\_\_\_\_\_  
Date



*"But this I say: He who sows sparingly will also reap sparingly,  
and he who sows bountifully will also reap bountifully.  
So let each one give as he purposes in his heart,  
not grudgingly or of necessity; for God loves a cheerful giver. "*  
2 Corinthians 9:6-7

## Agriculture Biology

### 2018-2019 SYLLABUS

#### CONTACT INFORMATION

**Instructor:** Mrs. Lewis

**Voicemail:** (209) 386-0322 ext 142

**Email:** vlewis@srcs.us

**Office Hours** Everyday from 7:30 am to 8:00 am and 3:00 pm-3:30 pm or by appointment

#### COURSE OVERVIEW

##### Course Description

Designed for the college-bound student with career interests in agriculture, the course emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction in plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory activities connect the major ideas of life science with agricultural applications. The course emphasizes written and oral reporting skills.

##### Required Textbook(s)

**TEXTBOOK:** *Biology*

##### Required Materials

1. 150-200 sheet notebook-College-ruled; 8 ½ x 11 inches (Used for interactive notebooks; does not need to be divided)
2. Pens and pencils

#### I. COURSE OVERVIEW

##### Course Outline/Main Units

**There will be Unit Exams after the completion of each unit**

**\*\*There will also be a Agriscience Project completed throughout the semester.**

**\*The instructor has the choice to alter the list of topics and/or the order in which the topics are taught.**

- Scientific Method
- Cells
- Genetics
- Evolution
- Ecology
- Classification and Diversity
- Plants
- Animals
- Animal Biology
- FFA and Leadership

## II. CLASS POLICIES

### Class Preparation

1. Come prepared to class with your supplies & materials.
2. Work should be turned in on its due date. Late work will lose points on a per-day-late basis.

### Class Rules

#### BE RESPECTFUL

Be polite to all people at all times

Speak at appropriate times, using appropriate language.

Respect other people's property

Be in your seat and ready to begin when you enter the classroom

All safety guidelines will be followed when given

Bathroom visits should be used for emergencies

If you have a question, ask

### Electronic Devices

Electronic devices, such as phones, tablets, computers, iPods should be kept in students backpacks. Devices should not be out during class, unless otherwise instructed by the teacher or with permission.

There will be times that it is acceptable to use electronic devices. During those periods of time the use of the devices will be allowed as long as the student is working and on-task.

If the student fails to comply by the rules, the electronic device is subject to be confiscated.

### Food and Drink Policy

No food and drinks are allowed in my class. Water will be the only drink allowed in my class.

### Labs

Students will participate in a variety of different laboratory activities based on the units we are studying. Lab participation is required for this class. Lab make-up days will be assigned for students, only if the absence is excused.

### Record Book

Each student will be required to keep a California Agricultural Record Book based on their Supervised Agriculture Project (SAE). The record book will be electronic. You will have time in class to complete the record book.

### FFA/SAE Participation

Each student is required to participate in two (2) FFA activities per quarter. FFA participation will count for 5% of your class grade!

Each student will be required to have an SAE Project. We will cover a unit on appropriate SAE Projects. SAE will count for 5% of your class grade! You will be required to complete an SAE project! Information will be provided on what to include in your SAE project later in the year. There will be a local project competition.

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It is recommended to note all short and long-term assignments in your daily planner or calendar. While I update RenWeb and Google Classroom regularly, I do admit to being human and, therefore, sometimes might miss a day. You, however, are still responsible for the assignment because we talked about it in class, it was posted on the board, and you (hopefully) wrote it down in your planner. All homework is due on the assigned date. It is your responsibility to make sure you have all assignments turned in on time. If you are unsure about an assignment, please email me, and I will do my best to help you.



## Discipline Policy

1. Verbal warning
2. Discussion with me after class
3. Call/email home; conversation with Admin/Dean of Students
4. Referral, sent to the office

**\*\*I reserve the right to skip any of these steps if the student behavior so warrants it.**

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Detailed academic policies are found in the student handbook, including absent work policies, cell phone policies, homework guidelines, testing policies, and academic integrity expectations. All SRCS students and teachers agree to follow these school-wide policies.

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The SRCS handbook lists the grading scale that will be used.

The following list shows the weighted grade breakdown for this course:

Classwork, Homework and Labs 30%	SAE/Record Book 5%
Major Assessments 25%	FFA Participation 5%
Agriscience Fair Project 25%	Final Exam 10%

Grades will be updated weekly. Please check grades regularly and feel free to ask me any questions you have about a particular grade. Mistakes do happen. You need to hold onto graded work until the grades have been posted.

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**Homework is due on the date it is assigned.** Students will need to let me know before they will be absent on a particular class day. Students with excused absences will be allowed one class session for each day absent to make up missed work. Work includes in-class assignments, quizzes, tests, papers, presentations, reviews, and any other activities worth points. Leaving campus early for a sports or conservatory-related activity is not considered an excused absence for your work. If you know you are going to miss class for extra-curricular event, please turn in all assignments before you leave that day. Failure to turn in work before a SRCS scheduled sporting or activity will result in the assignment being marked late.

**\*\*In the case of uncontrollable life circumstances\*\***

- a. Notify me of the situation by **11:00 P.M.** the night before the assignment is due.
- b. Ensure that **AT LEAST HALF OF THE ASSIGNMENT HAS BEEN COMPLETED.**

—AND—

- c. Schedule time with me during break or lunch on **THE DAY THE ASSIGNMENT IS DUE** to discuss the situation. If all of the above steps are followed satisfactorily, I will not invoke the late homework policy. Late assignments that are not the result of an excused absence will be accepted; however, any late work without a pass will be given (at most) 69% credit and must be turned in before the end of the unit. **ALL** late homework must be turned in to the teacher (not the office or my box) in hardcopy form, accompanied with a written explanation of why it is late or a homework pass. This applies to all homework, regardless of reason.

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- ☒ Quizzes ☐ Other:

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- ☒ Unit Exams ☐ Mid-Term Exam ☒ Final Exam
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*SRC teachers are committed to teaching to these comprehensive ESLRs on a daily basis.*

SRC students will:

- Demonstrate an understanding of Biblical knowledge and truth with the purpose of developing a Christian worldview and a personal defensible relationship with Jesus Christ.
- Demonstrate proficiency in the academic disciplines.
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- Demonstrate verbal, written, and technological skills for effective communication.
- Demonstrate interpersonal skills by cooperatively and effectively contributing to their school and community.



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*Stone Ridge Christian Schools (SRCS) sets the highest academic standards for all subjects at all grade levels. Fortunately, as a private school, Stone Ridge Christian Schools has the unique opportunity to select and develop K-12 standards and curriculum. While state and national common core standards mandate the skills students are taught in public schools, Stone Ridge Christian Schools is not compelled to adopt government curriculum standards.*

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- ☐ CCSS.ELA-Literacy
- ☐ NTCE-IRA ELA
- ☐ NTCE-IRA ARW
- ☐ ACT

## VII. PERSONAL NOTE FROM ME

Dear Students...

Welcome to my classroom. As we begin this adventure together I would like to impart some of my knowledge to you. Remember, I am only one teacher and these are only my opinions. What I say may not go for every teacher you have had and will have. Maybe this applies to you and maybe not, but I really hope it does. Either way, read this with an open mind and an open heart.

### Thinking of You

Many people think that a teacher has an easy job. When an outsider looks at it, they see that we work 8:00 to 3:00. We get a spring break, a summer break, a Christmas break as well as holidays and other random days off. What many people don't realize is, is that when you leave to go to sports or go home, I am usually still there working. I get to school early and I stay late. Even when I go home, I work. From when I get up in the morning until I go to bed at night, I think of my job and I think of you. And maybe not in the way you think.

You focus on your grades — I get it; grades are important for your future. But while you're crunching numbers, your grade is not what I'm thinking about. My thoughts and concerns for you reside outside the realm of school. To me, you are way more than your grades. Even though high school is your whole world right now, high school isn't everything. It's a necessary stage in your life you need to develop. It's a stepping stone. It's not everything.

### Why I Worry

1. Quitting: I worry about you quitting... but maybe not in the sense you are thinking. I worry about you when you are only physically, and not mentally, present in my classroom. I worry about you when you start giving me excuses and stop putting effort into your work. I worry not because I can't handle it, but because you are setting yourself up for problems in life beyond high school. Maybe it is a one time occasion, but I will still worry.

2. Respect: When I mark you down for tardiness, it's more than just being mean. It's about teaching you to respect and abide by the rules. I have had friends locked out of their college classes and fired from their jobs for tardiness. I care about your future.

When I sit quietly at the front of class while you're talking, it's not because I can't stand being interrupted — I have strong character, I can handle that. It's about making you realize the inappropriateness of your conversation, either in topic or timing, and letting you come to the conclusion to stop on your own. Or not. Many students never have that self-realization, and that worries me too.

When I assert classroom rules, it's not about bowing down to me as an authority figure. As much as you may think it, this is completely not the case. Know that my classroom is a place of learning and respect for all — I learn from you, too. I worry about you in terms of your maturity and lack of awareness and respect for others around you.

3. Responsibility: When I give you a zero or a reduced grade for late and missing work, it's not because I hate you or am being unfair. I'm teaching you the importance of meeting deadlines and the consequences that come with not being 100 percent prepared.

### **Cutting Corners**

It hurts my heart when I see you choosing not to work — to cut corners — to cheat, lie, and be sneaky. (Well, you think you're being sneaky, at least.) It upsets me when you choose to take the easy way out because I worry it will develop into a destructive habit that will come back to teach you a lesson in your future; I don't want it to come to that.

You have no idea how great you have it — no matter what personal, family, and social issues you have, you're here — at an amazing school. You have people who care immensely about you giving you everything they can for the betterment of your minds, souls and life. I had no idea how great I had it either; it's one of those things that you'll later look back at and say, "ohhh, I get it now."

Take advantage of that! Take advantage of us! Not by copying homework, Snapchatting in class, or carrying on your oh so important conversations while I'm teaching — no!

Take advantage by squeezing all of the knowledge out of me. I don't know it all, but girls and guys, I know a lot. Take advantage of me by questioning the material, engaging with the lesson, and learning as much as you can. Take advantage of it now, because it will never be handed to you so freely.

### **How I React**

As a student who has lied to my face, plagiarized, cheated on a quiz right in front of me, or texts during class, you might wonder how I will react to you. Well, you tell me — how have I reacted to you?

With patience. With a smile. With firmness, respect and a helping hand. Why would I face you this way after you choose to disrespect me, my class, or others around you?

Because I care. When you're an adult, work becomes the biggest, most time consuming part of your life, and I love my life. I love my job. I love it because of all of you. I can see past any of these problems because I know you are capable of so much greatness, and I know that you are good. You are more than points. You are more than me catching you texting in class. Those are temporary, fleeting moments. You're more than all of that. I actually really, honestly, and truly care about you as humans, not just students in my classroom.

### **Lasting Thoughts**

When you go home and push me from your mind, I'm still thinking of you. Long after you graduate and are thankful that highschool is behind you and there are no more papers to write, you'll forget me, but I will still think of you. I believe in you.

So if this applies to you (you know who you are), then it's time to get your act together. Stop approaching life with the "will I get points for this?" mentality. Stop the excuses and start taking accountability. You're capable of so so much more. Never stop being kind. Never stop questioning your values and challenging the status quo.

Much love,  
Mrs. Lewis

## Student Contract– 2018-2019 Agriculture Biology

Your name: \_\_\_\_\_

**Mandatory :** Turn in by \_\_\_\_\_ for 10 points.

1. I have read the Agriculture Biology syllabus and fully understand its contents.

**Student initials:** \_\_\_\_\_

2. I agree to adhere to the class principles of respecting the teacher, my peers, my classroom, and myself as delineated by the class policy.

**Student initials:** \_\_\_\_\_

3. I will diligently apply myself to mastering the material of this course, expanding my problem solving skills, developing cooperative learning tactics, and *actively* participate in each class session.

**Student initials:** \_\_\_\_\_

4. I will strive to come to class daily prepared with my homework and required materials.

**Student initials:** \_\_\_\_\_

5. I understand that my teacher cannot read minds, and I must *vocalize* my questions and take initiative to clarify concepts either in class or small group tutoring as necessary.

**Student initials:** \_\_\_\_\_

6. I will only use my cell phone, tablet, computer, etc. in a way that allows me to personally stay focused and participate in class.

**Student initials:** \_\_\_\_\_

**STUDENTS :** I have *DILIGENTLY READ and reviewed* the course syllabus and this “contract” with my parents(s).

**Student signature:** \_\_\_\_\_

**PARENT(S)/GUARDIAN :** I have *carefully reviewed* the course syllabus and “student contract” with my son/daughter.

**Parent email:** \_\_\_\_\_

**Parent signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



*"But this I say: He who sows sparingly will also reap sparingly,  
and he who sows bountifully will also reap bountifully.  
So let each one give as he purposes in his heart,  
not grudgingly or of necessity; for God loves a cheerful giver. "*  
2 Corinthians 9:6-7

# Agriculture Leadership and Technology

## 2017-2018 SYLLABUS

### CONTACT INFORMATION

**Instructor:** Mrs. Lewis

**Voicemail:** (209) 386-0322 ext 142

**Email:** vlewis@srcs.us

**Office Hours** Everyday from 7:30 am to 8:00 am and 3:00 pm-3:30 pm or by appointment

### COURSE OVERVIEW

#### Course Description

This is an agribusiness course designed to train students as team leaders. Students practice leadership and employability skills by combining computers, technology, and advanced communication skills.

#### Required Textbook(s)

**TEXTBOOK:** *Leadership: Personal Development and Career Success*

#### Required Materials

1. 150-200 sheet notebook-College-ruled; 8 ½ x 11 inches (Used for interactive notebooks; does not need to be divided)
2. Pens and pencils
3. Great Attitude

## I. COURSE OVERVIEW

### Course Outline/Main Units

There will be Unit Exams after the completion of each unit

\*The instructor has the choice to alter the list of topics and/or the order in which the topics are taught.

●

## II. CLASS POLICIES

### Class Preparation

1. Come prepared to class with your supplies & materials.
2. Work should be turned in on its due date. Late work will lose points on a per-day-late basis.

### Class Rules

#### BE RESPECTFUL

Be polite to all people at all times

Speak at appropriate times, using appropriate language.

Respect other people's property

Be in your seat and ready to begin when you enter the classroom

All safety guidelines will be followed when given

Bathroom visits should be used for emergencies

If you have a question, ask

### Electronic Devices

Electronic devices, such as phones, tablets, computers, iPods should be kept in students backpacks. Devices should not be out during class, unless otherwise instructed by the teacher or with permission.

There will be times that it is acceptable to use electronic devices. During those periods of time the use of the devices will be allowed as long as the student is working and on-task.

If the student fails to comply by the rules, the electronic device is subject to be confiscated.

### Food and Drink Policy

No food and drinks are allowed in my class. Water will be the only drink allowed in my class.

### Labs

Students will participate in a variety of different laboratory activities based on the units we are studying. Lab participation is required for this class. Lab make-up days will be assigned for students, only if the absence is excused.

### Record Book

Each student will be required to keep a California Agricultural Record Book based on their Supervised Agriculture Project (SAE). The record book will be electronic. You will have time in class to complete the record book.

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Each student is required to participate in two (2) FFA activities per quarter. FFA participation will count for 5% of your class grade!

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Detailed academic policies are found in the student handbook, including absent work policies, cell phone policies, homework guidelines, testing policies, and academic integrity expectations. All SRCS students and teachers agree to follow these school-wide policies.

### IV. GRADING POLICIES

#### Grading Categories

The SRCS handbook lists the grading scale that will be used.

The following list shows the weighted grade breakdown for this course:

Classwork, Homework and Labs 35%

SAE/Record Book 5%

Major Assessments 25%

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Grades will be updated weekly. Please check grades regularly and feel free to ask me any questions you have about a particular grade. Mistakes do happen. You need to hold onto graded work until the grades have been posted.

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**b.** Ensure that **AT LEAST HALF OF THE ASSIGNMENT HAS BEEN COMPLETED.**

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**c.** Schedule time with me during break or lunch on **THE DAY THE ASSIGNMENT IS DUE** to discuss the situation. If all of the above steps are followed satisfactorily, I will not invoke the late homework policy. Late assignments that are not the result of an excused absence will be accepted; however, any late work without a pass will be given (at most) 69% credit and must be turned in before the end of the unit. **ALL** late homework must be turned in to the teacher (not the office or my box) in hardcopy form, accompanied with a written explanation of why it is late or a homework pass. This applies to all homework, regardless of reason.

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Much love,  
Mrs. Lewis

## Student Contract– 2018-2019 Agriculture Leadership and Technology

Your name: \_\_\_\_\_ Class Period: \_\_\_\_\_

**Mandatory :** Turn in by \_\_\_\_\_ for 10 points.

1. I have read the Agriculture Leadership and Technology syllabus and fully understand its contents.

**Student initials:** \_\_\_\_\_

2. I agree to adhere to the class principles of respecting the teacher, my peers, my classroom, and myself as delineated by the class policy.

**Student initials:** \_\_\_\_\_

3. I will diligently apply myself to mastering the material of this course, expanding my problem solving skills, developing cooperative learning tactics, and *actively* participate in each class session.

**Student initials:** \_\_\_\_\_

4. I will strive to come to class daily prepared with my homework and required materials.

**Student initials:** \_\_\_\_\_

5. I understand that my teacher cannot read minds, and I must *vocalize* my questions and take initiative to clarify concepts either in class or small group tutoring as necessary.

**Student initials:** \_\_\_\_\_

6. I will only use my cell phone, tablet, computer, etc. in a way that allows me to personally stay focused and participate in class.

**Student initials:** \_\_\_\_\_

**STUDENTS :** I have *DILIGENTLY READ and reviewed* the course syllabus and this “contract” with my parents(s).

**Student signature:** \_\_\_\_\_

**PARENT(S)/GUARDIAN :** I have *carefully reviewed* the course syllabus and “student contract” with my son/daughter.

**Parent email:** \_\_\_\_\_

**Parent signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



*"But this I say: He who sows sparingly will also reap sparingly,  
and he who sows bountifully will also reap bountifully.  
So let each one give as he purposes in his heart,  
not grudgingly or of necessity; for God loves a cheerful giver. "*  
2 Corinthians 9:6-7

## Art and History of Floral Design

### 2018-2019 SYLLABUS

#### CONTACT INFORMATION

**Instructor:** Mrs. Lewis

**Voicemail:** (209) 386-0322 ext 142

**Email:** vlewis@srcs.us

**Office Hours** Everyday from 7:30 am to 8:00 am and 3:00 pm-3:30 pm or by appointment

#### COURSE OVERVIEW

##### Course Description

Art and History of Floral Design provides students with a basic knowledge of artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, and application of the visual art through the design of floral arrangements. Students will connect and apply what is learned in floral art to other art forms, subjects, and post-secondary educational experiences and careers.

##### Required Textbook(s)

**TEXTBOOK:** *Art and History of Floral Design*

##### Required Materials

1. 150-200 sheet notebook-College-ruled; 8 ½ x 11 inches (Used for interactive notebooks; does not need to be divided)
3. Pens and pencils
4. Colored Pencils

## I. COURSE OVERVIEW

##### Course Outline/Main Units

There will be Unit Exams after the completion of each unit

**\*The instructor has the choice to alter the list of topics and/or the order in which the topics are taught.**

- Introduction to Floral Design
- Safety and Tool/Material Identification ☐
- Art Definitions and Color Schemes ☐
- Principles and Elements of Design
- History of Floral Design
- Holiday and Seasonal Flower Arrangements
- Basic Arrangement Shapes and Corsages
- Care and Handling of Cut Flowers and Foliage
- Basic Horticulture and Production
- Flower and Plant Identification
- Business Skills, Pricing and Marketing
- Wedding Planning and Themes
- Professional Skills and Opportunities
- FFA and Leadership

## II. CLASS POLICIES

### Class Preparation

1. Come prepared to class with your supplies & materials.
2. Work should be turned in on its due date. Late work will lose points on a per-day-late basis.

### Class Rules

#### BE RESPECTFUL

Be polite to all people at all times

Speak at appropriate times, using appropriate language.

Respect other people's property

Be in your seat and ready to begin when you enter the classroom

All safety guidelines will be followed when given

Bathroom visits should be used for emergencies

If you have a question, ask

### Electronic Devices

Electronic devices, such as phones, tablets, computers, iPods should be kept in students backpacks. Devices should not be out during class, unless otherwise instructed by the teacher or with permission.

There will be times that it is acceptable to use electronic devices. During those periods of time the use of the devices will be allowed as long as the student is working and on-task.

If the student fails to comply by the rules, the electronic device is subject to be confiscated.

### Food and Drink Policy

No food and drinks are allowed in my class. Water will be the only drink allowed in my class.

### Labs

Students will participate in a variety of different laboratory activities based on the units we are studying. Lab participation is required for this class. Lab make-up days will be assigned for students, only if the absence is excused.

### Record Book

Each student will be required to keep a California Agricultural Record Book based on their Supervised Agriculture Project (SAE). The record book will be electronic. You will have time in class to complete the record book.

### FFA/SAE Participation

Each student is required to participate in two (2) FFA activities per quarter. FFA participation will count for 5% of your class grade!

Each student will be required to have an SAE Project. We will cover a unit on appropriate SAE Projects. SAE will count for 5% of your class grade! You will be required to complete an SAE project! Information will be provided on what to include in your SAE project later in the year. There will be a local project competition.

### Homework Policy

It is recommended to note all short and long-term assignments in your daily planner or calendar. While I update RenWeb and Google Classroom regularly, I do admit to being human and, therefore, sometimes might miss a day. You, however, are still responsible for the assignment because we talked about it in class, it was posted on the board, and you (hopefully) wrote it down in your planner. All homework is due on the assigned date. It is your responsibility to make sure you have all assignments turned in on time. If you are unsure about an assignment, please email me, and I will do my best to help you.

### Discipline Policy

1. Verbal warning
2. Discussion with me after class
3. Call/email home; conversation with Admin/Dean of Students
4. Referral, sent to the office

**\*\*I reserve the right to skip any of these steps if the student behavior so warrants it.**

### III. SRCS SCHOOL-WIDE ACADEMIC POLICIES

Detailed academic policies are found in the student handbook, including absent work policies, cell phone policies, homework guidelines, testing policies, and academic integrity expectations. All SRCS students and teachers agree to follow these school-wide policies.

### IV. GRADING POLICIES

#### Grading Categories

The SRCS handbook lists the grading scale that will be used.

The following list shows the weighted grade breakdown for this course:

Classwork, Homework and Labs 35%

SAE/Record Book 5%

Major Assessments 25%

FFA Participation 5%

Floral Portfolio 20%

Final Exam 10%

Grades will be updated weekly. Please check grades regularly and feel free to ask me any questions you have about a particular grade. Mistakes do happen. You need to hold onto graded work until the grades have been posted.

#### Late/Make-up Work Policies

**Homework is due on the date it is assigned.** Students will need to let me know before they will be absent on a particular class day. Students with excused absences will be allowed one class session for each day absent to make up missed work. Work includes in-class assignments, quizzes, tests, papers, presentations, reviews, and any other activities worth points. Leaving campus early for a sports or conservatory-related activity is not considered an excused absence for your work. If you know you are going to miss class for extra-curricular event, please turn in all assignments before you leave that day. Failure to turn in work before a SRCS scheduled sporting or activity will result in the assignment being marked late.

**\*\*In the case of uncontrollable life circumstances\*\***

**a.** Notify me of the situation by **11:00 P.M.** the night before the assignment is due.

**b.** Ensure that **AT LEAST HALF OF THE ASSIGNMENT HAS BEEN COMPLETED.**

—AND—

**c.** Schedule time with me during break or lunch on **THE DAY THE ASSIGNMENT IS DUE** to discuss the situation. If all of the above steps are followed satisfactorily, I will not invoke the late homework policy. Late assignments that are not the result of an excused absence will be accepted; however, any late work without a pass will be given (at most) 69% credit and must be turned in before the end of the unit. **ALL** late homework must be turned in to the teacher (not the office or my box) in hardcopy form, accompanied with a written explanation of why it is late or a homework pass. This applies to all homework, regardless of reason.

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**Teacher Contact for RenWeb Concerns:** If you have a particular concern about your grade as it is reflected in RenWeb, email me your questions.

## V. COURSE ASSESSMENTS

### Formative Assessments

- ☒ Pre-Assessment ☒ Benchmark
- ☒ Written Reflections ☐ Class Deliverables
- ☐ Polls/Surveys ☒ Checks for Understanding
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- ☒ Class Participation ☒ In-class Activities
- ☒ Quizzes ☐ Other:

### Summative Assessments

- ☒ Unit Exams ☐ Mid-Term Exam ☒ Final Exam
- ☒ Papers ☒ Projects ☐ Performances
- ☐ Speeches ☐ Benchmark ☒ Presentations
- ☐ Portfolios ☒ Other: Debates

## VI. COURSE ASSESSMENTS

### SRCS ESLRS

*SRC teachers are committed to teaching to these comprehensive ESLRs on a daily basis.*

SRC students will:

- Demonstrate an understanding of Biblical knowledge and truth with the purpose of developing a Christian worldview and a personal defensible relationship with Jesus Christ.
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- Demonstrate critical thought processes as they solve problems through analysis, synthesis, and evaluation.
- Demonstrate verbal, written, and technological skills for effective communication.
- Demonstrate interpersonal skills by cooperatively and effectively contributing to their school and community.



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*Stone Ridge Christian Schools (SRCS) sets the highest academic standards for all subjects at all grade levels. Fortunately, as a private school, Stone Ridge Christian Schools has the unique opportunity to select and develop K-12 standards and curriculum. While state and national common core standards mandate the skills students are taught in public schools, Stone Ridge Christian Schools is not compelled to adopt government curriculum standards.*

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- ☐ ACSI-BI
- ☐ CCSS.ELA-Literacy
- ☐ NTCE-IRA ELA
- ☐ NTCE-IRA ARW
- ☐ ACT

## VII. PERSONAL NOTE FROM ME

Dear Students...

Welcome to my classroom. As we begin this adventure together I would like to impart some of my knowledge to you. Remember, I am only one teacher and these are only my opinions. What I say may not go for every teacher you have had and will have. Maybe this applies to you and maybe not, but I really hope it does. Either way, read this with an open mind and an open heart.

### Thinking of You

Many people think that a teacher has an easy job. When an outsider looks at it, they see that we work 8:00 to 3:00. We get a spring break, a summer break, a Christmas break as well as holidays and other random days off. What many people don't realize is, is that when you leave to go to sports or go home, I am usually still there working. I get to school early and I stay late. Even when I go home, I work. From when I get up in the morning until I go to bed at night, I think of my job and I think of you. And maybe not in the way you think.

You focus on your grades — I get it; grades are important for your future. But while you're crunching numbers, your grade is not what I'm thinking about. My thoughts and concerns for you reside outside the realm of school. To me, you are way more than your grades. Even though high school is your whole world right now, high school isn't everything. It's a necessary stage in your life you need to develop. It's a stepping stone. It's not everything.

### Why I Worry

1. Quitting: I worry about you quitting... but maybe not in the sense you are thinking. I worry about you when you are only physically, and not mentally, present in my classroom. I worry about you when you start giving me excuses and stop putting effort into your work. I worry not because I can't handle it, but because you are setting yourself up for problems in life beyond high school. Maybe it is a one time occasion, but I will still worry.

2. Respect: When I mark you down for tardiness, it's more than just being mean. It's about teaching you to respect and abide by the rules. I have had friends locked out of their college classes and fired from their jobs for tardiness. I care about your future.

When I sit quietly at the front of class while you're talking, it's not because I can't stand being interrupted — I have strong character, I can handle that. It's about making you realize the inappropriateness of your conversation, either in topic or timing, and letting you come to the conclusion to stop on your own. Or not. Many students never have that self-realization, and that worries me too.

When I assert classroom rules, it's not about bowing down to me as an authority figure. As much as you may think it, this is completely not the case. Know that my classroom is a place of learning and respect for all — I learn from you, too. I worry about you in terms of your maturity and lack of awareness and respect for others around you.

3. Responsibility: When I give you a zero or a reduced grade for late and missing work, it's not because I hate you or am being unfair. I'm teaching you the importance of meeting deadlines and the consequences that come with not being 100 percent prepared.

### **Cutting Corners**

It hurts my heart when I see you choosing not to work — to cut corners — to cheat, lie, and be sneaky. (Well, you think you're being sneaky, at least.) It upsets me when you choose to take the easy way out because I worry it will develop into a destructive habit that will come back to teach you a lesson in your future; I don't want it to come to that.

You have no idea how great you have it — no matter what personal, family, and social issues you have, you're here — at an amazing school. You have people who care immensely about you giving you everything they can for the betterment of your minds, souls and life. I had no idea how great I had it either; it's one of those things that you'll later look back at and say, "ohhh, I get it now."

Take advantage of that! Take advantage of us! Not by copying homework, Snapchatting in class, or carrying on your oh so important conversations while I'm teaching — no!

Take advantage by squeezing all of the knowledge out of me. I don't know it all, but girls and guys, I know a lot. Take advantage of me by questioning the material, engaging with the lesson, and learning as much as you can. Take advantage of it now, because it will never be handed to you so freely.

### **How I React**

As a student who has lied to my face, plagiarized, cheated on a quiz right in front of me, or texts during class, you might wonder how I will react to you. Well, you tell me — how have I reacted to you?

With patience. With a smile. With firmness, respect and a helping hand. Why would I face you this way after you choose to disrespect me, my class, or others around you?

Because I care. When you're an adult, work becomes the biggest, most time consuming part of your life, and I love my life. I love my job. I love it because of all of you. I can see past any of these problems because I know you are capable of so much greatness, and I know that you are good. You are more than points. You are more than me catching you texting in class. Those are temporary, fleeting moments. You're more than all of that. I actually really, honestly, and truly care about you as humans, not just students in my classroom.

### **Lasting Thoughts**

When you go home and push me from your mind, I'm still thinking of you. Long after you graduate and are thankful that highschool is behind you and there are no more papers to write, you'll forget me, but I will still think of you. I believe in you.

So if this applies to you (you know who you are), then it's time to get your act together. Stop approaching life with the "will I get points for this?" mentality. Stop the excuses and start taking accountability. You're capable of so so much more. Never stop being kind. Never stop questioning your values and challenging the status quo.

Much love,  
Mrs. Lewis

## Student Contract– 2018-2019 Art and History of Floral Design

Your name: \_\_\_\_\_

**Mandatory :** Turn in by \_\_\_\_\_ for 10 points.

1. I have read the Art and History of Floral Design syllabus and fully understand its contents.

**Student initials:** \_\_\_\_\_

2. I agree to adhere to the class principles of respecting the teacher, my peers, my classroom, and myself as delineated by the class policy.

**Student initials:** \_\_\_\_\_

3. I will diligently apply myself to mastering the material of this course, expanding my problem solving skills, developing cooperative learning tactics, and *actively* participate in each class session.

**Student initials:** \_\_\_\_\_

4. I will strive to come to class daily prepared with my homework and required materials.

**Student initials:** \_\_\_\_\_

5. I understand that my teacher cannot read minds, and I must *vocalize* my questions and take initiative to clarify concepts either in class or small group tutoring as necessary.

**Student initials:** \_\_\_\_\_

6. I will only use my cell phone, tablet, computer, etc. in a way that allows me to personally stay focused and participate in class.

**Student initials:** \_\_\_\_\_

**STUDENTS :** I have *DILIGENTLY READ and reviewed* the course syllabus and this “contract” with my parents(s).

**Student signature:** \_\_\_\_\_

**PARENT(S)/GUARDIAN :** I have *carefully reviewed* the course syllabus and “student contract” with my son/daughter.

**Parent email:** \_\_\_\_\_

**Parent signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



*"But this I say: He who sows sparingly will also reap sparingly,  
and he who sows bountifully will also reap bountifully.  
So let each one give as he purposes in his heart,  
not grudgingly or of necessity; for God loves a cheerful giver. "*  
2 Corinthians 9:6-7

## Explorations in Agriculture

### 2018-2019 SYLLABUS

#### CONTACT INFORMATION

**Instructor:** Mrs. Lewis

**Voicemail:** (209) 386-0322 ext 142

**Email:** vlewis@srcs.us

**Office Hours** Everyday from 7:30 am to 8:00 am and 3:00 pm-3:30 pm or by appointment

#### COURSE OVERVIEW

##### Course Description

This course is for students interested in being involved exploring and developing skills in: California Agriculture, FFA, leadership, public speaking, record keeping, agricultural business, horticulture, plant science , animal and veterinary science.

##### Required Textbook(s)

**TEXTBOOK:** *Agriscience Fundamentals and Applications*

##### Required Materials

1. 150-200 sheet notebook-College-ruled; 8 ½ x 11 inches (Used for interactive notebooks; does not need to be divided)
2. Colored Pencils/Markers
3. Pens and pencils

## I. COURSE OVERVIEW

### Course Outline/Main Units

**There will be Unit Exams after the completion of each unit**

**\*The instructor has the choice to alter the list of topics and/or the order in which the topics are taught.**

- California Agriculture
- FFA/Leadership
- SAE/Record Keeping
- Agriculture Careers
- Agriculture Issues
- Plant Science
- Ornamental Horticulture
- Animal Science
- Livestock and Their Uses
- Nutrition and Feeds
- Food Science

## II. CLASS POLICIES

### Class Preparation

1. Come prepared to class with your supplies & materials.
2. Work should be turned in on its due date. Late work will lose points on a per-day-late basis.

### Class Rules

#### BE RESPECTFUL

Be polite to all people at all times

Speak at appropriate times, using appropriate language.

Respect other people's property

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If the student fails to comply by the rules, the electronic device is subject to be confiscated.

### Food and Drink Policy

No food and drinks are allowed in my class. Water will be the only drink allowed in my class.

### Labs

Students will participate in a variety of different laboratory activities based on the units we are studying. Lab participation is required for this class. Lab make-up days will be assigned for students, only if the absence is excused.

### Record Book

Each student will be required to keep a California Agricultural Record Book based on their Supervised Agriculture Project (SAE). The record book will be electronic. You will have time in class to complete the record book.

### FFA/SAE Participation

Each student is required to participate in two (2) FFA activities per quarter. FFA participation will count for 5% of your class grade!

Each student will be required to have an SAE Project. We will cover a unit on appropriate SAE Projects. SAE will count for 5% of your class grade! You will be required to complete an SAE project! Information will be provided on what to include in your SAE project later in the year. There will be a local project competition.

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1. Verbal warning
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### III. SRCS SCHOOL-WIDE ACADEMIC POLICIES

Detailed academic policies are found in the student handbook, including absent work policies, cell phone policies, homework guidelines, testing policies, and academic integrity expectations. All SRCS students and teachers agree to follow these school-wide policies.

### IV. GRADING POLICIES

#### Grading Categories

The SRCS handbook lists the grading scale that will be used.

The following list shows the weighted grade breakdown for this course:

Classwork, Homework and Labs 35%

SAE/Record Book 5%

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In Class Participation 20%

Final Exam 10%

Grades will be updated weekly. Please check grades regularly and feel free to ask me any questions you have about a particular grade. Mistakes do happen. You need to hold onto graded work until the grades have been posted.

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## Redemption Plan

- 1) Test Redemption Policy:** While students are expected to set aside enough time to properly study for tests, I understand an occasional retake may be necessary. Only one test redemption is allowed per semester. If a student wants to retake a test, the following criteria and policies should be acknowledged and abided by:
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### **Thinking of You**

Many people think that a teacher has an easy job. When an outsider looks at it, they see that we work 8:00 to 3:00. We get a spring break, a summer break, a Christmas break as well as holidays and other random days off. What many people don't realize is, is that when you leave to go to sports or go home, I am usually still there working. I get to school early and I stay late. Even when I go home, I work. From when I get up in the morning until I go to bed at night, I think of my job and I think of you. And maybe not in the way you think.

You focus on your grades — I get it; grades are important for your future. But while you're crunching numbers, your grade is not what I'm thinking about. My thoughts and concerns for you reside outside the realm of school. To me, you are way more than your grades. Even though high school is your whole world right now, high school isn't everything. It's a necessary stage in your life you need to develop. It's a stepping stone. It's not everything.

### **Why I Worry**

1. Quitting: I worry about you quitting... but maybe not in the sense you are thinking. I worry about you when you are only physically, and not mentally, present in my classroom. I worry about you when you start giving me excuses and stop putting effort into your work. I worry not because I can't handle it, but because you are setting yourself up for problems in life beyond high school. Maybe it is a one time occasion, but I will still worry.

2. Respect: When I mark you down for tardiness, it's more than just being mean. It's about teaching you to respect and abide by the rules. I have had friends locked out of their college classes and fired from their jobs for tardiness. I care about your future.

When I sit quietly at the front of class while you're talking, it's not because I can't stand being interrupted — I have strong character, I can handle that. It's about making you realize the inappropriateness of your conversation, either in topic or timing, and letting you come to the conclusion to stop on your own. Or not. Many students never have that self-realization, and that worries me too.

When I assert classroom rules, it's not about bowing down to me as an authority figure. As much as you may think it, this is completely not the case. Know that my classroom is a place of learning and respect for all — I learn from you, too. I worry about you in terms of your maturity and lack of awareness and respect for others around you.

3. Responsibility: When I give you a zero or a reduced grade for late and missing work, it's not because I hate you or am being unfair. I'm teaching you the importance of meeting deadlines and the consequences that come with not being 100 percent prepared.

### **Cutting Corners**

It hurts my heart when I see you choosing not to work — to cut corners — to cheat, lie, and be sneaky. (Well, you think you're being sneaky, at least.) It upsets me when you choose to take the easy way out because I worry it will develop into a destructive habit that will come back to teach you a lesson in your future; I don't want it to come to that.

You have no idea how great you have it — no matter what personal, family, and social issues you have, you're here — at an amazing school. You have people who care immensely about you giving you everything they can for the betterment of your minds, souls and life. I had no idea how great I had it either; it's one of those things that you'll later look back at and say, "ohhh, I get it now."

Take advantage of that! Take advantage of us! Not by copying homework, Snapchatting in class, or carrying on your oh so important conversations while I'm teaching — no!

Take advantage by squeezing all of the knowledge out of me. I don't know it all, but girls and guys, I know a lot. Take advantage of me by questioning the material, engaging with the lesson, and learning as much as you can. Take advantage of it now, because it will never be handed to you so freely.

### **How I React**

As a student who has lied to my face, plagiarized, cheated on a quiz right in front of me, or texts during class, you might wonder how I will react to you. Well, you tell me — how have I reacted to you?

With patience. With a smile. With firmness, respect and a helping hand. Why would I face you this way after you choose to disrespect me, my class, or others around you?

Because I care. When you're an adult, work becomes the biggest, most time consuming part of your life, and I love my life. I love my job. I love it because of all of you. I can see past any of these problems because I know you are capable of so much greatness, and I know that you are good. You are more than points. You are more than me catching you texting in class. Those are temporary, fleeting moments. You're more than all of that. I actually really, honestly, and truly care about you as humans, not just students in my classroom.

### **Lasting Thoughts**

When you go home and push me from your mind, I'm still thinking of you. Long after you graduate and are thankful that highschool is behind you and there are no more papers to write, you'll forget me, but I will still think of you. I believe in you.

So if this applies to you (you know who you are), then it's time to get your act together. Stop approaching life with the "will I get points for this?" mentality. Stop the excuses and start taking accountability. You're capable of so so much more. Never stop being kind. Never stop questioning your values and challenging the status quo.

Much love,  
Mrs. Lewis

## Student Contract

### 2018-2019 Explorations in Agriculture

Your name: \_\_\_\_\_

**Mandatory :** Turn in by \_\_\_\_\_ for 10 points.

1. I have read the Explorations in Agriculture syllabus and fully understand its contents.

**Student initials:** \_\_\_\_\_

2. I agree to adhere to the class principles of respecting the teacher, my peers, my classroom, and myself as delineated by the class policy.

**Student initials:** \_\_\_\_\_

3. I will diligently apply myself to mastering the material of this course, expanding my problem solving skills, developing cooperative learning tactics, and *actively* participate in each class session.

**Student initials:** \_\_\_\_\_

4. I will strive to come to class daily prepared with my homework and required materials.

**Student initials:** \_\_\_\_\_

5. I understand that my teacher cannot read minds, and I must *vocalize* my questions and take initiative to clarify concepts either in class or small group tutoring as necessary.

**Student initials:** \_\_\_\_\_

6. I will only use my cell phone, tablet, computer, etc. in a way that allows me to personally stay focused and participate in class.

**Student initials:** \_\_\_\_\_

**STUDENTS :** I have *DILIGENTLY READ and reviewed* the course syllabus and this “contract” with my parents(s).

**Student signature:** \_\_\_\_\_

**PARENT(S)/GUARDIAN :** I have *carefully reviewed* the course syllabus and “student contract” with my son/daughter.

**Parent email:** \_\_\_\_\_

**Parent signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



*By virtue of the authority vested in the Commission on Teacher Credentialing  
in recognition of preparation to serve in California public schools*

***VICTORIA LEWIS***

*is hereby awarded a*

***Preliminary Single Subject Teaching Credential: New Credential Type***

*AUTHORIZED SUBJECT(S):*

***Agriculture***

*SUBJECT MATTER AUTHORIZATION(S):*

***Agriculture***

*SUPPLEMENTARY AUTHORIZATION(S):*

Valid from 06/03/2015 to 07/01/2020

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at [www.ctc.ca.gov](http://www.ctc.ca.gov)



*By virtue of the authority vested in the Commission on Teacher Credentialing  
in recognition of preparation to serve in California public schools*

***VICTORIA LEWIS***

*is hereby awarded a*

***Clear Specialist Instruction Credential (Agriculture): New Credential Type***

*AUTHORIZED SUBJECT(S):*

***Agriculture***

*SUBJECT MATTER AUTHORIZATION(S):*

***Agriculture***

*SUPPLEMENTARY AUTHORIZATION(S):*

Valid from 06/03/2015 to 07/01/2020

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at [www.ctc.ca.gov](http://www.ctc.ca.gov)

Month of:

AUGUST 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6 TEACHER WORK DAY	7 TEACHER WORK DAY	8 TEACHER WORK DAY SCHOOL BBQ	9 TEACHER WORK DAY STAFF SOCIAL	10	11
12	13 FIRST DAY OF SCHOOL	14	15	16	17	18
19	20	21	22	23 OFFICER MEETING  TRI TIP FUNDRAISER	24	25
26	27	28	29 CHAPTER MEETING AT LUNCH	30	31	

Month of:

SEPTEMBER 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 NO SCHOOL	4	5	6 OFFICER MEETING AT LUNCH	7	8
9	10 L	11 MM SECTION MEETING AND COLC 4PM	12 STAFF MEETING	13 PROGRESS REPORTS	14	15 COLC- GREGORI
16	17	18	19	20 COTTON- CHOWCHILLA OFFICER MEETING AT LUNCH	21	22
23	24	25	26 CHAPTER MEETING AT LUNCH	27 FLORAL PICKUP	28	29



Month of:

OCTOBER 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<b>1</b> HOMECOMING WEEK	<b>2</b>	<b>3</b> NATIONALS MEETING 6:30	<b>4</b> OFFICER MEETING AT LUNCH	<b>5</b>	<b>6</b> HOCO DANCE
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> LIVESTOCK MEETING 6:30	<b>11</b> OFFICER MEETING AT LUNCH PROGRAM REVIEW 1:00	<b>12</b>	<b>13</b> CORCORAN COTTON
<b>14</b>	<b>15</b> L	<b>16</b>	<b>17</b> STAFF MEETING O/C GUSTINE	<b>18</b>	<b>19</b> NO SCHOOL	<b>20</b> MJC COTTON
<b>21</b> NATIONAL CONVENTION	<b>22</b> NATIONAL CONVENTION	<b>23</b> NATIONAL CONVENTION	<b>24</b> NATIONAL CONVENTION	<b>25</b> NATIONAL CONVENTION FLORAL PICK UP	<b>26</b> NATIONAL CONVENTION	<b>27</b> NATIONAL CONVENTION
<b>28</b> NATIONAL CONVENTION	<b>29</b>	<b>30</b> OFFICER MEETING	<b>31</b> CHAPTER MEETING AT LUNCH			

Month of:

NOVEMBER 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				<b>1</b> HANFORD COTTON	<b>2</b>	<b>3</b> COTTON STATE FINALS
<b>4</b>	<b>5</b> MATERNITY LEAVE STARTS	<b>6</b> CATTLE AUCTION- FFA OFFICERS	<b>7</b>	<b>8</b> MM ADMIN NIGHT 4:30 OFFICER MEETING	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b> L	<b>13</b>	<b>14</b> CHAPTER MEETING STAFF MEETING	<b>15</b> FLORAL PICK UP	<b>16</b> CATA ROADSHOW PROGRESS REPORTS	<b>17</b> REGIONAL MEETING
<b>18</b>	<b>19</b> TEACHER INSERVICE	<b>20</b> TEACHER INSERVICE	<b>21</b> THANKSGIVING BREAK	<b>22</b> THANKSGIVING BREAK	<b>23</b> THANKSGIVING BREAK	<b>24</b>
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	

Month of:

DECEMBER 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6 OFFICER MEETING	7	8
9	10 L	11	12 CHAPTER MEETING STAFF MEETING	13 FLORAL PICK UP	14	15
16	17	18 FINALS	19 FINALS	20 FINALS	21 FINALS SEMESTER ENDS	22
23	24 CHRISTMAS BREAK	25 CHRISTMAS BREAK	26 CHRISTMAS BREAK	27 CHRISTMAS BREAK	28 CHRISTMAS BREAK	29

Month of:

JANUARY 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		<b>1</b> CHRISTMAS BREAK	<b>2</b> CHRISTMAS BREAK SPEAKING PRACTICE 10:00	<b>3</b> CHRISTMAS BREAK SPEAKING PRACTICE 1:00	<b>4</b> CHRISTMAS BREAK SPEAKING PRACTICE 10:00	<b>5</b>
<b>6</b>	<b>7</b> BACK TO SCHOOL SPEAKING 7:15	<b>8</b> GUIDE DOG MEETING 5:30 SPEAKING 7:15	<b>9</b> SPEAKING 7:15	<b>10</b> OFFICER MEETIN STAFF MEETING 3:30 SPEAKING 7:15	<b>11</b> SPEAKING 7:15	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b> JOB INTERVIEW DOC DUE	<b>16</b> STAFF MEETING	<b>17</b>	<b>18</b>	<b>19</b>
<b>20</b>	<b>21</b> NO SCHOOL	<b>22</b>	<b>23</b>	<b>24</b> OFFICER MEETING AT LUNCH JOB INTERVIEW 4:30 FLORAL PICKUP	<b>25</b>	<b>26</b> SUPER SATURDAY 8:00
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b> CHAPTER MEETING AT LUCNH	<b>31</b>		

Month of:

FEBRUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 JR/SR INFO NIGHT	6	7 OFFICER MEETING	8 MFE/ALA REG OFFICER SCREENING PROGRESS REPORTS	9 MFE/ALA REG OFFICER SCREENING
10	11 REGIONAL SCORING IN RIPON	12	13 STAFF MEETING	14	15 NO SCHOOL OFFICER PICTURE 9:00 AM	16
17	18 NO SCHOOL	19 FFA WEEK	20 FFA WEEK	21 FFA WEEK	22 FFA WEEK	23 REGIONAL MEETING
24	25	26 STATE SCORING @GALT	27 STATE SCORING @GALT CHAPTER MEETING AT LUCNH	28		

Month of:

MARCH



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7 OFFICER MEETING	8 POWDER PUFF	9 SADIES
10	11	12	13	14 HEART OF TABLE DINNER FLORAL PICK UP	15 END OF QUARTER REGIONAL SPEAKING AT MJC	16 MERCED FIELD DAY
17	18 NO SCHOOL	19	20 STATE DEGREE AWARDS IN TURLOCK	21 OFFICER MEETING AT LUNCH	22	23 MODESTO FIELD DAY
24	25	26	27 CHAPTER MEETING AT LUCNH	28	29	30 SRC DINNER AUCTIONS

Month of:

APRIL

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 OFFICER MEETING  SECTIONAL INTERVIEW	5	6
7	8	9	10 STAFF MEETING	11 MM SECTIONAL MEETING IN LIVINGSTONE	12	13
14	15	16	17 TRI TIP FUNDRAISER	18 FLORAL PICK UP  PROGRESS REPORTS	19 SPRING BREAK	20
21	22 SPRING BREAK	23 SPRING BREAK	24 SPRING BREAK	25 SPRING BREAK LEAVE FOR STATE CONFERENCE	26 STATE CONFERENCE	27 STATE CONFERENCE
28 STATE CONFERENCE	29 STATE CONFERENCE	30 CHAPTER MEETING AT LUNCH				

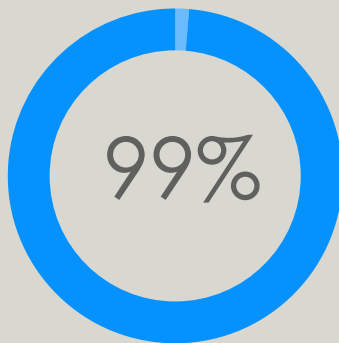


Month of:

MAY 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			<b>1</b> OFFICER MEETING AT LUNCH	<b>2</b> FAIR ENTRIES DUE	<b>3</b>	<b>4</b> PROM
<b>5</b>	<b>6</b> TEACHER APPRECIATION WEEK	<b>7</b> TEACHER APPRECIATION WEEK	<b>8</b> TEACHER APPRECIATION WEEK	<b>9</b> TEACHER APPRECIATION WEEK	<b>10</b> TEACHER APPRECIATION WEEK	<b>11</b>
<b>12</b>	<b>13</b> OFFICER MEETING AT LUNCH  SR FINALS	<b>14</b> OFFICER MEETING AT LUNCH  SR FINALS	<b>15</b> BANQUET  SR FINALS	<b>16</b>  SR FINALS	<b>17</b>  SR FINALS	<b>18</b>
<b>19</b>	<b>20</b>	<b>21</b> FINALS	<b>22</b> FINALS	<b>23</b> FINALS  SR AWARDS	<b>24</b> FINALS  GRADUATION	<b>25</b>
<b>26</b>	<b>27</b> TEACHER INSERVICE	<b>28</b> TEACHER INSERVICE	<b>29</b> TEACHER INSERVICE	<b>30</b> TEACHER INSERVICE	<b>31</b> TEACHER INSERVICE	

## Agricultural Department Budget



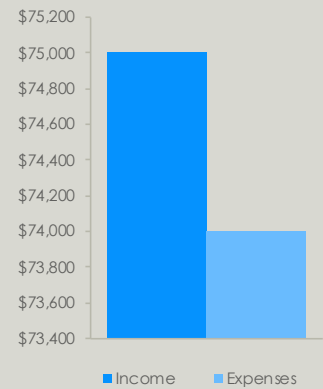
## Summary

TOTAL INCOME

\$75,000

TOTAL EXPENSES

\$74,000



## Income

ITEM	AMOUNT
Donations	\$75,000.00

## Expenses

[illegible]



Search Drive



New



My Drive



Shared with me



Recent



Starred



Trash



Storage

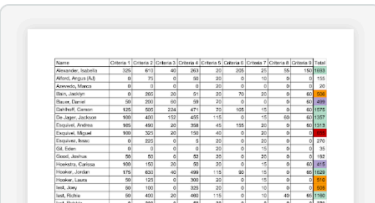
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My Drive

Quick Access



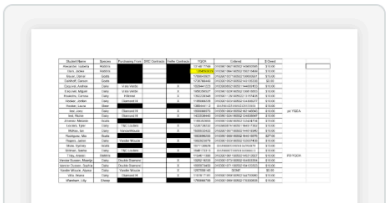
Stone Ridge Christian FFA ...  
You edited in the past week



18-19 Activity Point Sprea...  
You edited in the past week



FFA Receipts  
You edited in the past week



18-19 Fair Exhibitors  
You edited in the past month

Folders



CDE Teams



Classes



Classroom



Floral Shop



LDE



Other



School CC Reconciliation



School Forms



Screencastify



SRC FFA



Textbooks

Files



 Compose

□ ◀ ▶ ↻ ⋮

1-15 of 15    <    >    ⚙

 **Inbox**

★ Starred

 Snoozed

➤ Sent

 Drafts

18-19 Student Work

2018 National Conv...

2018 Pumpkins

2018-2019 School Year

► Advisory Committee

 AET Tips

Curriculum/Lesson Ideas

► FFA

► Floral

► Other

► Purchases

► Website

▼ More

<input type="checkbox"/>	★	Kay, Vanessa, Mike 3	Baccalaureate - Invitation to edit - Super bummed I'm missing this great event. I'll be at my 8th Gr...	8:51 AM
<input type="checkbox"/>	★	TED Talks Daily	The next global agricultural revolution - A new way of making meat. View e-mail in browser. TED ...	May 21
<input type="checkbox"/>	★	Samantha Maraspini	Summer Hours - Summer Hours ~ Knight Nation, below is our Summer Office Schedule. We are lo...	May 21
<input type="checkbox"/>	★	Vanessa .. Jennifer 3	Next Week Reminders - Sounds great. On Tue, May 21, 2019 at 12:29 PM Mrs.Moreno <smoreno@...	May 21
<input type="checkbox"/>	★	me, Vanessa, Andrea 3	Jack McRee - Oh boy :( Thank you for letting me know From: Victoria Lewis <vlewis@srcs.us> To: ...	May 21
<input type="checkbox"/>	★	Andrea, me 5	Jack - Ok... will bring your gift on Thursday!!! Sent from my iPhone On May 21, 2019, at 8:58 AM, V...	May 21
<input type="checkbox"/>	★	CWinek	Re: F&M Bank FFA Ad - Thanks for the message Victoria. No concerns over any delay! Stacey – c...	May 17
<input type="checkbox"/>	★	ERas, CWinek, me 5	FFA F&M bank FFA Ad - Good Morning Chris, I forwarded the email and information to our accou...	May 17
<input type="checkbox"/>	★	Kay McKee	The Final Week of School! - Can you believe it?! Next week is the last week of the 2018-2019 scho...	May 14
<input type="checkbox"/>	★	Maria Chesmore	Sequoia Floral - Hello Victoria!!! My name is Maria and I service all the school accounts here at Se...	May 13
<input type="checkbox"/>	★	Josiah Mayfield	National Chapter Application - National Submission - Dear Advisors: I want to thank you for your p...	May 10
<input type="checkbox"/>	★	me, Colleen 7	CATA Mentoring - Facetiming or some other video platform works for me unless life calms down. ...	May 7
<input type="checkbox"/>	★	Jennifer McCary	Adult & Child CPR, AED, and Basic First Aid Training - Hello SRC Staff, We are pleased to announc...	Apr 23
<input type="checkbox"/>	★	CATA Conference Reg.	California Agricultural Teachers' Association Conference Registration - Your CATA conference regi...	Apr 1
<input type="checkbox"/>	★	Scott Faulkner	From Silent Springs FFA - Greetings from Alaska, Congratulations on the progress your chapter h...	Apr 1

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Program Policies  
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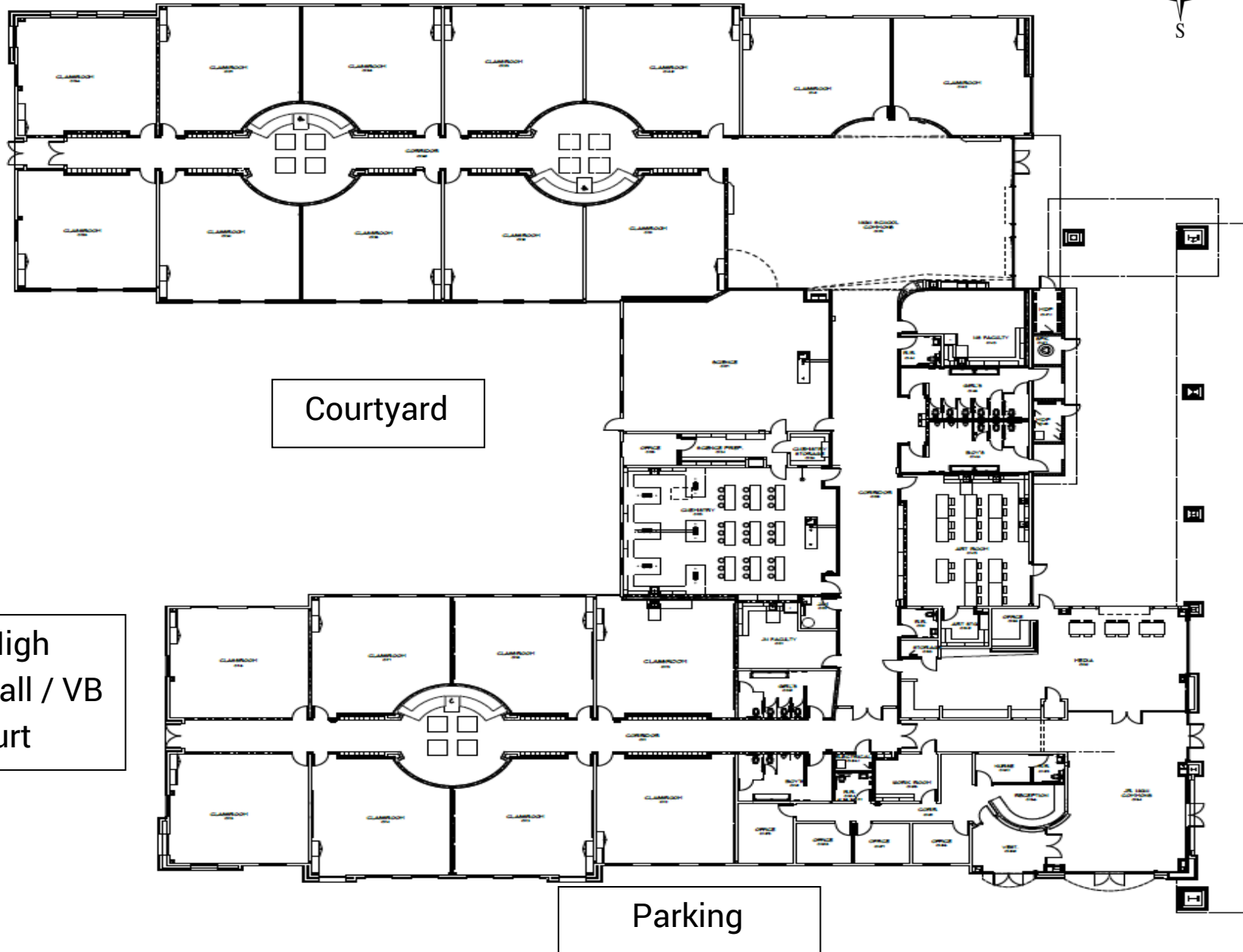
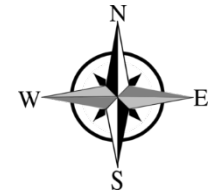
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Item Name	Quantity	ID #	Purchased	Disposed
The Art and History of Floral Design Textbook	20	N/A	Sept. 2017	
Agriscience Fundamentals Textbook	10	N/A	Sept. 2017	
Leadership Textbook	10	N/A	Sept. 2017	
Bush Floral Refrigerator	1	N/A	Nov 2017	
Portable Scale	1	N/A	Spring 2018	
Andis Pulse Ion Clippers	2	N/A	May 6, 2019	
AGC 2 Speed Clippers	1	N/A	May 6, 2019	
8 Ft Cattle Chute with Padded Floor	1	N/A	May 6, 2019	
Andis Xperience Clippers	2	N/A	May 6, 2019	
Premier 4000c Hairhead Clippers	1	N/A	May 6, 2019	
Folding Fitting Mat	1	N/A	May 6, 2019	
Air Express Mini Blower	2	N/A	May 6, 2019	
Cadillac Sheep Stand with Headpiece	2	N/A	May 6, 2019	
Sheep Stand Padded Floor	1	N/A	May 6, 2019	
5 ft Galvanized Upright Dolly Show Box	1	N/A	May 6, 2019	
Deep Galvanized Showcase Show Box	2	N/A	May 6, 2019	
Andis #10 Blade	1	N/A	May 6, 2019	
Andis Medium Blending Blade	2	N/A	May 6, 2019	

Andis Pulse Ion Clipper Blades	3	N/A	May 6, 2019	
31-23 Andis Large Clipper Blades	4	N/A	May 6, 2019	
Premier Clipper Blades (Fine/Surgical)	4	N/A	May 6, 2019	
Dairy Leather Show Halters	2	N/A	May 6, 2019	
Goat Neck Chains	2	N/A	May 6, 2019	
Sheep/Goat Rope Halters	5	N/A	May 6, 2019	
Cattle Neck Tie	5	N/A	May 6, 2019	
Cattle Rope Halters	5	N/A	May 6, 2019	
Spandex Goat Tubes	5	N/A	May 6, 2019	
Performance Lamb Tubes	5	N/A	May 6, 2019	
Smart Feed Pans	5	N/A	May 6, 2019	
10" Clip On Feeders	5	N/A	May 6, 2019	
Smart Buckets	5	N/A	May 6, 2019	

# Stone Ridge Christian Junior High and High School

Phase I Furnish and Fill Map August 25, 2017



Courtyard

JR High  
Basketball / VB  
Court

Parking



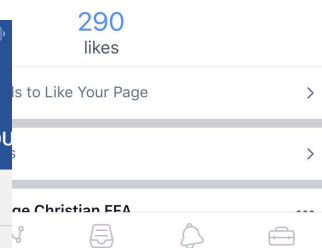
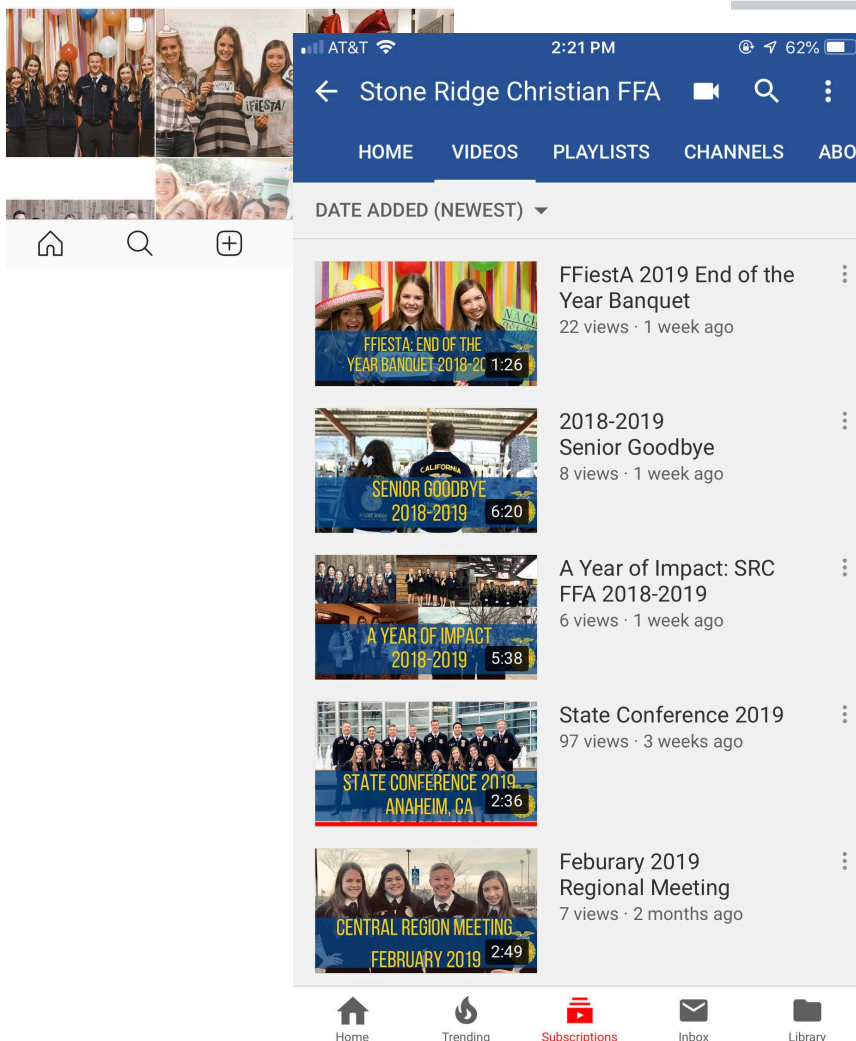
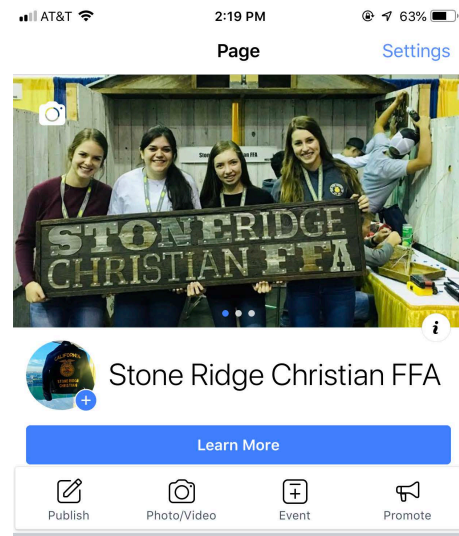
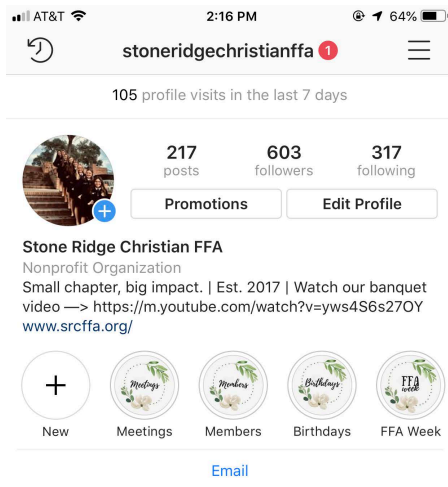








We do not currently have an actual scrapbook. For the time being we are using slideshows, social media accounts and YouTube videos as scrapbooks. We will be working on actual scrapbooks over this next year.



# Stone Ridge Christian High School FFA



## 2017-2018 Program of Activities



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State Conference Application  
Photo Release Form  
FFA Volunteer Form

## President's Message

Dear Fellow FFA Members,

We are excited to be the first members for FFA here at Stone Ridge Christian. We have the honor, privilege, and responsibility of setting the standard for the future of the chapter. We have a foundation to build and traditions to begin. The future is up to us. I, along with the officer team, aim to make our chapter one of excellence, that stands out in Merced/Mariposa Section, the Central Region and the state of California. While we can look at our neighboring chapters and see all they are doing, these should be goals to obtain. We can learn from what they have achieved and allow them to help us. However, we need to realize that it will come through hard work and teamwork. We can in time to build an active program. What we do this year needs to be done with excellence.

We have 42 members in FFA, and four agriculture classes and we will continue to enhance our program that will serve the students of Stone Ridge Christian. This year's officer team will create the charter and establish the basis of our chapter. Together we will face the challenges and obstacles that may come throughout the year. I speak for each officer when I say that we are committed to guiding and helping each member in any way needed. Together we can create vibrant traditions that will make a difference to our members and community. Our team works together as members this first year will fulfill our theme. Together we are on a mission to grow a tradition.

Jordan Hooker  
2017-2018  
Chapter President

## Officer's Message

Dear Present and New Members:

We would like to take this opportunity to welcome you to the Stone Ridge Christian FFA Chapter. The officers have created this Program of Activities for your use during the 2017-2018 school year. We hope this will help you organize and make plans to attend many of these activities. The officers are excited about the agenda that we planned for the upcoming year. We would like to encourage all members to become involved in the many different activities that we have planned. Our chapter has the necessary ingredients to become a tremendously successful chapter. By becoming involved in these activities, you will have the opportunity to develop the primary objectives of the FFA, which are leadership, citizenship, and cooperation.

The FFA Organization offers you many great experiences, but you only get out of it what you put into it. The more involved you are in FFA today, the more you will appreciate it in the future.

If everyone gets involved and works together, our chapter will grow and succeed along with our state and national organizations.

Sincerely,

Jordan, Carson, Andrea, Jackson, Sophia, Rebecca, and Ariana

## Advisor's Message

Dear Stone Ridge Christian High School Students and Parents,

This is an exciting time for the Agriculture Department at Stone Ridge Christian High School as we are moving forward to become an official chartered FFA program. This will be a fun-filled year full of learning and leadership opportunities. It is a goal of mine to help prepare members to be tomorrow's industry leaders through their studies and experiences both in and out of the classroom. Along the way, you will build friendships and relationships that you will treasure your entire life. Each person you encounter will be of value to you in your life endeavors and hope you find those that share your passions and work to enhance your abilities.

There is so much potential within each student, and I hope that each one of you helps build Stone Ridge Christian FFA into a chapter that you can be proud of. It will take a lot of hard work and long hours to be successful this year, but the rewards you will obtain will be memories that will last a lifetime.

As this program evolves, you will find yourselves with numerous opportunities to strengthen your agriculture education, leadership skills and see not only a place you belong but also a place you are excited to be.

Thank you for joining us on our adventure "On a Mission to Grow a Tradition" and set the pathway for Stone Ridge Christian to succeed.

With Blessings,

Victoria Lewis  
FFA Advisor

## Chapter Goals

- I. Develop Strong and Effective Chapter
  - a. Develop and strengthen communication skills
  - b. Develop Leadership class
  - c. Increase number of students applying for leadership positions
- II. Recruitment and Retention Plan
  - a. Build middle school relationship and communication
  - b. Develop recruitment presentations and education
  - c. Increase number of students enrolling in agriculture classes
  - d. Create and keep chapter scrapbook updated
  - e. Social Media: Instagram and Facebook
  - f. T-Shirt sales
- III. Expand Student Involvement and Participation
  - a. Encourage student attendance and participation at chapter meetings
  - b. Encourage SAE projects (animal, plant, and ag mechanics)
  - c. Develop FFA competition opportunities/teams
  - d. Develop organization and planning of events/activities
  - e. Development of National Chapter Award application
- IV. Communication/Publicity/Promotion
  - a. Calendar of events in classroom
  - b. Completion and maintenance of the SRC FFA Webpage
  - c. Frequent articles in media outlets
  - d. Flyers for upcoming events and meetings
  - e. Take pictures of events
  - f. Showcase more members for achievements
  - g. Include members in the completion of reports for newspaper and newsletter
  - h. Award a student of the quarter
  - i. Maintain an FFA Facebook page

## Cooperation

The Stone Ridge Christian FFA Chapter will develop a sense of cooperation among the entire membership, encouraging the chapter to work cooperatively and together.

The Stone Ridge Christian Chapter will cooperate with other chapters by:

1. Participating in Sectional, Regional, State, and National activities
2. Hosting Sectional events when needed

The Stone Ridge Christian Chapter will cooperate with Stone Ridge Christian High School

1. Chapter representation during school-sponsored activities and functions
2. Participation in school functions and events
3. Cooperation and support with other AHS youth organizations
4. Provide Agriculture services for members when possible

The Chapter will participate in community cooperation.

1. The Stone Ridge Christian FFA Chapter will conduct a presentation to eighth-grade students to recruit for membership.

Members exhibiting at fairs will cooperate and compete as a team.



## Community Service

The primary objective towards community service is for FFA members to establish an attitude of service towards the community in which they live.

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

We will take advantage of opportunities to form partnerships with community organizations in working with agricultural education and agricultural projects.

Our chapter continues to strive towards participating in various community outreach programs

## Leadership

Leadership is the ability to guide or influence others to work towards a meaningful goal while helping each to develop themselves as group members.

Leadership is the ability of a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions or to move a group to act. Leadership is a contribution to the establishment and attainment of group processes. Therefore, leadership is a quality of group action.

### Public Speaking

- Creed Speaking
- Impromptu Speaking
- Prepared Public Speaking
- Extemporaneous Public Speaking
- Parliamentary Procedure
- Job Interview

### Committees

- Every member of the leadership class on at least one committee or involved in some activity

### Degrees and Awards

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

### Officer / Leadership Training

- Annual Chapter Retreat for new officers
- Leadership Training Conference for all officers
- Sectional & Regional Officer Training

- Made for Excellence Leadership Training / Advanced Leadership Academy

#### Meetings

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

#### Offices

- Encourage local members to run for local, sectional, regional, and state offices

### Investments and Savings

As a self-supporting, non-profit organization, the earnings and savings aspect of our chapter is essential towards the success and productivity of our 2017-2018 school year.

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

- BBQ Take-Out Dinners
- Chapter T-Shirt Sales
- SRC Fall Festival
- Other Fundraisers as Needed

## Conduct at Meetings

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

- Have bimonthly Chapter Officer Meetings
- Have regular month Chapter Meetings
- Call special meetings when necessary
- Prepare a well-planned program before meetings
- Provide refreshments for Chapter Meetings
- Have frequent and informative committee reports
- Invite parents and the community leaders to the Chapter Meeting
- The Sentinel must set the proper paraphernalia out for the Chapter Meeting and to help the President in maintaining order.
- The goal of the Chapter is to have a least 50% attendance at each Chapter Meeting
- Have an activity after every Chapter Meeting

Special Meetings Should be Held as Necessary

- An ice cream social meeting will be held for the Greenhand/Chapter FFA Degree Banquet
- A special Awards Banquet will be held in May to wrap up the year.

The Official Ceremonies will be used at all Meetings

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

## Recreation

The purpose of recreation is to create an opportunity for FFA members to participate in recreational activities and develop one's social and team building skills.

- Hold a summer retreat for officer team to plan the year and organize upcoming events
- Monthly activities with FFA members
- Annual awards banquet at the end of the year
- Ice Cream Social for Greenhand/Chapter Farmer Degree Banquet

## Public Relations

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

### Media

- Establish, strengthen, and maintain relationships with media contacts
- Submit articles and photos to various local, regional and state media publications
- Extend and participate in new communication / social media technology resources such as Facebook
- Establish and distribute a monthly newsletter
- Develop a website for the chapter

### FFA Week

- Conduct school and community activities throughout FFA Week

### Various FFA Events and Activities

- Select worthy persons as Honorary Chapter Farmers
- Recognize deserving individuals to receive Certificates of Appreciation
- Host different award recognition ceremonies for parents and families of FFA members
- Maintain a chapter scrapbook
- Chamber of Commerce and other community service clubs

### Stone Ridge Christian High School

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

## Participation in State and National Activities

- The Chapter will submit State FFA Degree applications when students are eligible
- The Chapter will submit American FFA Degree applications are eligible
- The Chapter will submit at least one Regional Proficiency Awards application each year.
- The chapter will participate in several state contests. Our chapter will send both judging and leadership teams to Fresno, and Cal Poly to compete in their respective competitions.
- The Chapter will submit news articles to Regional, State, and National Publications.
- The Chapter will send two voting delegates to the California FFA Association State Leadership Conference.
- The Chapter Advisor shall select the two delegates, giving preference to 10th and 11th-grade members. Members will be chosen based on their participation.

## Scholarship

The chapter will encourage students to strive for academic excellence.

- Improve scholarship of FFA members in all subjects
  - A. Strive to have all FFA members on the honor roll
  - B. Awards points on the Chapter Point Awards system for good grades
  - C. Require that all Chapter Officers maintain at least a C in all agriculture classes.
  - D. Members participating in competition events shall not fall below a C or 2.75 average on a 4.0 scale or have less than a C in any Agriculture class. Eligibility for all competitive activities will be suspended if any of the above shall occur.
- Will strive to improve home technology, reading and library use.
  - A. Encourage each member to subscribe and read at least one agriculture publication.
  - B. Encourage each member to use school and county libraries for agriculture research projects.
- Will encourage Seniors to apply for scholarships available to them to continue their education.
  - A. Twelfth-grade members are encouraged to apply for community scholarships which are available to local students.
  - B. Twelfth-grade members are encouraged to apply for any scholarships, which are available to them for the school they are planning to attend.
  - C. Twelfth-grade chapter members are encouraged to talk with their counselors about other scholarships, which may be available to them as a result of their parent's affiliation with a lodge or places of employment.
- The Merit Award Certificate will be awarded partly based on his/her academic.

## Alumni Relations

The Chapter will encourage graduating seniors to keep membership affiliation for the year.

- As graduate members, the Chapter will encourage these members to:
  1. Exhibit at fairs until eligibility expires
  2. Apply for advanced degrees such as the American FFA Degree
  3. Apply for Proficiency Awards in their SAE area
  4. Continue an active role in participation in local activities
  5. Attend all Chapter meetings

The Chapter will utilize the expertise of Alumni Members when needed by the chapter.

- To help coach judging teams
- To act as judging in local contests, if needed.
- To assist in money raising activities such as helping with BBQs, etc.
- Provide facilities for student SAE projects.

## Calendar of Activities

### September

12 Merced Mariposa Sectional Meeting 4:00 pm Merced College  
(Officer Team and two delegates)

### October

7 COLC- Chapter Officer Leadership Conference Gregori  
11 Merced Mariposa Section Opening/Closing Contest Gustine

### December

2 Mariposa Speech Contest 8:00 am Mariposa

### January

27 Merced Mariposa Sectional Speaking Contest 8:00 am Merced College

### February

9-10 MFE/ALA-Made for Excellence/Advanced Leadership Academy Conference (Sophomores/Juniors) Modesto  
9-10 Regional Officer Screening Modesto  
15 World Ag Expo Tulare  
20-23 National FFA Week  
24 Central Region FFA Meeting (At least two delegates) Turlock

### March

3 UC Davis Field Day  
10 Le Grand Field Day  
17 Merced Field Day  
24 Modesto Field Day

### April

11 Merced Mariposa Sectional FFA Meeting 4:00 pm Livingston  
21 Fresno State Field Day CSU Fresno  
22-25 State Leadership Conference Anaheim

### May

5 FFA State Finals Field Day Cal Poly, SLO

## 9 FFA Banquet

### June

3-10 Merced Fair Merced Fair  
Grounds

## FFA Emblem

The national FFA emblem, consisting of five symbols, is representative of the history, goals, and future of the organization. As a whole, the emblem covers the broad spectrum of FFA and agriculture. Each element within the emblem has different significance.



The cross-section of the ear of corn provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

The rising sun signifies progress and holds a promise that tomorrow will bring a new day, glowing with opportunity.

The plow signifies labor and tillage of the soil, the backbone of agriculture and the historical foundation of our country's strength.

The eagle is a national symbol that serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

The owl, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.

The words Agricultural Education and FFA are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.

The emblem and the letters "FFA" are protected by trademark registration in the U.S. Patent Office and by Public Law 105-225, 105th Congress.

## 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 FFA Creed was written by E. M. Tiffany and adopted at the 3rd National FFA Convention. It was revised at the 38th and 63rd conventions. It is recited by new members to reflect their growing belief in agriculture and agricultural education.



## FFA Mission, Colors, and Motto

### FFA Mission

"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."

To accomplish its mission, FFA:

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

### Motto

The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization. By memorizing these words, we carry with us the backbone of the FFA.

Learning to do  
Doing to learn  
Earning to live  
Living to serve

### 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 our national organizations. All FFA functions and paraphernalia should proudly display the colors.

## FFA Code of Ethics

FFA members conduct themselves at all times to be a credit to their organization, chapter, school, community, and family.

As an FFA member, I pledge to:

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

Adopted by the delegates at the 1952 National FFA Convention. The Code of Ethics was revised by the delegates at the 1995 National FFA Convention.

## FFA Official Dress

The uniform worn by FFA members at local, state and national functions is called Official Dress. It provides identity and gives a distinctive and recognizable image to the organization and its members. Official Dress has been worn with pride by millions of FFA members since 1933.

Official Dress Guidelines Official Dress for an FFA member includes:

- An official FFA jacket zipped to the top.
- Black slacks and black socks or black skirt and nylons.
- White collared blouse or collared shirt.
- Official FFA tie or official FFA scarf.
- Black dress shoes with closed heel and toe.

## Proper Use of the FFA Jacket

The blue corduroy jacket is the most recognizable symbol of the organization. As a member, it is one of your responsibilities 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 back of the jacket should have only a large official FFA emblem, the name of the state association and the name of the local chapter, region, district or area. The front of the jacket should have only a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.
- The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
- Members and officers should wear the jacket 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 should act professionally when wearing the official FFA jacket.
- Members should refrain from the use of tobacco and alcohol when underage and at all times when representing FFA. Also, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, except for a single State FFA Degree charm or American FFA Degree key. These should be worn above the name or attached to a standard degree chain.

## Supervised Agriculture Experiences

The Chapter will encourage all members to maintain a Supervised Agriculture Experience (SAE) program.

- The Chapter will encourage members to compete at shows with their SAE.
- All Chapter members are expected to work as a team at all fairs and shows.
- The Chapter will conduct an Exhibitors / Parent evening to inform parents and members of a member's responsibilities.
- The Chapter will require parents of all first-time exhibitors to attend a meeting conducted by the Chapter Advisor. This meeting will serve as an informal session to allow parents/exhibitors to become aware of the expectations and responsibilities placed on the Chapter exhibitor.
- All projects exhibited at fairs and shows by members of the Chapter must be entered in the FFA division and only with Advisor approval and supervision.
- Members exhibiting at fairs must maintain academic requirements set forth by Stone Ridge Christian High School and the Stone Ridge Christian Agriculture Program and FFA. To participate in any activity beyond the chapter level, an individual must maintain at least a 2.75 GPA, cannot have more than one F, and cannot have received less than a C grade in any Agriculture class the last eligibility period to the event.
- Members are encouraged to apply for local, regional and state proficiency awards.
- Members are invited to apply for advanced degrees (ie., State FFA Degree).
- Members are encouraged to compete in the Local and Sectional Project Competition.
- Members are required to follow project Advisor's recommendations concerning their SAE.
- Members are invited to strive to improve and develop their SAE each year.
- Encourage members to develop skills within their SAE through participation and appropriate judging teams.
- Members are encouraged to attend demonstrations, breeding shows, and equipment shows which will enable them to increase their efficiency and knowledge of their SAE.
- Members are invited to provide support and help their fellow Chapter members.

## Fairs and Shows

To give our students an area to showcase the knowledge they have learned through their Supervised Agriculture Experience Projects, Stone Ridge Christian FFA competes at the Merced Fair in June. Student projects that can be exhibited are beef, dairy, swine, sheep, goats, rabbits, and still projects. If you are interested in participating in any of these opportunities, see Mrs. Lewis to get you started.

There are outlines and budgets with estimations of costs, profits and loss following. It can usually depend on the market and how well the FFA member promotes the sale of the animal and solicits buyers for the fair.

Dairy

Beef

Swine

Sheep

Goats

Rabbits

## Rules and Guidelines for Stone Ridge Christian FFA Exhibitors

1. To be eligible to exhibit at any fair, each student must maintain a 2.75 (C) average in all classes with no more than one F, and no F's or D's in any Agriculture Class at any time during the project period. The eligibility list posted after the end of each grading period will be the document used to determine student eligibility. The eligibility period for the Chowchilla Fair will be based on the 3rd quarter grade. The ability to exhibit an animal for Merced Fair will be based on the Final course grade posted. If a student becomes ineligible for any reason, he/she will lose their privilege to exhibit at any fair with the Stone Ridge Christian FFA.
2. Stone Ridge Christian FFA will participate at Chowchilla and Merced Fair, and any other exhibition will be up to the discretion of the Stone Ridge Christian FFA Advisors and the Stone Ridge Christian Agriculture Department Advisory Board each year.
3. All exhibitors are to follow directions and advice provided by the designated advisor for their species. The advisor's guidelines are to be followed for the entire length of the project period for eligibility to show, and during fairs where the project is being exhibited.
4. FFA members are required to obtain their homework from all teachers in advance and before any absence related to any FFA activity.
5. All rules and regulations of Stone Ridge Christian High School will apply to students who participate in fairs and competitions.
6. Each exhibitor must read and understand the rules and regulations in the Fair's premium book and heifer replacement program literature.
7. Each exhibitor is required to be responsible for feeding, watering, grooming and supervising their project animal(s) for the entire length of the fair.
8. Each exhibitor is required to serve barn duties as assigned and as specified by the advisors.
9. All FFA exhibitors will be required to wear an official FFA uniform while showing their animals or helping others in the ring.

FFA uniforms:

Boys - White pants, white shirt (collar/button), FFA tie, official FFA jacket and appropriate shoes.

Girls - White pants, white shirt/blouse (collar/button), FFA scarf, official FFA jacket and appropriate shoes.

10. All FFA exhibitors are to attend the awards program in official dress, above the waist at every fair.
11. All market animals and replacement heifer exhibitors are expected to solicit buyers for their project animals before the fair.
12. All sale animal exhibitors are required to write Thank You letters to the buyers and have FFA record book(s) up to date before the completion of the project.
13. All exhibitors must attend assigned meetings by the designated advisor unless prior arrangements have been made.
14. The advisor of any species will have the authority to take the disciplinary action necessary toward any student that fails to comply with the FFA or school rules.
15. All exhibitors must attend a minimum 4 FFA meetings per year and participate in at least one fundraiser to be eligible to exhibit at any fair.
16. Each exhibitor must provide the advisor with a self-addressed stamped envelope including his or her Thank you letter. The advisor will mail all Thank you letters.
17. No student is allowed to stay overnight on the Fairgrounds at any County Fair (i.e., Tent/RV) without prior permission from the Stone Ridge Christian Agriculture Advisor and Stone Ridge Christian Principal. Students will not be supervised by an Agriculture Instructor overnight at County Fairs.

## Point Award System

The Point Award System will be used to determine the Top Active Individual awards to be handed out at the Award Banquet at the End Of The Year Banquet. The recipients will receive a trip or reward of some kind. The points are tabulated using the following system. Activities, awards, and degrees must be for the current year. Awards marked with \* will be determined by the advisor, and the points will be added. Students will be required to fill out point award list to be considered. The advisor will verify the points based on attendance/point database.

### Point Awards List

#### I. Leadership/Degrees

##### a. Officers

- i. Chapter Officer \_\_\_\_\_/75
- ii. Sectional Officer \_\_\_\_\_/50
- iii. Regional Officer \_\_\_\_\_/50
- iv. Student Body/Class Officer \_\_\_\_\_/25
- v. Applied for Office at any level by not elected \_\_\_\_\_/20

##### b. Degrees

- i. Greenhand Degree \_\_\_\_\_/50
- ii. Chapter Degree \_\_\_\_\_/50
- iii. State Degree \_\_\_\_\_/100
- iv. Star Greenhand\* \_\_\_\_\_/30
- v. State Chapter Farmer\* \_\_\_\_\_/50
- vi. Outstanding Junior\* \_\_\_\_\_/50
- vii. Outstanding Senior\* \_\_\_\_\_/50
- viii. Star Sectional Farmer \_\_\_\_\_/50
- ix. Star Regional Farmer \_\_\_\_\_/75
- x. Star State Farmer \_\_\_\_\_/100

Section Total\_\_\_\_\_

#### 2. Meetings/Conferences

##### a. Meetings

- i. Attendance at Each Meeting at Chapter Level \_\_\_\_\_/25
- ii. 100% Attendance at Chapter Meetings \_\_\_\_\_/50
- iii. Attendance at Meetings at Sectional Level \_\_\_\_\_/15
- iv. Attendance at Meetings at Regional Level \_\_\_\_\_/15

##### b. Conferences

- i. Greenhand Conference \_\_\_\_\_/40
- ii. Made for Excellence Conference \_\_\_\_\_/40
- iii. Advanced Leadership Academy Conference \_\_\_\_\_/40
- iv. State Conference \_\_\_\_\_/100
- v. National Conference \_\_\_\_\_/150
- vi. Delegate at State or National Conference \_\_\_\_\_/20

Section Total\_\_\_\_\_

#### 3. Committee and Community Service

- a. Committee Chairperson \_\_\_\_\_/25  
\*Report must be turn in to receive points
- b. Committee Member (Max 3 committees) \_\_\_\_\_/15 per
- c. Community Service Work \_\_\_\_\_/5 pts hour

Section Total\_\_\_\_\_

#### 4. Fundraising

- a. Sponsor/Donation \_\_\_\_\_/1 per \$ (max 200)
- b. Participation in Fundraiser \_\_\_\_\_/50

Section Total\_\_\_\_\_

#### 5. Supervised Occupational Experience Project (Fair is from previous year)

- a. Each approved enterprise \_\_\_\_\_/20
- b. Exhibition at Fairs and Shows
  - i. Beef/Dairy Cattle Fair Project \_\_\_\_\_/75
  - ii. Swine/Goat/Sheep Fair Project \_\_\_\_\_/50
  - iii. Meat Rabbit Fair Project \_\_\_\_\_/25
  - iv. Supreme Champion \_\_\_\_\_/50

- v. Reserve Supreme Champion \_\_\_\_\_/40
  - vi. FFA Champion \_\_\_\_\_/30
  - vii. FFA Reserve Champion \_\_\_\_\_/25
  - viii. Breed Champion \_\_\_\_\_/20
  - ix. Reserve Breed Champion \_\_\_\_\_/15
  - x. Showmanship
    - 1. 1<sup>st</sup> Place \_\_\_\_\_/30
    - 2. 2<sup>nd</sup>-10<sup>th</sup> Place \_\_\_\_\_/15
    - 3. Final Round Participant \_\_\_\_\_/10
    - 4. Round Robin Winner \_\_\_\_\_/50
  - c. Project Competition
    - i. Local Competition \_\_\_\_\_/50
    - ii. Sectional Competition \_\_\_\_\_/75
- Section Total\_\_\_\_\_

- 6. Judging Teams and Speaking Contests
    - a. Participation (Official FFA Contest) \_\_\_\_\_/20
    - b. Individual Placing (Per Contest)
      - i. 1<sup>st</sup> Place \_\_\_\_\_/50
      - ii. Top 5 Overall \_\_\_\_\_/40
      - iii. Top 10 Overall \_\_\_\_\_/30
    - c. Team Placing (Per Contest)
      - i. 1<sup>st</sup> Place \_\_\_\_\_/50
      - ii. Top 5 Overall \_\_\_\_\_/40
    - d. Speaking Contests, Co-Op Quiz, BIG, Opening/Closing
      - i. Chapter Competition \_\_\_\_\_/20
      - ii. Sectional Competition \_\_\_\_\_/25
      - iii. Regional Competition \_\_\_\_\_/30
      - iv. State Competition \_\_\_\_\_/50
      - v. Outstanding Chair (Opening/Closing) \_\_\_\_\_/25
- Section Total\_\_\_\_\_

- 7. Scholarship (First Semester Only)
  - a. 4.0-Higher \_\_\_\_\_/25
  - b. 3.5-3.99 \_\_\_\_\_/20
  - c. 3.0-3.49 \_\_\_\_\_/15
  - d. 2.5-2.99 \_\_\_\_\_/10

Section Total\_\_\_\_\_
- 8. Proficiencies
  - a. Chapter Application Submitted \_\_\_\_\_/10
  - b. Chapter Winner\* \_\_\_\_\_/20
  - c. Section Application Submitted \_\_\_\_\_/15
  - d. Sectional Winner \_\_\_\_\_/25
  - e. Regional Winner \_\_\_\_\_/50
  - f. State Competition \_\_\_\_\_/100

Section Total\_\_\_\_\_
- 9. Miscellaneous
  - a. Own FFA Jacket \_\_\_\_\_/60
  - b. Article was written and printed in school, town, FFA paper \_\_\_\_\_/15  
Per article and approval by advisor

Section Total\_\_\_\_\_

Overall Total\_\_\_\_\_



## Chapter By-Laws and Constitution

Constitution of the  
Stone Ridge Christian FFA Chapter  
Established September 2017

### Article I: Names and Purposes

Section A: The name of this organization shall be the "Stone Ridge Christian Chapter of the Future Farmers of America" and the letters "FFA" may be used to designate the chapter, its activities, or members thereof. #CA

Section B: The purposes for which this chapter is formed are as follows:

1. To develop competent and aggressive agriculture leadership
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual occupational experience programs and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of the industry of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in the cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

### Article II: Organization

Section A: The Stone Ridge Christian Chapter of the Future Farmers of America is a chartered local entity of the Merced-Mariposa Section of the California Association, made up of local members.

Section B: The Stone Ridge Christian Chapter of the Future Farmers of America is a local chartered unit of the California Association of Future Farmers of America which is chartered by the National FFA Organization.

Section C: This chapter accepts in full the provisions of the constitution and bylaws of the California Association of FFA, the Central FFA Regional Constitution, as well as those of the National FFA Organization

### Article III: Membership Organization

Section A: Membership in this organization shall be of two kinds: (1) Active (2) Alumni and (3) Honorary, as defined by the National FFA Constitution.

Section B: Active Membership is limited to students enrolled in Agriculture education at Stone Ridge Christian High School.

Section C: Alumni Membership is limited to students that were active members their Senior year and graduated from high school.

Section D: The Stone Ridge Christian FFA is a 100% affiliation Chapter with every student becoming a member of the FFA when they enroll in an agriculture class.

Section E: No students may participate in any FFA activities unless they are members in good standing.

Section F: The FFA Advisor(s) at their discretion have the right to dismiss any member of the Stone Ridge Christian FFA organization at any time.

Section G: Active work in this chapter shall be carried on by active members.

Section H: Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when: (1) They attend local chapter meetings with reasonable regularity, (2) They show an interest in, and take part in the affairs of the chapter, and (3) Are adequately affiliated with the state and national FFA organizations.

Section I: Award recipients must attend Chapter awards banquet to receive any awards.

Section J: All members exhibiting livestock at fairs and shows must attend the fair awards ceremony with the official uniform, jacket only.

Section K: High School members exhibiting at fairs and shows must attend regular chapter meetings to be eligible to show. All graduates are strongly encouraged to participate in agricultural related conferences or activities.

Section L: Honorary Membership is defined in the National FFA Manual.

### Article IV: Emblem

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

Section B: Emblems used by the members shall be designated by the national organization of FFA

#### Article V: Membership Degrees and Privileges

Section A: There shall be four degrees of active membership in this chapter. These degrees are: (1) The Greenhand FFA Degree, (2) The Chapter FFA Degree, (3) The State FFA Degree, and (4) The American FFA Degree. All "Greenhands" are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are allowed to wear the silver emblem pin. All members holding the State FFA Degree are allowed to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B: Greenhand FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements)

1. Be regularly enrolled in a class in vocational education course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agricultural occupational experiences
2. Learn and explain the FFA Creed, Motto, and Salute
3. Describe the FFA emblem, colors, and symbols
4. Explain the proper use of the FFA jacket
5. Have satisfactory knowledge of the history of the organization
6. Know the duties and responsibilities of the FFA members
7. Personally own or have access to Official FFA Manual
8. Submit written application for the Degree for Chapter records

Section C: Chapter FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements)

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an approved supervised farming, and/or other agricultural occupational experience programs, and be regularly enrolled in a vocational agriculture class
3. Be familiar with the purposes and programs of activities of the state association and national organization

4. Be familiar with the provisions of the constitution of the local chapter
5. Be familiar with parliamentary procedure
6. Be able to lead a group discussion for fifteen minutes
7. Must have earned by his/ her efforts from his/ her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least \$150 or worked 100 hours on his/her SAE in excess of scheduled class time.

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

1. Requirements for the State FFA Degree are those outlined in the Constitution of the State Association

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

1. Criteria for the American FFA Degree are those described in the Constitution of the National FFA Organization

#### Article VI: Officers

Section A: The chapter officers for the Stone Ridge Christian FFA shall be President, Vice President, Secretary, Treasurer, Reporter, Sentinel. Additional offices can be added if deemed necessary by the advisor(s). The extra officers can be Historian, Parliamentarian, and Chaplain. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located.

Section B: To qualify for President, you must be an incoming Junior or Senior. There is a two-term limit for President.

Section C: All elective chapter officers shall hold office for one year after the election. The annual officer tenure is from Banquet to Banquet.

Section D: Application for chapter office shall be available two weeks before selection of officers. All applications will be screened by the advisor(s).

Section E: Process of voting for chapter officers is as follows:

1. Members will vote for 6 to 8 candidates per ballot.
2. Once votes are counted, the candidates with the highest cumulative scores become the Officer Team. The scores will include interview, speech, elections, applications, posters, and turning in the contract on time.
3. The Officer Team will then vote themselves into their desired office positions. In the event of a tie, the candidate with the highest cumulative score will take the position.

Section F: Members holding the FFA Greenhand Degree, or higher, are eligible to hold office.

Section G: All officers are encouraged to be enrolled in the Agriculture Leadership class that meets daily during the term of their office.

Section H: Officers who cannot fulfill their duties or who are impeached will be replaced by the first alternate selected by the advisor(s).

Section I: No officer may be impeached without due process as defined in Article VIII.

Section J: All FFA chapter officers who fall below a 3.0 grade average in the Agriculture class(es), or become academically ineligible, will be put on probation for a six-week period. If by the end of the next six-week period, the grade average has not improved to a 3.0 or above or does not become academically eligible, they will be replaced.

Section K: All officers will partake in 100% of our chapter meetings unless a valid reason is provided. Notification of not being able to attend should be made to the advisor(s) before the meeting.

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

#### Article VII: Duties of Officers

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

1. Attend all Chapter and Chapter Officer meetings.
2. Attend Chapter and Regional Officer Leadership Training Conference.
3. Cooperate with advisors on all activities.
4. Be able to lead by example. Act and perform in a manner which is becoming an FFA Chapter officer at all times.
5. Be willing to memorize their parts as prescribed in the Official FFA Manual for all official ceremonies.
6. Have a genuine interest in being part of a leadership TEAM.
7. Be familiar with the Chapter constitution and bylaws.
8. Be willing to accept responsibility.

9. Be familiar with parliamentary procedure.

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

1. Preside over and conduct meetings according to the accepted parliamentary procedure.
2. Call special meetings if needed.
3. Keep members on the subject and within time limits.
4. Appoint committees and serve as a non-voting member of them.
5. Call other officers to the chair as necessary or desirable.
6. Represent the Chapter and speak on occasions.
7. Coordinate Chapter efforts by keeping in close touch with the other Officers and members, and the advisors.
8. Follow up Chapter activities and check on progress being made.
9. Keep Chapter activities moving satisfactorily.
10. Prepare agenda for Executive and Chapter meetings with the secretary.
11. Coordinate the activities of the Chapter and keep in touch with the progress of events.

Section C: The duties of and responsibilities of the Vice-President shall be:

1. Assist the president.
2. Preside at meetings in the absence of the president.
3. Be prepared to assume duties and responsibilities of the president.
4. In charge of ensuring that all committee work of the Chapter is completed satisfactorily.

Section D: Duties and responsibilities of the Secretary shall be:

1. Prepare and read the minutes of the past meetings.
2. Have available for the President the list of business for each meeting.
3. Attend to office correspondence of the Chapter.
4. Prepare Chapter reports.
5. Keep the permanent records of the Chapter in the agriculture office.
6. Cooperate with the treasurer in keeping an accurate membership roster.
7. Call meetings to order in the absence of a presiding officer.
8. Read communication at meetings.
9. Have on hand for each meeting the following:
10. Secretary's book and minutes of the previous meeting.
  - a. Lists of committee and committee reports.

- b. Copy of the Program of Activities.
  - c. The Official FFA Manual
  - d. Copies of the Chapter Constitution and Bylaws.
11. Prepare, post and distribute motions.
  12. Work with the Chapter advisor to ensure the Chapter's Point Award system is current and up to date

Section E: Duties and Responsibilities of the Reporter shall be:

1. Gather and classify Chapter news.
2. Prepare news notes and articles for publication or broadcast.
3. Send news notes to the state reporter and the FFA New Horizons.
4. Arrange for FFA participation in local radio and/or TV Programs.
5. Work with the Chapter advisor to ensure the Chapter website is maintained and current.
6. Ensure the Chapter Advisors approve all news releases and articles before being released.
7. Maintain the Chapter camera equipment and make sure it is available for use at every FFA activity during the year.
8. Ensure photographs or video is taken at all Chapter events/activities throughout the year and adequately saved/cataloged.
9. Create and maintain the chapter newsletter to be distributed quarterly highlighting the activities of the chapter

Section F: Duties and responsibilities of the Treasurer shall be:

1. Receive and act as custodian of Chapter funds.
2. Assist in preparing an annual budget of estimated receipts and expenditures.
3. Keep the financial records of the Chapter.
4. Devise appropriate ways and means of financing chapter activities.
5. Organize and implement Chapter funds as authorized by the student body.
6. Prepare financial statements and reports as needed.
7. Encourage regular saving-individual and Chapter thrift.
8. Build up chapter's financial standing.

Section G: Duties and responsibilities of a Sentinel shall be:

1. Set-up the meeting room and care for chapter paraphernalia and equipment.

2. Attend to the door during meetings and welcome visitors.
3. See that the meeting room is kept comfortable.
4. Take charge of candidates for degree ceremonies.
5. Assist with entertainment features and refreshments.
6. Keep an accurate roll of those present at Chapter meetings.
7. Make arrangements with the custodial staff for microphones and audio equipment before their need.

### Article VIII: Impeachment

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: Reasons for Impeachment

Student breaks a significant rule regarding the chapter or Stone Ridge Christian High School policies

The student cannot maintain a 3.0 GPA in all their subject areas.

The student cannot maintain a "C" in the Ag Class.

The student is abusing the FFA Code of Ethics.

Student Breaches 3 strike rule. (3 strike rule consists of 3 violations of officer contract at the advisor(s) discretion with formal documentation to be brought before the officer).

Section C: Steps of Impeachment

Step 1 Any FFA Chapter officer not fulfilling the duties as described in this constitution will be required to meet with fellow officers and Advisor(s) to discuss a plan for improvement.

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

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

### Article IX: Committees

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

committee.

Section B: The committee chairperson is responsible for calling committee meetings and seeing that all work that committee is assigned is performed.

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

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

Section E: No person having been a chairperson on any committee shall be eligible to work on another committee until the committee makes the written report.

#### Article X: Meetings

Section A: Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee.

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

#### Article XI: Dues

Section A: As long as funds are available, dues shall be paid for all members.

Section B: If there are no funds available, dues shall be paid by all active members.

Section C: No member shall be considered as active and in good standing unless the dues for local, state, and national FFA are paid in full.

#### Article XII: Eligibility to Participate in Fairs and Judging Contests

##### Fairs

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

Section B: Members must maintain a 2.75 GPA and a "C" grade all Agriculture class(es) to be eligible to exhibit at fairs and judging events.

Section C: Members must comply with rules and guidelines set forth by the Chapter committee on fairs and shows and the local Fair rules. Removal from the fair is the consequence.

Section D: This is a school function if the rules are not followed. A one-day

suspension will take place or removal from the fair.

Section E: An alumni student may show for Stone Ridge Christian FFA provided factors be considered:

Left as a paid member with a 2.75 GPA overall.

Record books are completed and/or up-to-date.

Wears the Stone Ridge Christian FFA Chapter Jacket during market and showmanship classes (alumni-defined as a graduated senior).

The student shows proof to apply for his/her American Degree.

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

##### Contests

Section G: A student will follow the same rules as stated in Art. XII, Sec. A.

Section H: With all day trips or overnight trips, the Stone Ridge Christian High School Rules will be enforced.

#### Article XIII: Amendments

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

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

#### Article XIV: Classroom/Laboratory

Section A: The goal of the classroom is to teach students an appreciation of what agriculture is and how it affects our daily lives.

Section B: The goal of the FFA is to teach students an appreciation of leadership. The FFA is an integral part of the grading that takes place in the classroom.

Section C: The agriculture program is an elective. It is by choice that a student decides to take this class. If a student does not wish to abide by the rules of Stone Ridge Christian High School and the by-laws of the Stone Ridge Christian Ag Program, then they lose the liberty of returning the following year (or semester).

Section D: In this program, rules will be used when liberties are being abused.

Section E: The goal is to create a fun and safe learning environment that can be utilized by the agriculture students and serve as a teaching tool for all grade levels.

Article XV: Ratification of Constitution

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

## SRC Agriculture/FFA Enrollment History

California Agriculture Education  
(Individual students enrolled in agriculture courses)

YEAR

2017-2018	44 Students
-----------	-------------

BY GRADE

Freshman (Year 1)	16 Students
Sophomores (Year 1)	13 Students
Juniors (Year 1)	11 Students
Seniors (Year 1)	4 Students

## SRC Agriculture Department Course Enrollment Data

Courses

Explorations in Agriculture	11 Students
Floriculture Design	10 Students
Agriculture Leadership and Technology	10 Students
Agriculture Biology	21 Students



### SRC 2017-2018 Agriculture Department Staff Responsibilities

	Lewis
Department Chair	X
Accounting	
CATA Registration	X
Program/Department Budget	X
Department Requisitions and POs	X
FFA (ASB) Requisitions and POs	X
State FFA Hotel Reservations	X
General Program/Facility	
5 Year Equipment Allocation/Wishlist	X
Ag Advisory Committee Roster and Minutes	X
Ag Advisory Committee Planning and Agenda	X
Chart of Staff Responsibilities	X
Comprehensive Program Plan	X
Department Calendars	X
FFA Website Creation/Update/ Maintenance	X
Program of Activities	X
Quarterly/Yearly CATA Meetings	X
FFA Advisor	
American Degree Applications	X
Chapter Officer Leadership Conference	X
Chapter Reporter	X
Conference Registration	X
Conference Supervision	X
FFA/Fair Shirt Orders	X
FFA Jacket Orders	X
Organize Local Project Competition	X
Oversee Planning for FFA Meetings	X
FFA Activities List for Class Grading	X
Registration for CDE Contests	X
Scrapbook	X
State Degree Applications	X

Animal/Livestock	
Fair Supplies	X
Fair Entries	X
Equipment	
Ag Truck	X
Livestock Trailer	X
Scale	X
Project Supervision	
Ag Mechanics	X
Beef Projects	X
Dairy Cattle Projects	X
Goat Projects	X
Floriculture Projects	X
Horticulture Projects	X
Poultry Projects	X
Rabbit Projects	X
Sheep Projects	X
Swine Projects	X
Work Experience Projects	X
FFA Judging/Contests	
Creed Speaking	X
Extemporaneous Speaking	X
Impromptu Speaking	X
Job Interview	X
Opening/Closing	X
Prepared Public Speaking	X
Scrapbook	X
Awards	
Awards Banquet	X
Award Orders	X
Greenhand/Chapter Degree Ceremony	X
National Chapter Award Application	X
Scholarships	X



Point Award Tabulations	X
Proficiency Awards	X

# Applications And Forms



### Photography/Video Release

I grant the Stone Rige Christian FFA permission to photograph and/or videotape my child for possible appearance and inclusion in any of the FFA publications, promotional materials, on-air broadcasts or website or used in any other way that is deemed appropriate by FFA for education or for promotion of the Stone Rige Christian FFA.

I release Stone Ridge Christian FFA of any liability, claims, demands, damages, actions and causes of actions arising from or connected in any way with the use of the photographs and/or videotapes.

I understand that my child will receive no compensation for participation, and that all photography and videotape resulting from participation will become the sole property of Stone Ridge Christian FFA.

I state that I am the parent or legal guardian of \_\_\_\_\_, and consent to all of the conditions listed above.

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Date

OR

I do not want my child posted in any pictures or videos:

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Date



## Greenhand FFA Degree Application

As you complete each of the following requirements for the Greenhand FFA Degree, place a check in the box and write the date on the line to the right.

NAME: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

CHAPTER: \_\_\_\_\_ Due Date: \_\_\_\_\_

### Requirement for Degree

### Date Completed

- |   |       |
|---|-------|
| <input type="checkbox"/> I am enrolled in an agricultural education program.  | _____ |
| <input type="checkbox"/> I have satisfactory plans for a supervised agricultural experience (SAE) program.  | _____ |
| <input type="checkbox"/> I have submitted my SAE program plan to my advisor or I will print a copy of the application and attach my SAE Program Plan prior to submission. | _____ |
| <input type="checkbox"/> I have learned and explained the meaning of the FFA Creed, motto, salute and FFA Mission statement.  | _____ |
| <input type="checkbox"/> I have described and explained the meaning of the FFA emblem and colors.   | _____ |
| <input type="checkbox"/> I have demonstrated a knowledge of the FFA Code Of Ethics and the proper use of the FFA jacket.  | _____ |
| <input type="checkbox"/> I have demonstrated a knowledge of the history of the organization, the chapter constitution and bylaws and the chapter program of activities.   | _____ |
| <input type="checkbox"/> I personally own or have access to an Official FFA Manual and the FFA's Student Handbook.  | _____ |
| <input type="checkbox"/> I will submit a written application or electronic application for the Greenhand FFA Degree.  | _____ |

Having met these requirements, I hereby submit this application for the Greenhand FFA Degree.

\_\_\_\_\_  
Member's Signature:

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

### FOR CHAPTER USE

I/We have reviewed this application and certify that the candidate has met the requirements and will be awarded the Greenhand FFA Degree.

\_\_\_\_\_  
Chapter President or Chapter Membership Committee Chairperson

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

\_\_\_\_\_  
Chapter Advisor

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



## Chapter FFA Degree Application

As you complete each of the following requirements for the Chapter FFA Degree, place a check in the box and write the date on the line to the right.

NAME: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

CHAPTER: \_\_\_\_\_ Due Date: \_\_\_\_\_

### Requirement for Degree

### Date Completed

☐ I hold the Greenhand FFA Degree.  
Date degree was confirmed: \_\_\_\_\_

☐ I am currently enrolled or will be enrolled in an agricultural education course during the current school year. \_\_\_\_\_

☐ I have successfully completed the equivalent of 180 hours of systematic school instruction at or above the 9<sup>th</sup> grade level. \_\_\_\_\_

☐ I have in operation an approved supervised agricultural experience program with plans for continued growth and improvement. I have submitted a description of my SAE and my SAE growth and improvement plan to my advisor or I will print a copy of the application and attach a copy of my SAE plan prior to submission. \_\_\_\_\_

☐ I have participated in the planning and conduction of at least three official functions in the chapter program of activities. List activities below: \_\_\_\_\_

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

☐ I have by my own efforts, after entering Ag Education and through my SAE program, earned and productively invested \$150 or worked a minimum of 45 hours outside of regularly scheduled class time; or a combination thereof. \_\_\_\_\_

☐ I have submitted my record books or financial summary documenting my earnings and investment to my advisor or I will print the application and attach the documentation on earnings and investment prior to submission. \_\_\_\_\_

☐ I have effectively led a group discussion for 15 minutes. \_\_\_\_\_

When: \_\_\_\_\_ Topic: \_\_\_\_\_

☐ I have demonstrated five procedures of parliamentary law.  
List procedures below:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

☐ I have shown progress toward individual achievement in FFA Award Program.  
List areas: \_\_\_\_\_

☐ I have a satisfactory scholastic record.  
GPA: \_\_\_\_\_

☐ I have participated in at least 10 hours of community service activities above and beyond my SAE hours.

Activity name: \_\_\_\_\_ # of Hours: \_\_\_\_\_

Activity name: \_\_\_\_\_ # of Hours: \_\_\_\_\_

Activity name: \_\_\_\_\_ # of Hours: \_\_\_\_\_

☐ I have submitted my application electronically or I will submit a printed copy of the Application to my advisor. \_\_\_\_\_

Having met these requirements, I hereby submit this application for the Chapter FFA Degree.

Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### FOR CHAPTER USE

I/We have reviewed this application and certify that the candidate has met the requirements and will be awarded the FFA Chapter Degree.

Chapter President or Chapter Membership Committee Chairperson \_\_\_\_\_ Date: \_\_\_\_\_

Chapter Advisor \_\_\_\_\_ Date: \_\_\_\_\_

### SRC FFA Committee Application

This application will also be available on Google Forms.

If you choose to fill out the paper form, please attach answers on another paper.

Name of Applicant:

Grade:

Number your top 3 committees to be a member of:

- |  |   |
|--|---|
| <input type="checkbox"/> Recreation        | <input type="checkbox"/> Conduct at Meetings              |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> FFA Week                         |
| <input type="checkbox"/> Cooperation       | <input type="checkbox"/> Greenhand/Chapter Degree Banquet |
| <input type="checkbox"/> Scholarship       | <input type="checkbox"/> End of Year Awards Banquet       |
| <input type="checkbox"/> Fundraising       |   |
| <input type="checkbox"/> Public Relations  |   |

Please list 3 leadership qualities you will bring to the role and how will they help you.

When was a time that you worked well with others to confront an issue?

Would you be willing to be a committee chair? YES      NO

Why do you want to be a committee chair?

### Individual Committees and Responsibilities

This is a description and list for each standing SRC FFA committee. You decide what we do as a chapter. You coordinate the events for your committee and you make stuff happen.

#### RECREATION

- The Recreation committee helps plans fun events for our members.

#### COMMUNITY SERVICE

- The Community Service committee will coordinate activities with the local community to assist with needs.

#### COOPERATION

- The Cooperation committee will work with other groups in the county to conduct agriculture events.

#### SCHOLARSHIP

- The Scholarship committee will post scholarships in the Ag. Department for Junior and Senior FFA members. Some of the activities that Scholarship committee can do includes:

- Post new scholarships with due dates in the agriculture department
- Inform all members about scholarship opportunities

#### FUNDRAISING

- The Fundraising committee will help the Treasurer keep a financial record as well as coordinate fundraisers.

#### PUBLIC RELATIONS

- The Public Relations committee will write articles, create bulletin boards, take pictures, and help with the scrapbook.

#### CONDUCT OF MEETINGS

- The Conduct of Meetings committee will set up the room for each meeting and then cleaning up. They will also be responsible for checking FFA members in before the club meetings during school.

Stone Ridge Christian



## Officer Application

**This Application is Due May 1, 2019**  
**Officer Interviews are May 9<sup>th</sup> and 10<sup>th</sup>**  
**Officer Elections will be May 13, 2019**

Please turn your completed application and all other required documentation in to Mrs. Lewis by due date.

Late applications will not be accepted.

Please read carefully to answer all questions and make sure all requirements are met and fulfilled.

### Completed applications must include:

- ☐ Completed Application
  - ☐ Signed Statement of Commitment Form
  - ☐ Grade Check Form
  - ☐ Letter of Recommendation (from non-ag-teacher, non-family member)
  - ☐ Copy of Transcripts (can be unofficial)
  - ☐ Schedule of summer activities so Officer Retreat can be planned
  - ☐ 1-2 minute campaign video (Needs to be turned in by interview)
- Initial \_\_\_\_\_ to agree to attend the mandatory Officer Retreat
- Initial \_\_\_\_\_ I will schedule and attend the interview in uniform
- Initial \_\_\_\_\_ I understand that all chapter officers will compete in a speaking contest of their choice.

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

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: .

Cell phone: \_\_\_\_\_

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

Parents Names: \_\_\_\_\_

Parents Phone Number: \_\_\_\_\_

Grade in School (2019-2020 school year): \_\_\_\_\_

Office Applying For: Place number on the line for the position you wish to apply for order according to your preference. Please select your **top three choices**. (Example: if your first choice for office is Secretary and your second choice is treasurer, place a 1 next to Secretary and a 2 next to treasurer).

Why did you choose your number one office?

_____ President	_____
_____ Vice President	_____
_____ Secretary	_____
_____ Reporter	_____
_____ Treasurer	_____
_____ Sentinel	_____
_____ Chaplain *	_____
_____ Historian *	_____

\*Chaplain and Historian will only be filled if there are enough candidates.

Have you EVER been academically ineligible? YES / NO

**Answer the following questions with complete sentences in detail. Provide examples whenever possible to best explain. You can type and attach answers if you choose.**

1. Describe why you want to be a chapter officer and include what you have to contribute to our chapter and its members as well as what it is you hope to gain from your year of service:

2. What other activities are you planning on being involved with next year other than FFA / Ag? For example, are you planning on playing sports, 4h, etc....?

3. Describe one strength and one weakness that you have.

4. List and explain the leadership qualities you possess that would be a benefit to your Chapter:

5. What will be your number one goal as a Chapter Officer?

6. List at least three ideas for new chapter activities for the upcoming year.

7. What have you contributed to SRC FFA in the last year? (Committees, fundraisers, helped out, etc.)

8. Where do you hope to see our chapter in two years and what can you do this year to put us on that track?

9. What do you want to contribute to Stone Ridge FFA in the next year? (Committees, fundraisers, helped out, etc.).

### Statement of Commitment

To be an officer in the Stone Ridge Christian FFA you must be willing to make a true commitment. It will take many hours of your time, working in harmony with the Chapter Advisor and the rest of the officer team to fulfill your responsibility in service to the Chapter. You must work, as a member of a "leadership team," realizing that all Officers are of equal importance and that each must fulfill his/her specific duties as spelled out in the chapter constitution. I also understand that the election of a chapter officer is not based solely on membership votes, but will be determined by a combined score from your application, interview as well as membership votes.

*"As an officer, I realize that I will be responsible for establishing the Calendar of Activities for the year and will make the commitment to attend all functions set forth in that calendar. I understand that attending the Chapter, Sectional, Regional and State Leadership Conferences are mandatory for me to attend as a Stone Ridge Christian FFA Officer. I also realize that on occasion things will be added to the calendar as the year progresses and I will also agree to participate in those activities as well."*

If you cannot make a 100% commitment to the Chapter, you should not consider applying for an officer position in the Stone Ridge Christian FFA Chapter.

DO YOU AGREE TO UPHOLD THE FULL RESPONSIBILITIES OF YOUR DUTIES AND PROVIDE A FULL COMMITMENT TO THE STONE RIDGE CHRISTIAN FFA.  
YES NO

DO YOU AGREE TO RESIGN YOUR OFFICE IF YOU DO NOT FULFILL YOUR RESPONSIBILITIES?  
YES NO

If elected to Chapter Office, I agree to fulfill all of my duties and responsibilities as described. The information given on this form is true and correct, and I am eligible with a minimum 3.0 GPA and will maintain a "B" or better in every and all of my agriculture classes

APPLICANTS SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

As a parent of a Stone Ridge Christian Chapter Officer, I understand that my/our son/daughter is taking on a commitment that requires much time and effort. He/she will need my/our support and understanding when it comes to spending a considerable amount of time involved with the FFA Chapter Activities. I realize that through his/her involvement my son/daughter will have the opportunity to gain valuable leadership skills that he/she will take with him/her through his/her life.

My son/daughter is eligible, will maintain a "B" or better in every and all of his/her Agriculture classes and will be able to manage academic responsibilities with FFA responsibilities and all other personal responsibilities as well.

If my son/daughter is elected to Chapter Office, I agree to support him/her in fulfilling all of his/her duties and responsibilities.

PARENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

### SRC FFA Grade Check Form

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

Grade: \_\_\_\_\_

Year in FFA: \_\_\_\_\_

Current GPA: \_\_\_\_\_

Period	Class/Teacher	Grade	Signature	Comments
1				
2				
3				
4				
5				
6				
7				

Do not turn this form in incomplete!

#### Parent Signature:

My son/daughter is eligible, currently has a "C" or better in every and all of his/her Agriculture classes and will be able to manage academic responsibilities with FFA responsibilities and all other personal responsibilities as well.

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

#### Student Signature:

The information given on this form is true and correct, and I am eligible with a minimum 3.0 GPA and have a "C" or better in every and all of my agriculture classes.

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



Stone Ridge Christian FFA  
Chapter Proficiency Award Application  
Applications are due by March 31, 2019  
No late application accepted

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

PROFICIENCY AREA: \_\_\_\_\_

*Circle One: Placement (Job) or Entrepreneurship (Animal/Own)*

To apply for a Chapter Proficiency Award you need to complete the application form and submit it. Your FFA record book may also be reviewed as part of the application.  
To apply on the chapter level, you need to have at **least two months** worth of records in your proficiency area. Remember that for most proficiency areas there are two categories in which you can apply **placement or entrepreneurship**.

If you are interested in applying for Chapter Star awards please check the lines below.  
**Your record book will be checked to make sure that it is up to date.**

\_\_\_\_\_ Star Greenhand

\_\_\_\_\_ Star Chapter Farmer

NOTE:

- Applications must be filled out using complete sentences or they will not be considered in the award selection process.
- Applications are subject to comparison of the applicant's record books.
- Separate applications must be completed by individuals applying for Star Awards.
- Application on theaet.com can be used, just print and attach to this cover page. If you choose to use this, complete Performance Review Sections A, B, and C as well as 2-3 pictures.

Performance Review

(Please type out your answers on a separate sheet and attach to this form)

Performance Review A

1. Briefly explain your SAE and how it related to this award area. (What interested you or motivated you to begin? What situations existed that relate to your SAE for this area? Did any particular person, situation or event create your interest?)
2. Briefly explain how your roles, responsibilities, and/or management decisions related to this award area changed. (How have you increased your knowledge and skills to this area? How have your roles and responsibilities increased over the life of your SAE?)
3. Briefly explain what the single greatest challenge is you faced in this award area and how did you overcome that challenge.

Performance Review B

4. Briefly explain your three greatest accomplishments or findings in this award area.

Performance Review C

5. Identify three experiences from your SAE in this award area, and explain how they will impact your future

Remember to attach and caption 2-3 pictures that relate your proficiency area.

## SRC AG/FFA Volunteer Resource Form for ADULTS

Your talents, skills, time, and resources will help OUR Ag Ed/FFA program go from great to OUTSTANDING!

NAME:

PHONE:

EMAIL:

Are you willing to come and speak to the class as a guest? Y\_\_\_\_\_ N\_\_\_\_\_

Can we email you about our FFA meetings and events? Y\_\_\_\_\_ N\_\_\_\_\_

### Areas of Expertise/Experience (Sorted by Career Pathways):

#### Agribusiness Systems

	Fundraising
	Job Interviewing
	Marketing/Advertising
	Parliamentary Procedure
	Public Speaking
	Resumes
	Other:

#### Power and Technical Systems

	Welding
	Irrigation & Plumbing
	Building Construction
	Other:

#### Biotechnology

	Genetic Engineering
	Other:

#### Plant Systems

	Floral Design
	Greenhouse Management
	Hydroponics
	Landscaping
	Nursery Management
	Plant Propagation/Grafting
	Soils
	Aquaponics
	Other:

#### Animal Systems

	Aquaculture
	Cattle (Beef or Dairy)
	Dairy or Meat Goats
	Horses
	Poultry
	Small Animals
	Sheep
	Swine
	Other:

#### Resources/Supplies

*I have the following available:*

	Flatbed Trailer
	Livestock/Horse Trailer

#### Skills/Services

*I would enjoy helping with...*

	Banquet Planning/Prep Work
	Carpentry Woodworking (decorations, fair signs)
	Coaching a Judging Team
	Coordinating a Field Trip to Your Home/Workplace
	Coordinating a Recreational Event
	Photography/Video
	Scrapbooking
	Fundraising/ Corporate Donations & Partnerships
	Guest Speaking about Career/Hobby
	Judging Student Applications
	Assisting with Community Service Events
	Planning/Coordinating Events and Volunteers
	Proof Reading/Helping with Applications and Spee

#### Driving:

	*Am or Willing to be School Approved Driver
	*Prefer Local Trips only
	* Willing to Take Overnight/Multi-day Trips

#### I am willing to Purchase:

	Animals from the fair
	Take Out Dinner Meal
	FFA Jackets for Members (\$100)
	Sponsorship of Conferences for Members







#### Year 1 2019-2020

1. Build gardening area for students and community
2. Start to purchase own lab equipment
3. Develop Department fundraiser

#### Year 2 2020-2021

1. Build/acquire Greenhouse

#### Year 3 2021-2022

1. Purchase livestock trailer
2. Have all own lab equipment

#### Year 4 2022-2023

1. Hire new teacher
2. Plan for livestock facility

#### Year 5 2023-2024

1. Plant orchard area



NATIONAL  
FFA ORGANIZATION

WE BELIEVE IN THE FUTURE OF AGRICULTURE

## GIVE THE GIFT OF BLUE DASHBOARD

Nominate

### Applications Submitted

There are no applications.

### Applications Pending Funding

There are no applications.

### Applications Ordered

FFAID	First Name	Last Name	Email	Jacket Order Date	Submitted by
<a href="#">603289704</a>			vlewis@srcs.us	9/28/2018	Nominator - Victoria Lewis
<a href="#">602976596</a>				2/5/2018	Nominator - Victoria Lewis
<a href="#">602976616</a>				12/21/2017	Nominator - Robert McKee
<a href="#">602976511</a>			vlewis@srcs.us	12/21/2017	Nominator - Victoria Lewis
<a href="#">602976524</a>				12/21/2017	Nominator - Victoria Lewis
<a href="#">602976530</a>				11/10/2017	Nominator - Victoria Lewis
<a href="#">602436357</a>				5/17/2017	Nominator - carole camilo
<a href="#">602429457</a>				1/24/2017	Nominator - Victoria Lewis
<a href="#">601516752</a>				1/24/2017	Nominator - Victoria Lewis
<a href="#">602436404</a>				1/20/2017	Nominator - Victoria Lewis

<a href="#">600514630</a>				9/11/2015	Nominator - Victoria Lewis
<a href="#">602976619</a>			vlewis@srcs.us	3/7/2019	Nominator - Victoria Lewis

### Applications Pending Revisions

There are no applications.

### Applications Declined

There are no applications.

---

## FFA Participation

Title \*

FFA Participation

Weight \*

5

T1



T2



T3



T4



17 / 50

## SAE/Record Books

Title \*

SAE/Record Books

Weight \*

5

T1



T2



T3



T4



16 / 50

Description

0 / 100



≡ AG BIO - 1

Q1

All Assignments

Ass

Student Name	Gbk Avg	Q1 FFA Pa... 19-Oct 20 (1)
	92.3 / A-	20
	94.8 / A	20
	97.7 / A	20
	82.4 / B-	20
	91.0 / A-	20
	91.2 / A-	20
	87.2 / B+	20
	95.5 / A	20

≡ AG BIO - 1

Q1

All Assignments

+

Assignment

[illegible]

☰ AG BIO - 1

Q2

All Assignments

+ Assignment  
↓ Export

Student Name	Gbk Avg	Q2 FFA 21-Dec 10 (1)	Q2 21-Dec 10 (1)
	101.2 / A	10	10
	94.7 / A	10	10
	67.6 / D+	10	10
	89.5 / B+	10	10
	99.7 / A	10	10
	91.2 / A-	10	10
	96.5 / A	10	10
	102.2 / A	10	10

☰ AG BIO - 1

Q3

All Assignments

+ Assignment  
↓ Export

Student Name	Gbk Avg	Heart of t... 15-Mar 0 (1)	Q3 FFA P... 08-Mar 10 (1)
	102.0 / A	15	10
	97.4 / A	0	10
	85.7 / B	0	10
	90.0 / A-	0	5
	96.2 / A	15	10
	100.0 / A	0	10
	94.8 / A	0	5
	102.0 / A	15	10

Q4 ▼

All Assignments ▼

+  
Assignment

↓  
Export

Student Name	Gbk Avg	Q4 SAE 24-May 10 (1)	Q4 FFA P... 24-May 10 (1)
	95.3 / A	10	10
	84.2 / B	10	10
	63.8 / D	10	10
	74.7 / C	10	10
	91.5 / A-	10	10
	92.9 / A-	10	10
	83.6 / B	10	10
	99.5 / A	10	10

☰ AG LE/TECH - 1

Q1

All Assignments

As

Student Name	Gbk Avg	Q1 FFA Pa... 19-Oct 20 (1)
	66.0 / D	20
	93.0 / A	20
	47.9 / F	20
	94.0 / A	20
	86.7 / B	20
	90.4 / A-	20

☰ AG LE/TECH - 1

Q1

All Assignments

+  
Assignment Exp

Student Name	S...	AET- SAE ... 31-Aug 10 (1)	AET- Set ... 31-Aug 15 (1)
		10	15
		10	15
		m	m
		10	15
		10	15
		m	15

AG LE/TECH - 1

Q2

All Assignments

Assign

Student Name

Q2 SAE  
21-Dec  
10 (1)

Q2 FFA  
21-Dec  
10 (1)

10

10

10

10

10

10

10

10

10

10

10

10

AG LE/TECH - 1

Q3

All Assignments

Assign

Student Name

Q3 FFA P...  
08-Mar  
10 (1)

FFA Week..  
22-Feb  
50 (1)

10

50

10

50

10

50

5

50

0

50

0

50

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

▼

1



Export

[illegible]

≡ AG-EXPL AG - 1

Q1 ▼ All Assignments ▼ Ass

Student Name	Gbk Avg	Q1 FFA Pa... 19-Oct 20 (1)
	91.0 / A-	20
	96.2 / A	20
	94.0 / A	20
	76.4 / C	10
	80.6 / B-	20
	96.2 / A	20
	80.7 / B-	20
	77.6 / C+	10
	90.6 / A-	10
	81.6 / B-	20
	92.5 / A-	20

≡ AG-EXPL AG - 1

Q1 ▼ All Assignments ▼ + Assignment Exg

Student Name	g...	AET- SAE ... 31-Aug 10 (1)	AET- Set ... 31-Aug 15 (1)
		m	15
		10	15
		10	15
		m	15
		m	15
		10	15
		10	15
		10	15
		m	15
		10	15
		m	15



AG-EXPL AG - 1

Q2

All Assignments

As

Student Name	Q2 SAE 21-Dec 10 (1)	Q2 FFA 21-Dec 10 (1)
	10	10
	10	10
	10	10
	10	10
	10	10
	10	10
	10	10
	10	10
	10	10
	10	10

AG-EXPL AG - 1

Q3

All Assignments

Student Name	Q3 FFA P... 08-Mar 10 (1)
	10
	10
	10
	0
	0
	10
	0
	0
	10
	5
	10

≡ AG-EXPL AG - 1

Q4

All Assignments

+  
Assignment

↓  
Export

Student Name	Gbk Avg	Q4 SAE 24-May 10 (1)	Q4 FFA P... 24-May 10 (1)
	02.3 / A	10	10
	9.2 / A	10	10
	8.5 / A	10	10
	3.6 / A	10	10
	5.0 / B	10	10
	9.4 / A	10	10
	2.3 / A-	10	10
	3.7 / A	10	10
	9.7 / A	10	10
	8.7 / A	10	10
	6.5 / A	10	10

AG-FLORAL DES - 1

Q1

All Assignments

Ass

Student Name	AET- SAE ... 31-Aug 10 (1)	AET- Set ... 31-Aug 15 (1)
	10	15
	10	15
	10	15
	10	15
	E	15
	10	15
	10	15
	10	15
	10	15
	E	E
	10	15
	10	15
	10	15
	E	15
	10	15
	10	15

AG-FLORAL DES - 1

Q1

All Assignments

Student Name	Gbk Avg	Q1 FFA Pa... 19-Oct 20 (1)
	99.0 / A	20
	68.4 / D+	10
	56.1 / F	10
	70.9 / C-	20
	87.7 / B+	20
	70.5 / C-	20
	100.6 / A	20
	75.9 / C	20
	88.5 / B+	10
	82.0 / B-	20
	95.8 / A	20
	77.7 / C+	20
	101.6 / A	20
	90.6 / A-	20
	99.2 / A	20
	100.6 / A	20

AG-FLORAL DES - 1

Q3 All Assignments

Student Name	Q3 FFA P... 08-Mar 10 (1)
	10
	10
	0
	10
	10
	8
	10
	10
	0
	10
	10
	10
	10
	10
	10
	10
	8.3

AG-FLORAL DES - 1

Q4 All Assignments + Assignment Export

Student Name	Gbk Avg	Q4 SAE 24-May 10 (1)	Q4 FFA P... 24-May 10 (1)
	100.6 / A	10	10
	79.6 / C+	10	10
	34.8 / F	10	10
	79.6 / C+	10	10
	81.8 / B-	10	10
	93.1 / A	10	10
	97.2 / A	10	10
	64.9 / D	10	10
	96.0 / A	10	10
	92.8 / A-	10	10
	91.4 / A-	10	10
	85.5 / B	10	10
	100.9 / A	10	10
	91.3 / A-	10	10
	101.4 / A	10	10
	99.3 / A	10	10

# Stone Ridge Christian FFA Graduate Follow Up

Please complete our graduate survey so we can track what our graduates plan on doing after high school.

\* Required

1. First Name \*

---

2. Last Name \*

---

3. Year Graduated \*

---

4. What are your plans following high school? \*

*Mark only one oval.*

- ☐ Two Year College - Ag Major
- ☐ Two Year College - Non Ag Major
- ☐ Four Year College - Ag Major
- ☐ Four Year College - Non Ag Major
- ☐ Employed Part Time - Ag Job
- ☐ Employed Part Time - Non Ag Job
- ☐ Employed Full Time - Ag Job
- ☐ Employed Full Time - Non Ag Job
- ☐ Military

5. How many years did you complete in the Ag program? \*

*Mark only one oval.*

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

6. What was your favorite ag class you took during high school? Why? \*

---

---

---

---

---

7. If you took Ag for more than three years, do you plan to apply for your American Degree next year? \*

Mark only one oval.

☐ Yes

☐ No

8. Please list one way to get ahold of you should it become necessary. \*

---

9. Please list a second way to get ahold of you should it become necessary. \*

---

10. Would you like to be kept up to date with chapter events? \*

Mark only one oval.

☐ Yes

☐ No

---

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# SRC AG/FFA Volunteer Resource Form for ADULTS

Your talents, skills, time, and resources will help OUR Ag Ed/FFA program go from great to OUTSTANDING!

NAME:

PHONE:

EMAIL:

Are you willing to come and speak to the class as a guest? Y\_\_\_\_\_ N\_\_\_\_\_

Can we email you about our FFA meetings and events? Y\_\_\_\_\_ N\_\_\_\_\_

## Areas of Expertise/Experience (Sorted by Career Pathways):

### Agribusiness Systems

	Fundraising
	Job Interviewing
	Marketing/Advertising
	Parliamentary Procedure
	Public Speaking
	Resumes
	Other:

### Power and Technical Systems

	Welding
	Irrigation & Plumbing
	Building Construction
	Other:

### Biotechnology

	Genetic Engineering
	Other:

### Plant Systems

	Floral Design
	Greenhouse Management
	Hydroponics
	Landscaping
	Nursery Management
	Plant Propagation/Grafting
	Soils
	Aquaponics
	Other:

### Animal Systems

	Aquaculture
	Cattle (Beef or Dairy)
	Dairy or Meat Goats
	Horses
	Poultry
	Small Animals
	Sheep
	Swine
	Other:

### Resources/Supplies

	<i>I have the following available:</i>
	Flatbed Trailer
	Livestock/Horse Trailer

### Skills/Services

*I would enjoy helping with...*

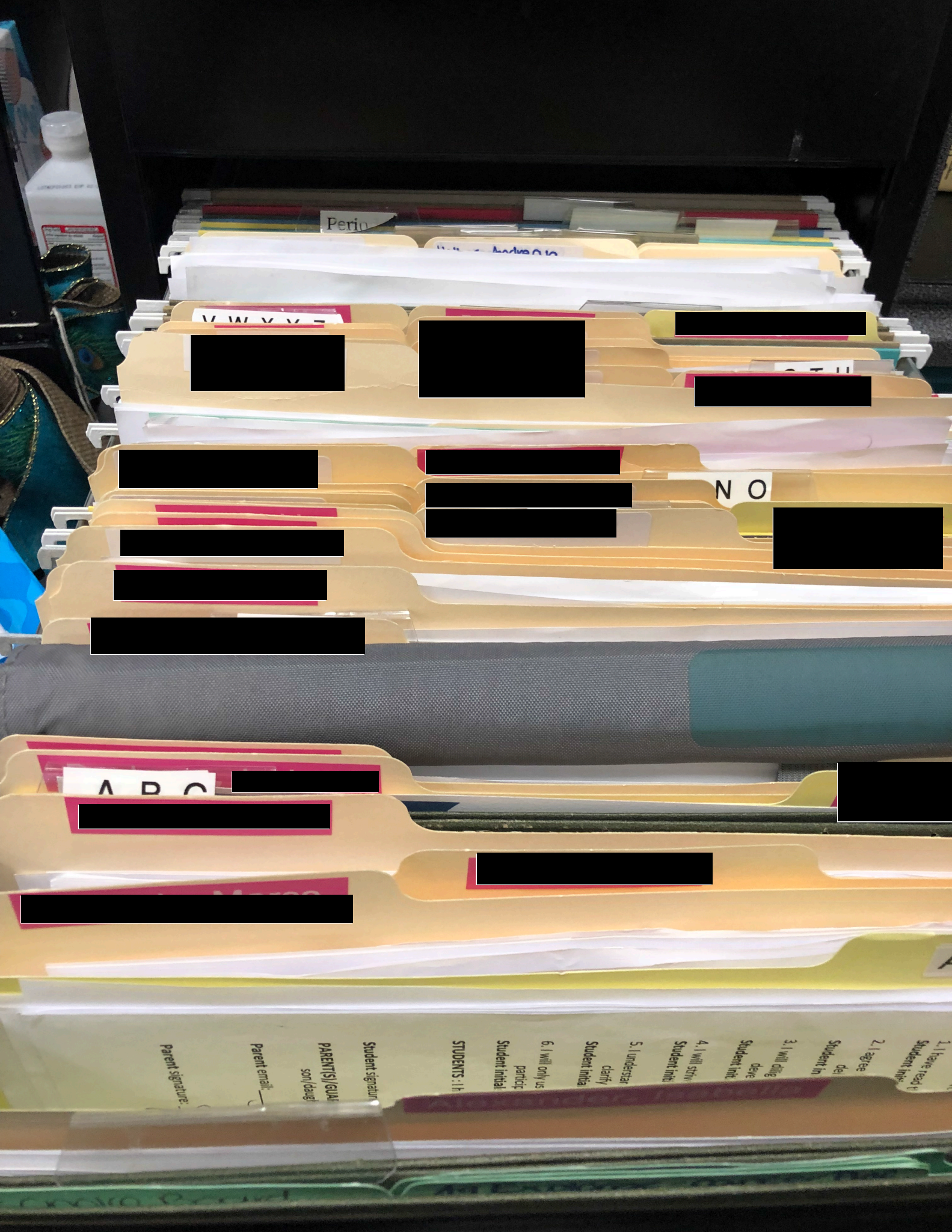
	Banquet Planning/Prep Work
	Carpentry Woodworking (decorations, fair signs)
	Coaching a Judging Team
	Coordinating a Field Trip to Your Home/Workplace
	Coordinating a Recreational Event
	Photography/Video
	Scrapbooking
	Fundraising/ Corporate Donations & Partnerships
	Guest Speaking about Career/Hobby
	Judging Student Applications
	Assisting with Community Service Events
	Planning/Coordinating Events and Volunteers
	Proof Reading/Helping with Applications and Spee

### Driving:

	*Am or Willing to be School Approved Driver
	*Prefer Local Trips only
	*Willing to Take Overnight/Multi-day Trips

### I am willing to Purchase:

	Animals from the fair
	Take Out Dinner Meal
	FFA Jackets for Members (\$100)
	Sponsorship of Conferences for Members



Perin

V W X Y Z

N O

A B C

1. I have read & agree to the Student handbook  
2. I agree to the Student handbook  
3. I will follow the Student handbook  
4. I will follow the Student handbook  
5. I understand the Student handbook  
6. I will only use the Student handbook  
STUDENTS: Initial  
Student signature  
PARENT(S)/GUARDIAN(S): Initial  
Parent email: \_\_\_\_\_  
Parent signature: \_\_\_\_\_



## SRC FFA Point Awards List

Activities, awards and degrees must be for the current year. Awards marked with \* will be determined by the advisor and the points will be added. The advisor will verify the points.

### 1. Leadership/Degrees

#### a. Officers

- i. Chapter Officer \_\_\_\_\_/75
- ii. Sectional Officer \_\_\_\_\_/50
- iii. Regional Officer \_\_\_\_\_/50
- iv. Student Body/Class Officer \_\_\_\_\_/25
- v. Applied for Office at any level by not elected \_\_\_\_\_/20

#### b. Degrees

- i. Greenhand Degree \_\_\_\_\_/50
- ii. Chapter Degree \_\_\_\_\_/50
- iii. State Degree \_\_\_\_\_/100
- iv. Star Greenhand\* \_\_\_\_\_/30
- v. State Chapter Farmer\* \_\_\_\_\_/50
- vi. Outstanding Student for Each Class\* \_\_\_\_\_/50
- vii. Star Sectional Farmer \_\_\_\_\_/50
- viii. Star Regional Farmer \_\_\_\_\_/75
- ix. Star State Farmer \_\_\_\_\_/100

Sectional Total \_\_\_\_\_

### 2. Meetings/Conferences

#### a. Meetings

- i. Attendance at Each Meeting at Chapter Level \_\_\_\_\_/25
- ii. 100% Attendance at Chapter Meetings \_\_\_\_\_/50
- iii. Attendance of Meetings at Sectional Level \_\_\_\_\_/15
- iv. Attendance of Meetings at Regional Level \_\_\_\_\_/15

#### b. Conferences

- i. Greenhand Conference \_\_\_\_\_/40
- ii. Made for Excellence Conference \_\_\_\_\_/40
- iii. Advanced Leadership Academy Conference \_\_\_\_\_/40
- iv. State Conference \_\_\_\_\_/100
- v. National Conference \_\_\_\_\_/150
- vi. Delegate at State or National Conference \_\_\_\_\_/20
- vii. Committee Chair or Sub- Chair \_\_\_\_\_/50

Sectional Total \_\_\_\_\_

### 3. Committee and Community Service

- a. Committee Chairperson \_\_\_\_\_/25  
    \*Report must be turn in to receive points
  - b. Committee Member (Max 3 committees) \_\_\_\_\_/15 per
  - c. Community Service Work \_\_\_\_\_/5 pts hour
- Sectional Total \_\_\_\_\_

### 4. Fundraising

- a. Participation in Fundraiser \_\_\_\_\_/20
- Sectional Total \_\_\_\_\_

### 5. Supervised Occupational Experience Project (Fair is from previous year)

- a. Each approved enterprise \_\_\_\_\_/20
  - b. Exhibition at Fairs and Shows
    - i. Beef/Dairy Cattle Fair Project \_\_\_\_\_/75
    - ii. Swine/Goat/Sheep Fair Project \_\_\_\_\_/50
    - iii. Meat Rabbit Fair Project \_\_\_\_\_/25
    - iv. Supreme Champion \_\_\_\_\_/50
    - v. Reserve Supreme Champion \_\_\_\_\_/40
    - vi. FFA Champion \_\_\_\_\_/30
    - vii. FFA Reserve Champion \_\_\_\_\_/25
    - viii. Breed Champion \_\_\_\_\_/20
    - ix. Reserve Breed Champion \_\_\_\_\_/15
    - x. Showmanship
      - 1. 1<sup>st</sup> Place \_\_\_\_\_/30
      - 2. 2<sup>nd</sup>-10<sup>th</sup> Place \_\_\_\_\_/15
      - 3. Final Round Participant \_\_\_\_\_/10
      - 4. Round Robin Winner \_\_\_\_\_?50
  - c. Project Competition
    - i. Local Competition \_\_\_\_\_/50
    - ii. Sectional Competition \_\_\_\_\_/75
- Sectional Total \_\_\_\_\_

### 6. Judging Teams and Speaking Contests

- a. Participation (Official FFA Contest) \_\_\_\_\_/20
- b. Individual Placing (Per Contest)
  - i. 1<sup>st</sup> Place \_\_\_\_\_/50
  - ii. Top 5 Overall \_\_\_\_\_/40
  - iii. Top 10 Overall \_\_\_\_\_/30
- c. Team Placing (Per Contest)

- i. 1<sup>st</sup> Place \_\_\_\_\_/50
- ii. Top 5 Overall \_\_\_\_\_/40
- d. Speaking Contests, Co-Op Quiz, BIG, Opening/Closing
  - i. Chapter Competition \_\_\_\_\_/20
  - ii. Sectional Competition \_\_\_\_\_/25
  - iii. Regional Competition \_\_\_\_\_/30
  - iv. State Competition \_\_\_\_\_/50
  - v. Outstanding Chair (Opening/Closing) \_\_\_\_\_/25

Sectional Total \_\_\_\_\_

#### 7. Scholarship (First Semester Only)

- a. 4.0-Higher \_\_\_\_\_/25
- b. 3.5-3.99 \_\_\_\_\_/20
- c. 3.0-3.49 \_\_\_\_\_/15
- d. 2.5-2.99 \_\_\_\_\_/10

Sectional Total \_\_\_\_\_

#### 8. Proficiencies

- a. Chapter Application Submitted \_\_\_\_\_/10
- b. Chapter Winner\* \_\_\_\_\_/20
- c. Section Application Submitted \_\_\_\_\_/15
- d. Sectional Winner \_\_\_\_\_/25
- e. Regional Winner \_\_\_\_\_/50
- f. State Competition \_\_\_\_\_/100

Sectional Total \_\_\_\_\_

#### 9. Miscellaneous

- a. Own FFA Jacket \_\_\_\_\_/60
- b. Article written and printed in school, town, FFA paper  
Per article and approval by advisor \_\_\_\_\_/15

Sectional Total \_\_\_\_\_

Overall Total \_\_\_\_\_

Qualified and Competent Personnel  
2017-2018 School Year

ACTIVITIES	Teacher Name
CATA Conference	V. Lewis
Agriskills Session	
Fall Sectional Meeting	V. Lewis
Spring Sectional Meeting	V. Lewis
Section Record Book Scoring	V. Lewis
Section In-Service	
Fall Regional Meeting	V. Lewis
Spring Regional Meeting	V. Lewis
Regional Roadshow	V. Lewis
1. Professional Development*	V. Lewis

\* Explain the Professional Development:

1. New Professionals Conference (Spring 2018)

2. \_

3. \_

4. \_

# California Career Technical Education Model Curriculum Standards



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## Overview

The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college.

Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. The document also lists the representatives who participated in each sector's content development and the references that were consulted to revise the CTE standards.

### Standards for Career Ready Practice

California's Standards for Career Ready Practice, which follow this overview, are based on the Career Ready Practices of the Common Career Technical Core (CCTC), a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEC):

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTEC 2012, 2)

California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations from business and industry, labor and community organizations, and secondary and postsecondary education representatives from 42 participating states.

### Anchor Standards

The 11 anchor standards build on the Standards for Career Ready Practice and are common across the 15 industry sectors. Content for these standards was drawn from several documents: "Preparing Students for the 21st Century Economy" (American Association of Colleges for Teacher Education and the Partnership for 21st Century Skills 2010); *How Should Colleges Prepare Students to Succeed in Today's Global Economy?* (Association of American Colleges and Universities and Peter D. Hart Research Associates, Inc. 2006); "Importance of Skills and Knowledge for College and Career Readiness," from *The MetLife Survey of the American Teacher: Preparing Students for College and Careers* (MetLife, Inc. 2011); and *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce* (The Conference Board et al. 2006).

Each anchor standard is followed by performance indicators using action verbs from the Beyond Knowledge Construct, presented in a hierarchical progression of simple tasks to more complex tasks. Performance indicators provide guidance for curriculum design and standards measurement.



The industry-sector anchor standards have been customized with selected additions to better reflect the needs and special conditions of each industry sector.

Anchor Standard 1 (Academics) guides users to sector-specific core academic standards related to each industry sector, which are listed in the alignment matrix at the end of each sector section. Anchor standards 2–10 are deliberately aligned with one of the Common Core English language arts standards, using similar language demonstrating the natural connections between the two subjects. Anchor Standard 11 (Demonstration and Application) highlights classroom, laboratory, and workplace learning specific to the individual sector and pathways.

### Pathway Standards

All 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet the following criteria:

- unique to an industry sector
- has an occupational focus
- consistent in size and scope
- composed of similar functions
- inclusive of all aspects of the industry
- includes 8–12 pathway-specific standards
- demonstrates sequence potential
- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

### Academic Alignment Matrix

Each sector includes an academic alignment matrix that displays where a natural, obvious alignment occurs. Compiled by five teams of academic content experts in collaboration with industry-sector consultants, teachers, and other advisers, the alignment was selected if it was determined that the pathway standard would enhance, reinforce, or provide an application for a specific academic subject standard.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards, history/social studies standards, and Next Generation Science Core Ideas. To assist with further review and implementation, each academic alignment is notated with specific pathway standards codes.



## Implementation

The Standards for Career Ready Practice can be integrated with a course or incorporated into several courses over multiple school years (grades seven through twelve). The practices are expectations for all students, whether they are enrolled in a CTE program or following a more generalized course sequence. It is expected that all students who exit high school will be proficient in these practices.

The anchor standards are the basis for each of the pathways within each sector. These standards are designed to assist with the development of course curricula and instructional lesson plans; they describe what is to be taught and measured. In most cases, the teacher determines the sequence and strategies to be used to meet the needs of the student population he or she is serving.

The performance indicators that follow each standard offer guidance for both course design and student assessment. They are intended to guide course work as it is developed. The pathways organize the standards with a career focus, but they are not designed to be offered as single courses. Rather, the standards from each pathway are collected and organized into a sequence of learning. To meet local demands of business and industry and particular student populations, standards can be collected from more than one sector to create a course.

Using the academic alignment matrices as a resource, academic and CTE teachers can see where enhancements and support for both sets of standards can be initiated. CTE teachers can quickly identify academic standards that have a substantial relationship to their instruction. Likewise, academic teachers can specify individual academic standards and quickly identify related CTE standards, which will assist them in incorporating application and technology in their curricula and lessons.

The CTE Model Curriculum Standards are intended to serve the entire education community—from middle schools and high schools to postsecondary colleges and career training programs. A major aim of these standards is to prepare students for postsecondary education and training and to help them make a smooth transition into the workforce. In order for both the people and the economy of California to prosper, it is essential for all students to emerge from schools ready to pursue their career and college goals. Equipping all high school students with the knowledge and skills necessary to plan and manage their education and careers throughout their lives will help to guarantee these important outcomes. Strong CTE programs will continue to provide important educational opportunities to assist students as they pursue their dreams and strive for economic prosperity. The CTE Model Curriculum Standards are a resource for educators and the business world for ensuring high-quality CTE learning experiences and improved student outcomes in the twenty-first-century economy.



## California Standards for Career Ready Practice

Standards for Career Ready Practice describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

### 1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

### 2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

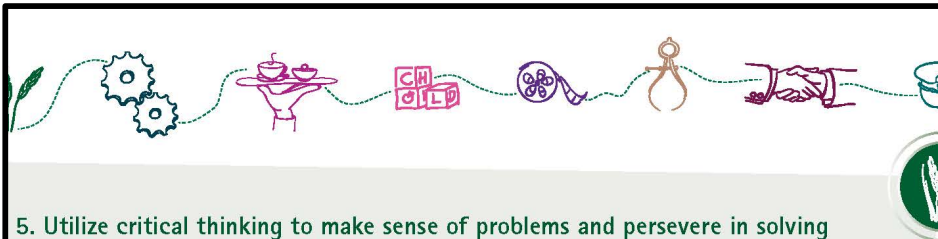
### 3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

### 4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.





### 5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

### 6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

### 7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

### 8. Model integrity, ethical leadership, and effective management.

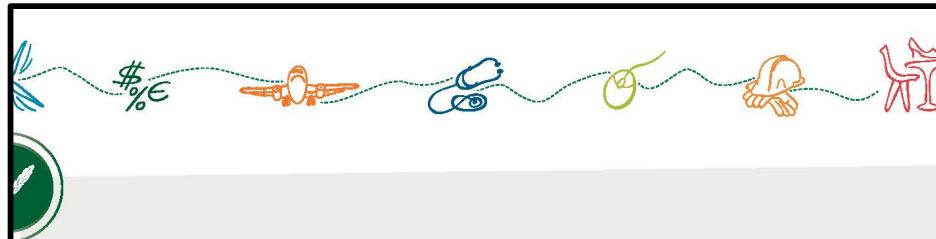
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

### 9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

### 10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.



### 11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

### 12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

*Note:* As stated previously, California's Standards for Career Ready Practice are based on the CCTC Career Ready Practices posted at <https://careertech.org/> (accessed June 8, 2016).



## Agriculture and Natural Resources

### Sector Description

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



## Agriculture and Natural Resources Knowledge and Performance Anchor Standards

### 1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.

### 2.0 Communications

Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender-receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

### 3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.





#### 4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

#### 5.0 Problem Solving and Critical Thinking


Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

#### 6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

- 
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
  - 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
  - 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
  - 6.6 Maintain a safe and healthful working environment.
  - 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

#### 7.0 Responsibility and Flexibility


Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

#### 8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.

- 
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
  - 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

## 9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 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.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 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.



## 10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

## 11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.



## Agriculture and Natural Resources Pathway Standards

### A. Agricultural Business Pathway

In the Agricultural Business pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

Sample occupations associated with this pathway:

-  Agriculture Inspector
-  Farm and Ranch Manager
-  Sales Representative
-  Business Controller
-  Agricultural Credit Manager

- A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.
  - A1.1 Differentiate among the components of the American free-enterprise system and other forms of economic systems.
  - A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.
  - A1.3 Compare the advantages and disadvantages of the types of business ownership.
  - A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
  - A1.5 Analyze physical production relationships to determine optimum use levels.
  - A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.
- A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.
  - A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.
  - A2.2 Communicate basic agricultural economic terminology.
  - A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
  - A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
  - A2.5 Differentiate between elastic and inelastic supply and demand.
  - A2.6 Predict how the law of diminishing returns impacts agricultural production.
- A3.0 Explore the role of credit in agribusiness and agricultural production.
  - A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-term, intermediate-term, and long-term credit).

- A3.2 Research and discuss the criteria lenders use to evaluate repayment capacity.
- A3.3 Evaluate balance sheets and cash-flow statements to determine the ability to repay loans.
- A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.
  - A4.1 Compare and contrast cash and accrual accounting systems.
  - A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
  - A4.3 Interpret the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
  - A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
  - A4.5 Determine property values and complete a depreciation schedule.
  - A4.6 Formulate the tax obligations for an agribusiness.
- A5.0 Manage risk and uncertainty.
  - A5.1 Explore environmental issues that impact agribusiness.
  - A5.2 Determine the meaning and importance of risk and uncertainty.
  - A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.
  - A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.
  - A5.5 Identify best practices and include in farm planning to reduce risk.
  - A5.6 Prepare a comprehensive risk management and contingency plan.
- A6.0 Evaluate the role and value of agricultural organizations.
  - A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
  - A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
  - A6.3 Identify, and electronically access, public and private agricultural organizations.
- A7.0 Understand agricultural marketing systems.
  - A7.1 Explain how marketing functions in a free-market society.
  - A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
  - A7.3 Analyze how the law of comparative advantage affects agricultural production.
  - A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.





- A7.5 Assess how promotion trends for agricultural products influence individuals.
- A7.6 Develop a marketing plan for an agricultural product or service.
- A8.0 Understand the sales of agricultural products and services.
  - A8.1 Determine the most effective methods for assessing customer needs and wants.
  - A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
  - A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
- A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
  - A9.1 Describe how the importance of agricultural imports and exports affects state and national economies.
  - A9.2 Summarize how governmental, economic, and cultural factors affect international trade.
  - A9.3 Compare and contrast United States trade policies with those of other important trading partners.
  - A9.4 Research how biotechnology affects trade and global economies.
  - A9.5 Evaluate how different cultural values affect agricultural production and marketing.
  - A9.6 Explain how negotiations and bargaining agreements affect trade agreements.
  - A9.7 Analyze agricultural marketing strategies in other parts of the world.








## **Agriculture and Natural Resources** **Pathway Standards**

### **B. Agricultural Mechanics Pathway**

The Agricultural Mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

Sample occupations associated with this pathway:

-  Agriculture Equipment Operator
-  Farm Equipment Mechanic and Service Technician
-  Agricultural Engineer
-  Welder
-  Equipment Fabricator

- B1.0 Implement personal and group safety practices.
  - B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
  - B1.2 Integrate accepted shop management procedures and a safe working environment.
  - B1.3 Safely secure loads on a variety of vehicles.
- B2.0 Apply the principles of basic woodworking.
  - B2.1 Identify common wood products, lumber types, and sizes.
  - B2.2 Measure and lay out lumber, calculating board feet and square feet.
  - B2.3 Identify, select, and implement basic fastening systems.
  - B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.
- B3.0 Demonstrate basic electricity principles and wiring practices commonly used in agriculture.
  - B3.1 Explain the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
  - B3.2 Use proper electrical test equipment for AC and direct current (DC) circuits.
  - B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
  - B3.4 Implement proper basic electrical circuit and wiring techniques using nonmetallic cable and conduit as defined by the National Electric Code (NEC).
  - B3.5 Interpret basic agricultural electrical plans.
  - B3.6 Complete an electrical project, including interpreting a plan, following NEC code, selecting materials and components, and completing a circuit.



- B4.0 Select and apply plumbing system practices commonly used in agriculture.
  - B4.1 Match appropriate basic plumbing fitting skills with a variety of materials, such as copper, polyvinyl chloride (PVC), steel, polyethylene, and acrylonitrile butadiene styrene (ABS).
  - B4.2 Explain the environmental influences on plumbing and irrigation system choices (e.g., filter systems, water disposal, drip vs. flood).
  - B4.3 Research and communicate how various plumbing and irrigation systems are used in agriculture.
  - B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.
- B5.0 Understand agricultural cold metal processes.
  - B5.1 Identify common metals, sizes, and shapes.
  - B5.2 Demonstrate basic tool-fitting skills.
  - B5.3 Properly lay out materials for a given project.
  - B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
  - B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
- B6.0 Understand concrete and masonry practices commonly used in agriculture.
  - B6.1 Identify and explain the use of concrete and masonry tools and demonstrate proper handling of concrete materials.
  - B6.2 Practice bed preparation, concrete forms layout, and construction.
  - B6.3 Complete a concrete or masonry project, including calculating volume, developing a bill of materials, assembling, mixing, placing, and finishing.
- B7.0 Understand oxy-fuel cutting and welding.
  - B7.1 Explain the role of heat and oxidation in the cutting process.
  - B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
  - B7.3 Flame-cut metal with an oxy-fuel cutting torch.
  - B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
  - B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.
- B8.0 Understand electric arc welding processes.
  - B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
  - B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.



- B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.4 Weld a variety of joints in various positions.
- B9.0 Assimilate metallurgy principles and fabrication techniques.
  - B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.
  - B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
  - B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
  - B9.4 Design project plans by using mechanical drawing techniques.
  - B9.5 Finish a metal project by implementing proper sequencing.
  - B9.6 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).
  - B9.7 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.
- B10.0 Understand small and compact engines.
  - B10.1 Understand and explain engine theory, including the application of mathematical and/or physical science laws for both two- and four-stroke cycle engines.
  - B10.2 Differentiate among types of small engines and their applications.
  - B10.3 Identify small-engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems).
  - B10.4 Troubleshoot and solve problems with small engines.
  - B10.5 Disassemble, inspect, adjust, and reassemble a small engine.
  - B10.6 Look up and order parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.
- B11.0 Understand the principles and applications of various engines and machinery used in agriculture.
  - B11.1 Identify common agricultural machinery and implements.
  - B11.2 Calibrate, operate, and maintain equipment safely and efficiently.
  - B11.3 Summarize the theory, operation, and troubleshooting of various types of engines found on agricultural machinery, including cooling, fuel, and lubrication systems.
  - B11.4 Explain the theory, operation, and troubleshooting of hydraulic systems.
  - B11.5 Explain the theory, operation, and troubleshooting of power train and power take-off systems.
  - B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).



- B12.0 Apply land measurement and construction techniques commonly used in agriculture.
  - B12.1 Describe common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout, GPS).
  - B12.2 Draw and interpret architectural plans.
  - B12.3 Install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
  - B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
  - B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
  - B12.6 Construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
  - B12.7 Develop clear and concise agricultural construction contracts.








## Agriculture and Natural Resources Pathway Standards

### C. Agriscience Pathway

The Agriscience pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

Sample occupations associated with this pathway:

-  Research Assistant/Associate
-  Water Quality Specialist
-  Plant Scientist
-  Agriscience Teacher
-  Entomologist

- C1.0 Evaluate the role of agriculture in the California economy.
  - C1.1 Understand the history of the agricultural industry in California.
  - C1.2 Describe how California agriculture affects the quality of life.
  - C1.3 Analyze the interrelationship of California agriculture and society at the local, state, national, and international levels.
  - C1.4 Research the economic impact of leading California agricultural commodities.
  - C1.5 Assess the economic impact of major natural resources in California.
  - C1.6 Distinguish between the economic importance of major agricultural exports and imports.
  - C1.7 Explore factors that affect food safety and producers' responsibilities to consumers.
- C2.0 Examine the interrelationship between agriculture and the environment.
  - C2.1 Identify important agricultural environmental impacts on soil, water, and air.
  - C2.2 Explain current environmental challenges related to agriculture.
  - C2.3 Summarize how natural resources are used in agriculture.
  - C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
  - C2.5 Research how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).
- C3.0 Analyze the effects of technology on agriculture.
  - C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.
  - C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.





- C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Research the laws and regulations concerning biotechnology.
- C3.5 Integrate the use of technology when collecting and analyzing data.
- C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.
  - C4.1 Understand the evolution and roles of domesticated animals in society.
  - C4.2 Differentiate between domestication and natural selection.
  - C4.3 Compile the modern-day uses of animals and animal by-products.
  - C4.4 Defend various points of view regarding the use of animals.
  - C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).
- C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.
  - C5.1 Identify the function of cells.
  - C5.2 Analyze the anatomy and physiology of cells.
  - C5.3 Understand various cell actions, such as osmosis and cell division.
  - C5.4 Compare and contrast plant and animal cells, bacteria, and viruses.
- C6.0 Explore animal anatomy and systems.
  - C6.1 State the names, and find the locations, of the external anatomy of animals.
  - C6.2 Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.
- C7.0 Comprehend basic animal genetics.
  - C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function.
  - C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
  - C7.3 Predict phenotype and genotype ratios by using a Punnett Square.
  - C7.4 Explain the fertilization process.
  - C7.5 Distinguish between the purpose and processes of mitosis and meiosis.
- C8.0 Understand fundamental animal nutrition and feeding.
  - C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
  - C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.
  - C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.



- C9.0 Evaluate basic animal health.
  - C9.1 Assess the appearance and behavior of a normal, healthy animal.
  - C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.
  - C9.3 Analyze the causes and controls of common animal diseases.
  - C9.4 Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
  - C9.5 Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.
- C10.0 Explain soil science principles.
  - C10.1 Recognize the major soil components and types.
  - C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.
  - C10.3 Assess water delivery and irrigation system options.
  - C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.
- C11.0 Analyze plant growth and development.
  - C11.1 Understand the anatomy and functions of plant systems and structures.
  - C11.2 Identify plant growth requirements.
  - C11.3 Discern between annual, biennial, and perennial life cycles.
  - C11.4 Examine sexual and asexual reproduction in plants.
  - C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
  - C11.6 Summarize the respiration process in the breakdown of food and organic matter.
- C12.0 Understand fundamental pest management.
  - C12.1 Classify agricultural pests (e.g., insects, weeds, disease, and vertebrates).
  - C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.
  - C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest management.
- C13.0 Design agricultural experiments using the scientific method.
  - C13.1 State the steps of the scientific method.
  - C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.

## Agriculture and Natural Resources Pathway Standards

### D. Animal Science Pathway

In the Animal Science pathway, students study large, small, and specialty animals. Students explore the necessary elements, such as diet, genetics, habitat, and behavior, to create humane, ecologically, and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

Sample occupations associated with this pathway:

-  Veterinarian Technician
-  Animal Caretaker/Kennel Operator
-  Animal Breeder
-  Ranch Manager
-  Feed Nutritionist

- D1.0 Evaluate the necessary elements for proper animal housing and animal-handling equipment.
  - D1.1 Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.
  - D1.2 Select habitat and housing conditions and materials, such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters, to meet the needs of various animal species.
  - D1.3 Interpret animal behaviors and execute protocols for safe handling of animals.
  - D1.4 Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.
- D2.0 Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.
  - D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil.
  - D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.
  - D2.3 Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
  - D2.4 Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.
- D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems.
  - D3.1 Compare and contrast animal cells, tissues, organs, and body systems.
  - D3.2 Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.
  - D3.3 Relate the importance of animal organs to the health, growth, and reproduction of animals.

- D4.0 Demonstrate understanding of animal reproduction, including the function of reproductive organs.
  - D4.1 Illustrate animal conception, including estrus cycles, ovulation, and insemination.
  - D4.2 Research the gestation process and basic fetal development.
  - D4.3 Explain the parturition process, including the identification of potential problems and their solutions.
  - D4.4 Select animal breeding methods based on reproductive and economic efficiency.
  - D4.5 Select a breeding system based on the principles of genetics.
- D5.0 Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).
  - D5.1 Evaluate a group of animals for desired qualities, and discern among them for breeding selection.
  - D5.2 Select animals, based on quantitative breeding values, for specific characteristics.
  - D5.3 Research and discuss current technology used to measure desirable traits.
  - D5.4 Predict phenotypic and genotypic results of a dominant and recessive gene pair.
  - D5.5 Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.
- D6.0 Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.
  - D6.1 Evaluate the signs of normal health in contrast to illness and disease.
  - D6.2 Analyze the importance of animal behavior in diagnosing animal sickness and disease.
  - D6.3 Research common pathogens, vectors, and hosts that cause disease in animals.
  - D6.4 Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
  - D6.5 Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.
  - D6.6 Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.
  - D6.7 Discuss the impacts on local, national, and global economies, as well as on consumers and producers, when animal diseases are not appropriately contained and eradicated.
- D7.0 Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.
  - D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.
  - D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.



- D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.
- D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.
- D8.0 Explain challenges associated with animal waste management.
  - D8.1 Assess treatment and disposal management systems for animal waste.
  - D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.
  - D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.
- D9.0 Assess animal welfare concerns and management practices that support animal welfare.
  - D9.1 Evaluate the early warning signs of animal distress and how to rectify the problem.
  - D9.2 Discuss consumer concerns with animal production practices relative to human health.
  - D9.3 Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
  - D9.4 Research the regulations for humane transportation and harvesting of animals, such as those delineated by the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service and the Humane Methods of Slaughter Act.
- D10.0 Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).
  - D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
  - D10.2 Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.
- D11.0 Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
  - D11.1 Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
  - D11.2 Explore the unique nutrition, health, and habitat requirements for specialty animals.
  - D11.3 Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
  - D11.4 Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.



- D12.0 Understand how animal products and by-products are processed and marketed.
  - D12.1 Research animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point, Sanitation Standard Operating Procedures, and good manufacturing practices documents.
  - D12.2 Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.
  - D12.3 Discuss how meat-based, dairy, and egg retail products are produced.
  - D12.4 Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.
  - D12.5 Evaluate how meat products and nonmeat products are marketed.
  - D12.6 Compare the value of animal by-products to nonagricultural industries.
  - D12.7 Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.



## Agriculture and Natural Resources Pathway Standards

### E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

Sample occupations associated with this pathway:



Forestry Technician  
Park Ranger  
Fish Hatchery Technician  
Logging Operation Inspector  
Biological Science Technician

- E1.0 Understand the importance of energy and energy cycles.
  - E1.1 Diagram the oxygen, carbon, nitrogen, and water cycles.
  - E1.2 Differentiate between renewable and nonrenewable energy sources.
  - E1.3 Differentiate between natural resource management conservation strategies and preservation strategies.
  - E1.4 Compare the effects on air and water quality of using different forms of energy.
  - E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.
- E2.0 Understand air and water use, their management practices, and conservation strategies.
  - E2.1 Explain the government's role in regulating air, soil, and water use management practices and conservation strategies.
  - E2.2 Research and discuss air and water conservation issues.
  - E2.3 Define appropriate water conservation measures.
  - E2.4 Interpret the component of a plan that monitors water quality.
  - E2.5 Interpret the component of a plan that monitors air quality.
  - E2.6 Analyze the way in which water management affects the environment and human needs.
- E3.0 Explore soil composition and soil management.
  - E3.1 Demonstrate techniques used to classify soils.
  - E3.2 Explain the reasons for, and importance of, soil conservation.
  - E3.3 Analyze soils found in the different natural resource management areas.

- E3.4 Develop and implement a soil management plan for a natural resource management area.
- E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

- E4.0 Explore rangeland management.
  - E4.1 Map the locations of major U.S. and California rangeland areas.
  - E4.2 Summarize the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
  - E4.3 Define practices used to improve rangeland quality.
  - E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
  - E4.5 Distinguish among different browse and forage species in California rangelands.
  - E4.6 Evaluate a rangeland and develop a rangeland monitoring plan.
  - E4.7 Analyze the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service) and abide by specific laws pertaining to natural resource systems.
- E5.0 Investigate wildlife management and habitat.
  - E5.1 Describe the relationship between habitat and wildlife population.
  - E5.2 List habitat requirements for different species and identify factors that influence population dynamics.
  - E5.3 Determine existing wildlife species populations.
  - E5.4 Explain mammalian and avian reproductive processes and infer how nutrition and habitat affect reproduction and population.
  - E5.5 Differentiate among a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
  - E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
  - E5.7 Research and report on the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.
- E6.0 Understand aquatic resource use and management.
  - E6.1 Summarize the different types of aquatic resources.
  - E6.2 Identify and describe the major body parts, digestive systems, and reproductive organs of aquatic species.
  - E6.3 Determine the populations of existing aquatic species using a variety of methods.
  - E6.4 Analyze the relationship between water quality and aquatic species habitat.





- E6.5 Explore a variety of management practices for managing aquatic species for sport fishing and other purposes.
- E6.6 Make financial and production decisions and maintain growth and management records for a selected aquatic species.
- E7.0 Understand the outdoor recreation industry.
  - E7.1 List the potential environmental impacts of recreational activities and describe how to manage the resources affected.
  - E7.2 Demonstrate basic survival skills and first aid procedures.
  - E7.3 Construct and maintain trails.
  - E7.4 Select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).
  - E7.5 Set up a campsite for minimum environmental impact.
- E8.0 Explore basic plant physiology, anatomy, and taxonomy.
  - E8.1 Use scientific method to classify animals, including order, family, genus, and species.
  - E8.2 Use a dichotomous key to identify plants and animals.
  - E8.3 Identify local trees, shrubs, grasses, forbs, and wildlife species by common name.
  - E8.4 Recognize and explain the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.
- E9.0 Explore the role of fire in natural resource management.
  - E9.1 Differentiate between desirable and undesirable fire in forest and rangeland ecosystems.
  - E9.2 Explain the significance of each of the components of the "fire triangle."
  - E9.3 Know appropriate wildland fire-suppression practices.
  - E9.4 Develop a fire-control plan.
  - E9.5 Use fire-control tools safely.
  - E9.6 Research and report on the training requirements for fire-suppression certification.
- E10.0 Implement forest management practices.
  - E10.1 Describe how social, political, and economic factors can affect the use of forests.
  - E10.2 Discuss the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
  - E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
  - E10.4 Analyze harvest and renewability (e.g., reseeding and thinning) systems and identify the impact of each on the land.



- E10.5 Explain silvicultural systems and skills and use appropriate related tools.
- E10.6 Identify and diagnose damage from destructive insects, diseases, and weather and choose methods for their management.
- E11.0 Understand the basic concepts of measurement, surveying, and mapping.
  - E11.1 Describe the Public Land Survey System.
  - E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass, to determine area, boundaries, and elevation differences.
  - E11.3 Apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
  - E11.4 Create a management plan map that includes layer information and data points from global information systems.
- E12.0 Produce, harvest, process, and market products from natural resource industries.
  - E12.1 Explain the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
  - E12.2 Process natural resource products adhering to manufacturing standards.
  - E12.3 Analyze the production of specialty and seasonal products from natural resources.
  - E12.4 Compare different wood types and their uses.
  - E12.5 Diagram lumber manufacturing processes.
- E13.0 Understand public and private land issues.
  - E13.1 Interpret the differences between publicly and privately held lands.
  - E13.2 Explain the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
  - E13.3 Compare the role of public and private property rights and how they affect agriculture.
  - E13.4 Describe the role of government in managing public and private property rights.

## Agriculture and Natural Resources Pathway Standards

### F. Ornamental Horticulture Pathway

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

Sample occupations associated with this pathway:

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

- F1.0 Compare and contrast the hierarchical classification of plants.
  - F1.1 Practice how to classify and identify plants by order, family, genus, and species.
  - F1.2 Demonstrate how to identify plants by using a dichotomous key.
  - F1.3 Illustrate how common plant parts are used to classify the plants.
  - F1.4 Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
  - F1.5 Identify and select plants for local landscape applications.
- F2.0 Summarize plant physiology and growth principles.
  - F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
  - F2.2 Diagram the seed's essential parts and explain the functions of each.
  - F2.3 Explain how primary, secondary, and trace elements are used in plant growth.
  - F2.4 Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
  - F2.5 Differentiate the tissues seen in a cross section of woody and herbaceous plants.
  - F2.6 Explore the factors that affect plant growth.
- F3.0 Demonstrate plant propagation techniques.
  - F3.1 Explain the different forms of sexual and asexual plant reproduction.
  - F3.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
  - F3.3 Utilize and monitor plant reproduction for the development of a saleable product.
- F4.0 Develop and implement a plan for basic integrated pest management.
  - F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.

- F4.2 Research how pesticide regulations and government agencies affect agriculture.
- F4.3 Identify common horticultural pests and diseases and methods of controlling them.
- F4.4 Design an integrated approach to solving plant problems.

- F5.0 Summarize water and soil (media) management practices.
  - F5.1 Explain how basic soil science and water principles affect plant growth.
  - F5.2 Illustrate basic irrigation design and installation methods.
  - F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
  - F5.4 Research major issues related to water sources and water quality.
  - F5.5 Explain the components of soilless media and test the use of those media in various types of containers.
- F6.0 Apply ornamental plant nutrition practices.
  - F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
  - F6.2 Use basic nutrient testing procedures on soil and plant tissue.
  - F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
  - F6.4 Read and interpret labels to properly apply fertilizers.
- F7.0 Develop a plan for the selection, installation, and maintenance of turf.
  - F7.1 Explain the selection and management of landscape and sports field turf.
  - F7.2 Demonstrate how to select, install, and maintain a designated turf grass area.
  - F7.3 Distinguish how the use of turf benefits the environment.
- F8.0 Employ nursery production principles.
  - F8.1 Demonstrate the proper use of production facilities and common nursery equipment.
  - F8.2 Use common nursery production practices.
  - F8.3 Demonstrate how to propagate and maintain a horticultural crop to the point of sale.
  - F8.4 Design a marketing and merchandising strategy to use in nursery production.
- F9.0 Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.
  - F9.1 Use different types of containers and demonstrate how to maintain growing containers in controlled environments.
  - F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
  - F9.3 Select proper tools for specific horticultural jobs.
  - F9.4 Install landscape components and electrical, land, and water features.



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



## Agriculture and Natural Resources Pathway Standards

### G. Plant and Soil Science Pathway

The Plant and Soil Science pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment, as well as cultural and harvest practices.

Sample occupations associated with this pathway:

-  Soil Conservationist
-  Environmental Analyst
-  Plant and Soil Scientist
-  Crop Consultant
-  Pest Control Advisor

- G1.0 Apply plant classification principles.
  - G1.1 Classify and identify plants by order, family, genus, and species.
  - G1.2 Practice how to identify plants by using a dichotomous key.
  - G1.3 Demonstrate how common plant parts are used to classify the plants.
  - G1.4 Communicate the differences between, and uses of, native and nonnative plants.
  - G1.5 Distinguish the differences between monocots and dicots.
  - G1.6 Explain the differences between plants under production and weeds.
- G2.0 Explore cell biology.
  - G2.1 Compare differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
  - G2.2 Test plant cellular function reactions when plants are grown under different conditions.
  - G2.3 Explain functions organelles play in the health of the cell.
  - G2.4 Recognize the part of the cell that is responsible for the genetic information that controls plant growth and development.
  - G2.5 Summarize plant inheritance principles, including the structure and role of DNA.
  - G2.6 List which organelles in plant cells carry out photosynthesis.
- G3.0 Understand plant physiology and growth principles.
  - G3.1 Investigate plant systems, nutrient transportation, and energy storage.
  - G3.2 Label the seed's essential parts and describe their functions.
  - G3.3 Discern how primary, secondary, and trace elements are used in plant growth.
  - G3.4 Research the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.





- G3.5 Identify the tissues seen in a cross section of woody and herbaceous plants.
- G3.6 Conduct experiment(s) testing the factors that affect plant growth and predict plant response.
- G4.0 Demonstrate an understanding of sexual and asexual reproduction of plants.
  - G4.1 Explain the different forms of sexual and asexual plant reproduction.
  - G4.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
  - G4.3 Use the proper sterile technique used in tissue culture.
- G5.0 Assess pest problems and management.
  - G5.1 Demonstrate how to categorize insects as pests, beneficial or neutral, and describe their roles.
  - G5.2 Explain the role of other pests, such as nematodes, molds, mildews, and weeds.
  - G5.3 Compare and contrast conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
  - G5.4 Use integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
  - G5.5 Research how biotechnology can be used to manage pests.
- G6.0 Assess the role of soils in plant production.
  - G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
  - G6.2 Analyze soil properties necessary for successful plant production, including pH, electrical conductivity (EC), and essential nutrients.
  - G6.3 Explain soil biology and diagram the cycles in nature as related to the soil food chain.
  - G6.4 Research how soil biology affects the environment and natural resources.
- G7.0 Integrate effective tillage and soil conservation management practices.
  - G7.1 Plan how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
  - G7.2 Assess how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
  - G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.
- G8.0 Evaluate effective water management practices.
  - G8.1 Summarize California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
  - G8.2 Research and describe the local, state, and federal agencies that regulate water quality and availability in California.



- G8.3 Define the definition of a watershed and explain how it is used to measure water quality.
- G8.4 Explain effective water management and conservation practices, including the use of tailwater ponds.
- G8.5 Use water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.
- G9.0 Explain the concept of an "agrosystem" approach to production.
  - G9.1 Identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).
  - G9.2 Compare and contrast the elements of conventional, sustainable, and organic production systems.
  - G9.3 Differentiate among the components of "whole-system management."
- G10.0 Apply local crop management and production practices.
  - G10.1 Practice local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.
  - G10.2 Explain common marketing and shipping characteristics of local commodities.
  - G10.3 Interpret general maturity and harvest-time guidelines for specific local plant products.
  - G10.4 Apply point-of-origin safety and sanitation procedures in the production, harvesting, handling, processing, and storing of edible plant products.
- G11.0 Demonstrate competence in applications of scientific principles and techniques in plant science.
  - G11.1 Research how changing technology, such as micro-propagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis), affects plant production, yields, and management.
  - G11.2 Explain the various technology advancements that affect plant and soil science, such as global positioning systems, global information systems, variable rate technology, and remote sensing.
  - G11.3 Assess how herbicide-resistant plant genes can affect the environment.
  - G11.4 Communicate how genetic engineering techniques have been used to improve crop yields.
  - G11.5 Compare and contrast the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.

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	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
ENGLISH LANGUAGE ARTS							
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #)							
9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G8.0, G10.0
9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C9.0, C10.0, C11.0, C13.0	D5.0, D6.0, D7.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G6.0, G7.0, G8.0, G10.0
9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i> ).	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	A3.0, A4.0, A6.0, A8.0	B1.0, B9.0, B12.0	C10.0, C11.0	D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, G10.0, D11.0, D12.0	E3.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F2.0, F3.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G10.0
11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, 11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G8.0, G10.0

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ENGLISH LANGUAGE ARTS							
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #)							
11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .	A2.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C7.0, C8.0, C10.0, C11.0	D5.0, D6.0, D7.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G6.0, G7.0, G8.0, G10.0
Writing Standards – WS (Standard Area, Grade Level, Standard #)							
9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A5.0, A7.0, A9.0	B12.0		D1.0	E3.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0		G3.0, G8.0, G11.0
9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
9-10.8 Gather relevant information from multiple authoritative print and digital sources (primary and secondary) using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.	A1.0, A2.0, A5.0, A6.0, A7.0, A9.0	B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0

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Writing Standards – WS (Standard Area, Grade Level, Standard #) <i>(continued)</i>							
9–10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11–12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A5.0, A7.0, A9.0	B12.0	C13.0	D1.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0		G3.0, G8.0, G11.0
11–12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11–12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0		D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11–12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	A2.0, A5.0, A7.0, A9.0	B11.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D4.0, D5.0, D6.0, D7.0, D9.0	E2.0, E3.0, E5.0, E10.0, E13.0	F8.0, F11.0	G5.0, G6.0, G8.0, G11.0

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MATHEMATICS							
Algebra – A–CED – Creating Equations							
Create equations that describe numbers or relationships							
1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions.			C13.0		E10.0		
1.1 Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.							
Algebra – A–APR – Arithmetic with Polynomials and Rational Expressions							
Perform arithmetic operations on polynomials							
1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication: add, subtract, and multiply polynomials, and divide polynomials by monomials. Solve problems in and out of context. (Common Core Standard A-APR-11)			C13.0				
Algebra – A–REI – Reasoning with Equations and Inequalities							
Solve equations and inequalities in one variable							
3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.			C13.0	D5.0	E10.0		
3.1 Solve equations and inequalities involving absolute value. (CA Standard Algebra I – 3.0 and CA Standard Algebra II – 1.0)							



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Functions – F-IF – Interpreting Functions							
<i>Interpret functions that arise in applications in terms of the context</i>							
4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	A1.0, A2.0	C13.0	D5.0				
Geometry – G-CO – Congruence							
<i>Make geometric constructions</i>							
12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.		B6.0, B9.0, B12.0		D1.0	E11.0	F5.0, F10.0	G7.0
Geometry – G-MD – Geometric Measurement and Dimensions							
<i>Explain volume formulas and use them to solve problems</i>							
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.		B6.0, B12.0		D1.0, D7.0	E4.0, E11.0	F5.0, F10.0	G7.0
Geometry – G-MG – Modeling with Geometry							
<i>Apply geometric concepts in modeling situations</i>							
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).		B4.0, B6.0, B11.0, B12.0	C8.0, C10.0	D1.0, D7.0	E4.0, E9.0, E11.0	F5.0, F7.0, F10.0, F11.0	G7.0

## Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Geometry – G-SRT – Similarity, Right Triangles, and Trigonometry							
<i>Define trigonometric ratios and solve problems involving right triangles</i>							
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.							
8.1 Know and use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles. (CA Standard Geometry - 20.0)		B6.0, B9.0, B12.0		D1.0	E11.0	F10.0	
Statistics and Probability – S-IC – Making Inferences and Justifying Conclusions							
<i>Understand and evaluate random processes underlying statistical experiments</i>							
1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	A1.0, A2.0		C3.0	D11.0	E3.0, E4.0, E5.0, E6.0, E9.0, E10.0	F5.0	G7.0, G11.0
<i>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</i>							
3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	A1.0, A2.0, A7.0		C7.0, C13.0	D5.0	E1.0, E10.0, E11.0, E12.0		G3., G6.0
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	A1.0, A2.0		C3.0	D11.0	E3.0, E4.0, E5.0, E6.0, E9.0, E10.0	F5.0	G7.0, G11.0



# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Statistics and Probability – S-ID – Interpreting Categorical and Quantitative Data							
<i>Summarize, represent, and interpret data on a single count or measurement variable</i>							
1. Represent data with plots on the real number line (dot plots, histograms, and box plots).	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
<i>Interpret linear models</i>							
7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
SCIENCE							
Scientific and Engineering Practices – SEP							
1. Asking questions (for science) and defining problems (for engineering)		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D11.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F9.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
2. Developing and using models		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C5.0, C6.0, C7.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Scientific and Engineering Practices – SEP (continued)							
3. Planning and carrying out investigations		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C4.0, C5.0, C9.0, C12.0, C13.0	D1.0, D2.0, D6.0	E7.0	F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G2.0, G3.0, G5.0
4. Analyzing and interpreting data		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C1.0, C4.0, C5.0, C8.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F8.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
5. Using mathematics and computational thinking		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C7.0, C13.0	D1.0, D2.0, D6.0, D10.0, D11.0, D12.0	E5.0, E6.0, E7.0, E10.0, E12.0, E13.0	F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
6. Constructing explanations (for science) and designing solutions (for engineering)		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D10.0, D11.0, D12.0	E5.0, E6.0, E7.0, E10.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
7. Engaging in argument from evidence		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C4.0, C13.0	D1.0, D2.0, D6.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
8. Obtaining, evaluating, and communicating information		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C3.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Crosscutting Concept – CC							
1. Patterns		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C7.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
2. Cause and effect: Mechanism and explanation		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G2.0, G3.0, G4.0, G6.0, G8.0, G9.0, G10.0, G11.0
3. Scale, proportion, and quantity		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F1.0, F2.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G6.0, G8.0, G9.0, G10.0, G11.0
4. Systems and system models		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C11.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F1.0, F2.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G6.0, G8.0, G9.0, G10.0, G11.0
5. Energy and matter: Flows, cycles, and conservation		B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C13.0	D1.0, D2.0, D6.0, D7.0, D8.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F2.0, F9.0, F10.0	G2.0, G3.0, G6.0, G8.0, G9.0, G11.0
6. Structure and function		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C10.0, C11.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Crosscutting Concept – CC							
7. Stability and change		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F2.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
Physical Sciences – PS							
PS1: Matter and Its Interactions							
PS1.A: Structure and Properties of Matter			C8.0	D8.0, D12.0	E1.0	F6.0	
PS1.B: Chemical Reactions							
PS2: Motion and Stability: Forces and Interactions							
PS2.A: Forces and Motion		B10.0, B11.0, B12.0					
PS2.B: Types of Interactions		B4.0					
PS2.C: Stability and Instability in Physical Systems							
PS3: Energy							
PS3.A: Definitions of Energy							
PS3.B: Conservation of Energy and Energy Transfer		B3.0, B7.0, B8.0, B9.0, B12.0					
PS3.C: Relationship Between Energy and Forces							
PS3.D: Energy in Chemical Processes and Everyday Life			C6.0, C8.0, C9.0, C11.0	D2.0, D3.0, D4.0, D6.0	E8.0	F2.0	
PS3.D: Energy in Chemical Processes and Everyday Life							
PS4: Waves and Their Applications in Technologies for Information Transfer		B12.0					
PS4.A: Wave Properties							

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AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
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Life Sciences – LS							
LS1: From Molecules to Organisms: Structures and Processes							
LS1A: Structure and Function			C5.0, C6.0, C8.0, C9.0, C10.0, C11.0	D2.0, D3.0, D4.0, D5.0, D6.0 D10.0 D11.0	E3.0, E5.0, E6.0, E8.0	F1.0, F2.0, F3.0, F4.0 F6.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0
LS1B: Growth and Development of Organisms			C5.0, C7.0, C8.0 C11.0	D5.0, D10.0, D11.0 D12.0	E8.0	F2.0, F3.0 F4.0, F5.0, F7.0, F8.0	G2.0, G3.0, G4.0, G5.0
LS1C: Organization for Matter and Energy Flow in Organisms			C4.0, C5.0, C11.0	D8.0	E8.0	F2.0, F7.0	G2.0, G3.0
LS1D: Information Processing	A8.0			D3.0, D1.0			
LS2: Ecosystems: Interactions, Energy, and Dynamics							
LS2A: Interdependent Relationships in Ecosystems			C9.0, C10.0, C11.0, C12.0	D6.0, D7.0, D8.0, D12.0	E2.0, E3.0, E8.0	F2.0, F4.0	G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0
LS2B: Cycles of Matter and Energy Transfer in Ecosystems			C11.0	D2.0, D7.0	E1.0, E8.0	F2.0, F4.0, F6.0, F8.0	G3.0, G5.0
LS2C: Ecosystems Dynamics, Functioning, and Resilience			C11.0	D7.0	E4.0, E5.0, E6.0, E8.0, E9.0 E10.0	F2.0, F4.0	G3.0, G5.0, G10.0
LS2D: Social Interactions and Group Behavior			C2.0, C9.0	D1.0, D10.0, D11.0			
LS3: Heredity: Inheritance and Variation of Traits			C3.0, C7.0, C11.0	D3.0, D5.0	E8.0	F2.0, F3.0	G3.0, G4.0, G11.0
LS3A: Inheritance of Traits							
LS3B: Variation of Traits			C7.0, C12.0	D3.0, D5.0	E8.0	F2.0, F3.0	G3.0, G4.0, G11.0

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Life Sciences – LS <i>(continued)</i>							
LS4: Biological Evolution: Unity and Diversity							
LS4B: Natural Selection			C3.0, C4.0, C9.0, C11.0, C12.0	D6.0			G11.0
LS4C: Adaptation							
LS4D: Biodiversity and Humans	A9.0		C4.0, C12.0		E2.0, E8.0		G11.0
Earth and Space Sciences – ESS							
ESS2: Earth's Systems							
ESS2A: Earth Materials and Systems			C1.0, C2.0		E1.0, E2.0		
ESS2C: The Roles of Water in Earth's Surface Processes			C10.0		E1.0, E6.0		G8.0
ESS2E: Biogeology							
ESS3: Earth and Human Activity							
ESS3A: Natural Resources			C1.0, C2.0		E3.0, E4.0, E9.0	F5.0	G5.0
ESS3B: Natural Hazards			C1.0				
ESS3C: Human Impacts on Earth Systems			C4.0		E4.0, E5.0, E7.0, E10.0		G9.0, G11.0
Engineering, Technology, and the Applications of Science – ETS							
ETS1: Engineering Design							
ETS1A: Defining and Delimiting an Engineering Problem		B3.0, B4.0, 5.0, B6.0, B7.0, 8.0, B9.0, B10.0, B11.0, B12.0				F10.0	G7.0, G8.0
ETS1B: Developing Possible Solutions							
ETS1C: Optimizing the Design Solution							

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Engineering, Technology, and the Applications of Science – ETS ( <i>continued</i> )							
ETS2: Links Among Engineering, Technology, Science, and Society							
ETS2.A: Interdependence of Science, Engineering, and Technology		B1.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C1.0, C2.0	D2.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0 E3.0, E4.0, E5.0, E6.0, E9.0, E10.0, E11.0, E12.0	F2.0, F3.0, F4.0, F5.0, F6.0, F8.0, F9.0, F10.0	G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G10.0, G11.0
ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World							
HISTORY/SOCIAL SCIENCE							
Principles of Economics – PE							
12.1 Students understand common economic terms and concepts and economic reasoning.							
12.1.1. Examine the causal relationship between scarcity and the need for choices.	A2.0						
12.1.2. Explain opportunity cost and marginal benefit and marginal cost.	A2.0						
12.1.3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.	A2.0						
12.1.4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.	A2.0				E2.0, E13.0		
12.2 Students analyze the elements of America's market economy in a global setting.							
12.2.1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.	A2.0						

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Principles of Economics – PE ( <i>continued</i> )							
12.2.2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.	A1.0, A2.0						
12.2.3. Explain the roles of property rights, competition, and profit in a market economy.	A1.0, A2.0, A3.0, A4.0, A5.0, A7.0, A8.0, A9.0						
12.2.4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.	A2.0, A7.0, A9.0						
12.2.5. Understand the process by which competition among buyers and sellers determines a market price.	A1.0, A2.0, A7.0, A9.0						
12.2.6. Describe the effect of price controls on buyers and sellers.	A2.0, A7.0						
12.2.7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.	A9.0						
12.2.8. Explain the role of profit as the incentive to entrepreneurs in a market economy.	A1.0, A2.0, A7.0						
12.2.10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.	A2.0						
12.4 Students analyze the elements of the U.S. labor market in a global setting.							
12.4.3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.	A2.0						
12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy.	A9.0						



# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Principles of Economics – PE <i>(continued)</i>							
12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.							
12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.	A9.0						
12.6.2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.	A9.0						
12.6.3. Understand the changing role of international political borders and territorial sovereignty in a global economy.	A9.0						
12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.	A9.0						
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.							
12.7.5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.					E2.0		

# Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
U.S. History and Geography – US							
11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.							
11.6.3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.			C1.0				
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.							
11.11.5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.					E2.0, E10.0, E13.0		
11.11.7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.					E2.0		



## Contributors

### Agriculture and Natural Resources

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### Standards Review Team

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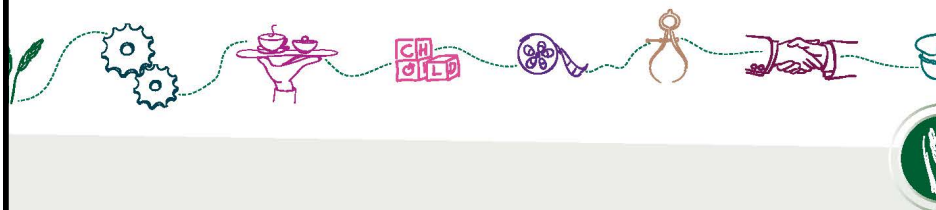
Jill Sperling, Instructor, Kingsburg Joint Union High School District



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A program completer at Stone Ridge Christian is a student who has been enrolled in agriculture classes for all four years and completed each class with a "C" or higher. The student must also attend the minimum activity requirements of 2 activities per semester and maintain an SAE project with record book.

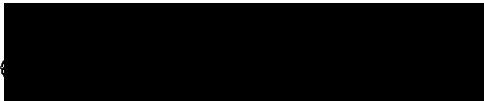
Program completers will be announced at our Spring Awards Banquet where they will be awarded a Program Completer metal. Students will also be announced at the Senior Awards night as program completers. The school allows the students to wear their program completer metals and any other earned FFA awards at Graduation.



# Stone Ridge Christian FFA SAE Visit Form

Date/Time: 3/30/19

Name



Project: D Heifer

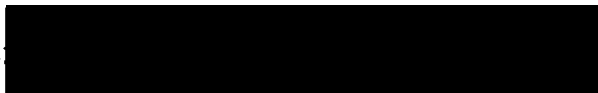
Condition of Project:

Good; in w/ all heifers seperated weekly to  
allow for work.

Recommendations:

keep waiting + working.

Student Signature



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

Teacher Signature:

[Signature]

Date: 4/1/19

Additional Comments (concerns, thoughts, tips, etc.):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Stone Ridge Christian FFA SAE Visit Form

Date/Time: 3/30/19

Name



Project: D Heflex

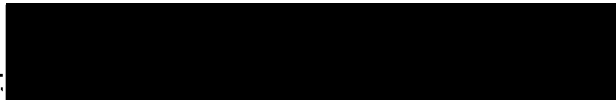
Condition of Project:

Good. Separated weekly to work.

Recommendations:

Keep working

Student Signature:



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

Teacher Signature:

[Handwritten Signature]

Date: 4/1/19

Additional Comments (concerns, thoughts, tips, etc.):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Stone Ridge Christian FFA SAE Visit Form

Date/Time: 3/30

Name: [REDACTED]

Project: D. Heifer

Condition of Project:

good. no concerns

Recommendations:

Student Signature: [REDACTED]

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

Teacher Signature: [Signature]

Date: 2/1/19

Additional Comments (concerns, thoughts, tips, etc.):



# Stone Ridge Christian FFA SAE Visit Form

Date/Time: 3/30/19

Name: [REDACTED]

Project: D. Hetter

Condition of Project:

good bump on left shoulder

Recommendations:

Have bump checked

Student Signature:

[REDACTED]

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

Teacher Signature:

[Signature]

Date: 4/1/19

Additional Comments (concerns, thoughts, tips, etc.):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# Stone Ridge Christian FFA SAE Visit Form

Date/Time: 3/30/19

Name: [REDACTED]

Project: D Heater

Condition of Project:

good

Recommendations:

don't lose heater

Student Signature: [REDACTED]

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

Teacher Signature: [Signature]

Date: 4/1/19

Additional Comments (concerns, thoughts, tips, etc.):



# Stone Ridge Christian FFA SAE Visit Form

Date/Time: 3/4 6:00pm

Name



Project: STEER-GUS

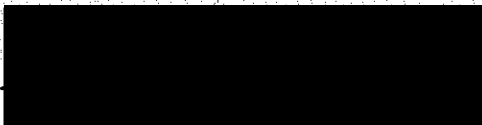
Condition of Project:

due to medical pen & Laura's injury we did not go in  
gus' pen. He looks healthy & well cared for.

Recommendations:

weigh Steer

Student Signature:



Date:

4/1/19

Teacher Signature:

[Signature]

Date:

3/5/19

Additional Comments (concerns, thoughts, tips, etc.):

continue care as you are



# Stone Ridge Christian FFA SAE Visit Form

Date/Time: 3/4 3:40pm

Name: [REDACTED]

Project: Goat - Vincent

Condition of Project:

Good Vince seems better eating good

Recommendations:

add hugger & 1/2 p. skin feed; feed separate for a little  
broader sure Vince eats

Start working on chom

Student Signature: [REDACTED]

Date: 3/5/19

Teacher Signature: [Signature]

Date: 3/5/19

Additional Comments (concerns, thoughts, tips, etc.):

none



# Merced-Stone Ridge Christian

CA0580

## Complete Student Enrollment

Student Name	Grad Year	Account Type	Years in Ag	FFA ID	FFA Inv Code
[REDACTED]	2021	Member	2	602976590	M2XG5G
[REDACTED]	2021	Member	2	602976543	6BV98Q
[REDACTED]	2021	Member	2	602976519	3HDLMN
[REDACTED]	2020	Member	2	602976476	XAVYMM
[REDACTED]	2019	Member	2	602976622	CQ86K\$
[REDACTED]	2019	Member	2	602976481	ST6SC5
[REDACTED]	2020	Member	1	603289704	QKUF4
[REDACTED]	2020	Member	2	602976614	Y6DRHC
[REDACTED]	2020	Member	2	602976461	3GJ8HU
[REDACTED]	2022	Member	1	603289706	A7HP33
[REDACTED]	2020	Member	2	602976565	D7BAF
[REDACTED]	2019	Member	2	602976539	QYGZBP
[REDACTED]	2021	Member	2	602976468	LAJD4W
[REDACTED]	2022	Member	1	603289693	BK8L27
[REDACTED]	2021	Member	1	603289707	EL3ATM
[REDACTED]	2019	Member	2	602976544	X292
[REDACTED]	2019	Member	1	603289709	G8NLUT
[REDACTED]	2021	Member	2	602976588	W7PU99
[REDACTED]	2019	Member	2	602976617	7PYR44
[REDACTED]	2019	Member	2	602976504	RCMKVW
[REDACTED]	2019	Member	2	602976482	RRSNMP
[REDACTED]	2021	Member	2	602976596	4BCN2
[REDACTED]	2021	Member	2	602976580	G7RYBZ
[REDACTED]	2020	Member	2	602976616	VX4UN8
[REDACTED]	2022	Member	1	603289694	VQN8M@
[REDACTED]	2022	Member	1	603289701	UX54XU
[REDACTED]	2019	Member	1	603289702	7W6LJ
[REDACTED]	2021	Member	2	602976612	HA@4J8
[REDACTED]	2022	Member	1	603289695	XNT@N
[REDACTED]	2019	Member	1	603289696	F6C6KE

██████████	2019	Member	1	603289708	T7M3X8
██████████	2020	Member	3	602448223	K0C30R
██████████	2020	Member	2	602976585	NGDLSG
██████████	2019	Member	2	602976499	5F7QY3
██████████	2019	Member	1	603289697	NKGU6C
██████████	2020	Member	1	603289700	AUS7YM
██████████	2021	Member	2	602976624	\$MM58
██████████	2021	Member	2	602976591	5HQC7
██████████	2020	Member	2	602976619	SV69WQ
██████████	2019	Member	2	602976523	ZXUCQP
██████████	2022	Member	1	603289698	WLA3EV
██████████	2019	Member	1	603289703	DUVQ\$Y
██████████████████	2021	Member	2	602976463	6GCAD
██████████████████	2019	Member	2	602976495	5YTMA\$
██████ ██████████	2020	Member	2	602976546	HG@LCG
██████████	2022	Member	1	603289705	JQQA9
██████████	2021	Member	2	602976500	GL@4YA
██████████	2021	Member	2	602976511	56ZCD@
██████████	2019	Member	2	602976524	BTKM7Y
██████████████	2022	Member	1	603289699	D39D@J

## FFA- NATIONAL & STATE

### WHAT IS FFA?

FFA is an intra-curricular student organization for those interested in agriculture and leadership. It is one of the three components of agricultural education.

### FFA MISSION

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

### CALIFORNIA FFA

Today, there are more than 89,000 FFA members, aged 13-21, in 334 High Schools in California. More than 761 FFA advisors and agriculture teachers deliver an integrated model of Agricultural Education providing students with innovative and leading-edge education, enabling them to grow into competent leaders. FFA classroom activities include math and science as well as hands-on work experience and the development of life skills, helping members discover their career path and realize success.

### CONTACT US

2738 Dan Ward Rd  
Merced, CA 95348  
209-386-0322  
vlewis@srcs.us  
srcffa.org



# Stone Ridge Christian FFA

**SMALL CHAPTER,  
BIG IMPACT**

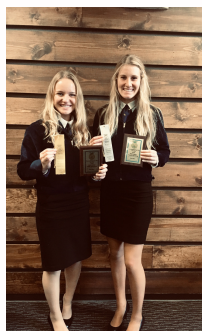


## OUR HISTORY

Stone Ridge Christian FFA was chartered in September 2017 as an official FFA Chapter. In our short history, we are making our name known by competing and placing on the local, state and national level.

## CAREER AND LEADERSHIP DEVELOPMENT EVENTS

- Creed Recitation
- Prepared Public Speaking
- Impromptu Speaking
- Job Interview
- Dairy Products Judging



## CLASS OFFERINGS

### AGRICULTURE BIOLOGY

Agriculture Biology is a laboratory science course, aligned to the biology science content standards, using agriculture as the learning vehicle

### EXPLORATIONS IN AGRICULTURE

Introducing students to all aspects of agriculture, focusing on Animal Science and Plant Science

### FLORAL DESIGN

This course covers all aspects of floral design including principles of design, merchandising, careers, selection, and storage

### AGRICULTURE LEADERSHIP

Agriculture Leadership will focus on the FFA Chapter Development and how to capture and use personal leadership skills

## LEARN MORE

### SUPERVISED AGRICULTURE EXPERIENCE

Students are required to have a Supervised Agriculture Experience Project during the course of the classes. There are a wide range of projects available to the students from Agriscience Fair to Veterinary Medicine. The opens the students eyes to the world around them and how it relates to agriculture.

### LEADERSHIP

The National FFA Organization is dedicated to making a positive difference in the FFA is more than just animals and plants. There is a large component of FFA that is built into Leadership. From Conferences to Speaking Contests to Officer Positions, there are plenty of opportunities to gain and grow your leadership skills. lives of students by developing the potential for premier leadership, personal growth and career success through agriculture education



# STONE RIDGE CHRISTIAN

*Building Excellence, Shaping Generations*

## Check Requisition

To: Fiscal Services Department

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

Amount Requested: \_\_\_\_\_

Make Check Payable to: \_\_\_\_\_

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

Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Person Requesting Check: \_\_\_\_\_

Authorization \_\_\_\_\_

Need by: \_\_\_\_\_

Check one: ☐ Call When Ready (Number \_\_\_\_\_) ☐ Mail to Address Above

\*\*\*\*\*

\*Accounting Office: Date Paid \_\_\_\_\_ Check # \_\_\_\_\_

## Grading Policy

As stated in each class syllabus:

“FFA/SAE Participation:

Each student is required to participate in two (2) FFA activities per quarter. FFA participation will count for 5% of your class grade!

Each student will be required to have an SAE Project. We will cover a unit on appropriate SAE Projects. SAE will count for 5% of your class grade! You will be required to complete an SAE project! Information will be provided on what to include in your SAE project later in the year. There will be a local project competition.”

## Eligibility to Participate in FFA Activities

---

### ARTICLE XII: ELIGIBILITY TO PARTICIPATE AT FAIRS AND JUDGING CONTESTS

#### Fairs

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

**Section B:** Members must maintain a 2.75 GPA and a “C” grade all Agriculture class(es) to be eligible to exhibit at fairs and judging events.

**Section C:** Members must comply with rules and guidelines set forth by the Chapter committee on fairs and shows and the local Fair rules. Removal from the fair is the consequence.

**Section D:** This is a school function, if the rules are not followed. A one-day suspension will take place or removal from the fair.

**Section E:** An alumni student may show for the Stone Ridge Christian FFA provided factors are considered:

Left as a paid member with a 2.75 GPA overall.

Record books are completed and/or up-to-date.

Wears the Stone Ridge Christian FFA Chapter Jacket during market and showmanship classes (alumni-defined as a graduated senior).

The student shows proof to apply for his/her American Degree.

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

#### Contests

**Section G:** A student will follow the same rules as stated in *Art. XII, Sec. A*.

**Section H:** With all day trips or overnight trips, the Stone Ridge Christian High School Rules will be enforced.

## Rules and Guidelines for Stone Ridge Christian FFA Exhibitors

1. To be eligible to exhibit at any fair, each student must maintain a 2.75 (C) average in all classes with no more than one F, and **no F's or D's in any Agriculture Class at any time during the project period**. The eligibility list posted after the end of each grading period will be the document used to determine student eligibility. The eligibility period for the Chowchilla Fair will be based on the 3rd quarter grade. Eligibility for Merced Fair will be based on the Final course grade posted. If a student becomes ineligible for any reason, he/she will lose their privilege to exhibit at any fair with the Stone Ridge Christian FFA.
2. Stone Ridge Christian FFA will participate at Chowchilla and Merced Fair, and any other exhibition will be up to the discretion of the Stone Ridge Christian FFA Advisors and the Stone Ridge Christian Agriculture Department Advisory Board each year.
3. All exhibitors are to follow directions and advice provided by the designated advisor for their species. The advisor's directions are to be followed for the entire length of the project period for eligibility to show, and during fairs where the project is being exhibited.
4. FFA members are required to obtain their homework from all teachers in advance and prior to any absence related to any FFA activity.
5. All rules and regulations of Stone Ridge Christian High School will apply to students who participate at fairs and competitions.
6. Each exhibitor must read and understand the rules and regulations in the Fair's premium book and heifer replacement program literature.
7. Each exhibitor is required to be responsible for feeding, watering, grooming and supervising their project animal(s) for the entire length of the fair.
8. Each exhibitor is required to serve barn duties as assigned and as specified by the advisors.
9. All FFA exhibitors will be required to wear an official FFA uniform while showing their own animals or helping others in the ring.

### **FFA uniforms:**

*Boys* – White pants, white shirt (collar/button), FFA tie, official FFA jacket and appropriate shoes.

*Girls* – White pants, white shirt/blouse (collar/button), FFA scarf, official FFA jacket and appropriate shoes.

10. All FFA exhibitors are to attend the awards program in official dress, above the waist at every fair.
11. All market animals and replacement heifer exhibitors are expected to solicit buyers for their project animals prior to the fair.
12. All sale animal exhibitors are required to write **Thank You letters** to the buyers and have **FFA record book(s) up to date** prior to the completion of the project.
13. All exhibitors must attend assigned meetings by the designated advisor unless prior arrangements have been made.
14. The advisor of any species will have the authority to take disciplinary action necessary toward any student that fails to comply with the FFA or school rules.
15. All exhibitors must attend a **minimum 4 FFA meetings per year and participate in at least one fundraiser** to be eligible to exhibit at any fair.
16. Each exhibitor must provide the advisor with a self-addressed stamped envelope including his or her Thank you letter. The advisor will mail all *Thank you* letters.
18. **No student** is allowed to stay overnight on the Fairgrounds at any County Fair (ie...Tent / RV / etc...). without prior permission from the Stone Ridge Christian Agriculture Advisor and Stone Ridge Christian Principal. Students will not be supervised by an Ag. Instructor overnight at County Fairs.

Please read these general rules and discuss them with your son or daughter. Sign and return the form to us either by mail or send it back to school with your son or daughter. If you have any questions, please feel free to talk to any of the advisors.

.....  
Student Signature Date

.....  
Parent Signature Date

.....  
Advisor's Signature Date

## Statement of Commitment

To be an officer in the Stone Ridge Christian FFA you must be willing to make a true commitment. It will take many hours of your time, working in harmony with the Chapter Advisor and the rest of the officer team to fulfill your responsibility in service to the Chapter. You must work, as a member of a **"leadership team,"** realizing that all Officers are of equal importance and that each must fulfill his/her specific duties as spelled out in the chapter constitution. I also understand that the **election of a chapter officer is not based solely on membership votes, but will be determined by a combined score from your application, interview as well as membership votes.**

***"As an officer, I realize that I will be responsible for establishing the Calendar of Activities for the year and will make the commitment to attend all functions set forth in that calendar. I understand that attending the Chapter, Sectional, Regional and State Leadership Conferences are mandatory for me to attend as a Stone Ridge Christian FFA Officer. I also realize that on occasion things will be added to the calendar as the year progresses and I will also agree to participate in those activities as well."***

If you cannot make a 100% commitment to the Chapter, you should not consider applying for an officer position in the Stone Ridge Christian FFA Chapter.

**DO YOU AGREE TO UPHOLD THE FULL RESPONSIBILITIES OF YOUR DUTIES AND PROVIDE A FULL COMMITMENT TO THE STONE RIDGE CHRISTIAN FFA.**

**YES**

**NO**

**DO YOU AGREE TO RESIGN YOUR OFFICE IF YOU DO NOT FULFILL YOUR RESPONSIBILITIES?**

**YES**

**NO**

If elected to Chapter Office, I agree to fulfill all of my duties and responsibilities as described. The information given on this form is true and correct, and I am eligible with a minimum 3.0 GPA and will maintain a "B" or better in every and all of my agriculture classes

APPLICANTS SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

As a parent of a Stone Ridge Christian Chapter Officer, I understand that my/our son/daughter is taking on a commitment that requires much time and effort. He/she will need my/our support and understanding when it comes to spending a considerable amount of time involved with the FFA Chapter Activities. I realize that through his/her involvement my son/daughter will have the opportunity to gain valuable leadership skills that he/she will take with him/her through his/her life.

My son/daughter is eligible, will maintain a "B" or better in every and all of his/her Agriculture classes and will be able to manage academic responsibilities with FFA responsibilities and all other personal responsibilities as well.

If my son/daughter is elected to Chapter Office, I agree to support him/her in fulfilling all of his/her duties and responsibilities.

PARENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_





NATIONAL  
FFA ORGANIZATION

Premier Leadership • Personal Growth • Career Success

New Chapter Date February 13, 2016  
Charter No. CA0580

This is to certify that the **Merced – Stone Ridge Christian** Chapter  
having satisfied all the requirements for affiliation with the  
**California FFA Association**  
and the National FFA Organization  
is hereby officially re-chartered as a duly recognized chapter  
and is entitled to all of the rights and privileges pertaining thereto.

  
State FFA President

  
State FFA Advisor



2738 DAN WARD RD.  
MERCED, CA 95348



Accredited by the  
Western Association of Schools and  
Colleges

Member of



Association of Christian Schools International

2019

COURSE OFFERINGS



STONE RIDGE CHRISTIAN HIGH SCHOOL  
2738 DAN WARD RD.  
MERCED, CA 95348  
(209) 386-0322  
[WWW.STONERIDGECHRISTIAN.COM](http://WWW.STONERIDGECHRISTIAN.COM)

DRESS CODE

ATHLETICS

While engaged in athletic activity on campus, students are expected to be in approved athletic/practice/game attire as directed by the Athletic Director.

\*Approved team uniforms tops may be worn on game days only except for chapel days. On chapel days students can change into their team uniform tops during lunch.

CHAPEL DRESS

It is the desire of SRC that our chapel dress raises the standard of appearance. Out of respect for God we ask that students, staff, and visitors choose to wear their best attire on these days.

MALES

- Dress pants or dress jeans with no holes or rips
- Collared shirt
- Ties are encouraged
- No athletic slides

FEMALES

- Dress Pants or Dress Jeans with no holes or rips
- Dresses or Skirts that are longer than mid-thigh
- Blouses, Sweaters, or Collared shirts
- No athletic slides
- Heels must not be higher than 3 inches for safety.

FORMAL ATTIRE

MALES

- Dress Pants
- Collared shirt
- Closed toe shoes are required
- Ties are encouraged

FEMALES

- Modest dresses with covered cleavage (no deep plunging necklines.)
- Dresses must cover the small of the back at waistline.
- Dresses must be longer than mid-thigh, including slits.
- Skin may not show at the midriff, abdomen, or sides, even if covered by a sheer fabric.
- No two-piece dresses.

\*If you arrive in an inappropriate dress you will not be admitted to the event.

## DRESS CODE

"Or do you not know that your body is the temple of the Holy Spirit who is in you, whom you have from God, and you are not your own? For you were bought at a price; therefore glorify God in your body and in your spirit, which are God's." ~1 Corinthians 6:19-20

Striving to glorify God with our bodies, the standard of appearance at SRC schools is designed to reflect modesty, neatness, and appropriateness. Each of these standards should be used as a guide to determine the appropriateness of a student's appearance.

Is my appearance neat and clean?

Is my appearance modest and appropriate, not attempting to draw attention to my body?

Is my appearance non-distracting to the school community?

Am I in compliance with the dress code policy?

Students and families are expected to fully comply with the dress code. Parents/Guardians have the ultimate responsibility to ensure that their child is appropriately dressed.

### STANDARDS FOR ALL STUDENTS

- Modest clothing while on campus and all school events held off campus.
- Clean and in keeping with health, sanitary, and safety requirements.
- Any article of clothing or grooming that interferes with the educational process and is not glorifying to God will not be permitted in the schools.
- No undergarments showing at any time
- Clothing must cover abdomen, back, and sides at all times, even when sitting, bending or reaching.
- Shorts must be longer than mid-thigh.
- Pants may not have exposed skin above mid thigh
- Hats, skullcaps, beanies, sunglasses or hoods may not be worn in the classroom.
- Shoes, boots or other types of footwear must be worn at all times
- Tattoos and body piercings are not allowed, except for modest earrings for females. Temporary tattoos are allowed for school spirit, events, or special programs. Must be pre-approved.
- Hairstyles with extreme cuts or colors are not allowed. Students are not permitted to dress as the opposite gender.

### MALES

- No sleeveless shirts.
- Shirt must be buttoned to the chest.
- Hair must be neatly cut and out of the eyes.
- Hair cannot extend past the collar.
- Face must be well groomed.

### FEMALES

- No cleavage may show at anytime.
- Tops and dresses must have at least a 2" strap, no backless, or halter styles.
- Leggings must be covered by a closed top, dress or skirt that comes to thumb length while standing.
- Hair must be kept out of the eyes.
- Makeup may not be applied in such a way that it is distracting.

## MISSION, VISION, CORE VALUES

### Mission

Together with parents and the church, Stone Ridge Christian School exists to educate students in developing their unique God-given potential.

### Vision

Students will be equipped academically, spiritually, physically and socially to impact their community and the world for God.

### Core Values

*Christian* – all activities are experienced through the lens of Christian faith; guide students to understand that God is at the center of every pursuit of knowledge.

*Excellent* – pursue excellence in all areas.

*Community* – become a community and be involved in our community.

*Generational* – a lasting school that has generations of students and supporters.

## GRADUATION REQUIREMENTS

Subject Area	Credits	Years
Bible*	40	4
English	40	4
Math	30	3
Physical Education/Health	20	2
Science	20	2
Social Studies	30	3
Visual/Performing Arts	10	1
World Language	20	2
Electives	40	4

**The minimum credits required to graduate are 250**

Stone Ridge Christian curriculum and graduation requirements make no provision for early graduation. Therefore, graduation requires a minimum of four full years of high school. Attending summer school or carrying more than a normal load during the regular school year should be regarded as an enrichment of the student's education rather than an accelerated program.

Students must maintain a GPA of 2.0 for continued enrollment in Stone Ridge Christian High School.

A senior will not be awarded a diploma and may not participate in the graduation ceremony until he or she has completed all requirements and accumulated the total credits necessary. Students on academic probation or conduct probation or who are in violation of any policy or procedure of Stone Ridge Christian High School may not be permitted to graduate until they have completed all requirements to be removed from probation.

Seniors meeting graduation requirements may be permitted to have an unscheduled first or last period. They must, however, leave campus.

Bible is required for each semester of attendance at Stone Ridge Christian. Required Bible credits are waived for any semester that the student does not attend Stone Ridge Christian High School.

\*Courses with an asterisk at the front are offered on a rotating basis.

## NOTICE OF NON-DISCRIMINATION

In accord with the requirement set forth in IRB No. 1975-49, dated December 8, 1975, Stone Ridge Christian High School therefore announces the following policy:

**Stone Ridge Christian High School admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin, in administration of educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.**

The school wishes to further advise that concurrence with the Policy of Non-Discrimination is not grounded in humanist premises, but rather upon a theological basis as presented in the Bible, which is the Word of God. Its doors are open to people of all races and national origins because the love of God, as manifest in the ministry of redemption through Jesus Christ and is intended for all people who will receive it.

To this end, Stone Ridge Christian High School is pleased to serve Christian families in the City of Merced and its surrounding areas.

# STONE RIDGE CHRISTIAN UNIVERSITY AND COLLEGE

Anderson University (IN)	Northwestern College (IA)
Arcadia University (PA)	Oral Roberts University (OK)
Blackburn College (IL)	Pacific Lutheran University (WA)
Barry University (FL)	Pacific University (OR)
Calvin College (MI)	Peninsula College (WA)
Central Connecticut State Univ	Pensacola Christian College (FL)
Colorado Christian University	Philadelphia University (PA)
Concordia University (WI)	Point Park University (PA)
Concordia University (MN)	Robert Morris University (IL)
Concordia University (NE)	Seattle University (WA)
Crown College, (MN)	Seattle Pacific University (WA)
Dakota State University (SD)	St. John's University (NY)
Dordt College (IA)	University of Cincinnati (OH)
Embry-Riddle Aeronautical	University of Dallas (TX)
University (FL)	University of Indianapolis (IN)
Eastern University (PA)	University of Mobile (AL)
Friends University (KS)	University of Nevada
Gannon University (PA)	University of Puget Sound (WA)
George Fox University, OR	University of Tampa (FL)
Grand Canyon University (AZ)	University of West Florida
Hood College (MD)	Whitworth University (WA)
Illinois College (IL)	Willamette University (OR)
Iowa State University	Wingate University (NC)
Lebanon Valley College (PA)	
Lewis & Clark (OR)	
Liberty University (VA)	
Linfield College (OR)	
McKendree University (IL)	
Miami University (OH)	
Montana State University	
Morningside College (IA)	
Northern Arizona University	

## COURSE OFFERINGS

### BIBLE

Christianity in our Culture	Old Testament Survey and Studies
New Testament Survey and Studies	Apologetics and Applied Ethics

### ENGLISH

English 9	English 9 Honors
English 10	English 10 Honors
American Literature	British Literature
AP English Literature and Composition	AP English Language and Composition

### MATHEMATICS

Pre-Algebra	Algebra I	Geometry
Algebra II	Pre-Calculus/Trigonometry	*Statistics
	*AP Calculus AB	*AP Statistics

### PHYSICAL EDUCATION/HEALTH

Physical Education/Health  
Christian Athletic Leadership  
Athletics

### SCIENCE

Ag Bio	Anatomy and Physiology	Biology
Chemistry	Physics	AP Biology
AP Chemistry	*AP Physics	

### SOCIAL SCIENCES

World History	U.S. History
American Government/Economics	AP U.S. History

### VISUAL/PERFORMING ARTS

Art I/II	Choir	Digital Arts
Floral Design	Photography	Yearbook

### WORLD LANGUAGES

Spanish 1	Spanish 2	Spanish 3
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### ELECTIVES

Ag Business	Ag Leadership	Intro to Ag
Personal Finance	Psychology	Sociology
Student Government		

### INDEPENDENT ELECTIVES THROUGH EDGENUITY\*

Advertising and Sales Promotion  
Archaeology: Detectives of the Past  
Astronomy: Exploring the Universe  
Biotechnology: Unlocking Nature's Secrets  
Careers in Criminal Justice  
Creative Writing  
Criminology: Inside the Criminal Mind  
Early Childhood Education



# STONE RIDGE CHRISTIAN

## COURSE OFFERINGS

Fashion & Interior Design  
Forensic Science: Secrets of the Dead  
History of the Holocaust  
Hospitality & Tourism: Traveling the Globe  
International Business: Global Commerce in the 21st Century  
Intro to Culinary Arts  
Journalism: Investigating the Truth  
Law & Order: Introduction to Legal Studies  
Peer Counseling  
Principals of Public Service: To Serve and Protect  
Public Speaking  
Social Problems: A World in Crisis  
Sports and Entertainment Marketing  
Veterinary Science

### **ROP ELECTIVES\*\***

Automotive Technology  
Mechanical Engineering

**Contracted Providers:** In order to offer our students access to a wide variety of classes, we have contracted with Merced County Office of Education (MCOE) Regional Occupational Program (ROP) and Edgenuity. These classes will be taught and graded by the contract provider and will appear on the transcript separately from classes taught by SRC faculty. ROP classes will be offered at the Castle Training Center and parents are responsible for taking their student to the facility each morning. MCOE will then transport students back to SRC for their 2nd period class. Edgenuity classes will be taken online in a study hall environment with a SRC faculty member available for technical support. Parents will be given access to their students Edgenuity account to keep track of their students assignments, progress and grades in the same way they can monitor their students core classes taken through ParentsWeb. Additional fees may be assessed for certain classes.

## UNIVERSITY AND COLLEGE PLACEMENT

The following is a listing of universities and colleges to which Stone Ridge Christian High School graduates have been accepted, enrolled, or graduated.

### **University of California:**

University of California, Merced  
University of California, Riverside

### **Private Schools in California**

Azusa Pacific University	San Diego Christian College
Biola University	St. Mary's College
California Baptist University	University of San Diego
California Lutheran University	University of the Pacific
Concordia University Irvine	University of Redlands
Dominican University of California	Vanguard University
Fresno Pacific University	Westmont College
Holy Names University	William Jessup University
The Master's College	
Occidental College	
Pacific Union College	
Pepperdine University	

### **California State University**

California Polytechnic, Pomona  
California Polytechnic, San Luis Obispo  
Chico State University  
Fresno State University  
Humboldt State University  
Los Angeles State University  
Monterey Bay State University  
Northridge State University  
Sacramento State University  
San Diego State University  
San Francisco State University  
San Jose State University  
Stanislaus State University

# STONE RIDGE CHRISTIAN

## COLLEGE REQUIREMENTS

Grade point average, community service and SAT scores are important factors in gaining admission to outstanding colleges and universities.

### California State Universities

CSU requires the English Placement Tests (EPT) and the Entry Level Mathematics (ELM) prior to enrollment in the CSU unless you are exempt by SAT, ACT or AP Scores. These are not admission tests, they determine eligibility to enroll in specific courses. Exemptions for EPT: Score of 500 or above on critical reading section of SAT, score of 22 or above on ACT English Test, score of 3 or above on either the AP Language or Literature Exam. Exemptions for ELM: Score of 550 or above on mathematics section of SAT, score of 23 or above on ACT mathematics test, score of 3 or above on AP Calculus AB or BC exam, or AP Statistics.

### Private Universities

There are wide variations in entrance requirements among private colleges and universities. Most of the private colleges and universities require an academic pattern similar to that of the University of California. For specific college or university requirements it is necessary to consult the catalog of that college or university. SAT or the ACT test scores are usually required.

### University of California Examination Requirement

All applicants must submit scores from the following tests;

- The ACT assessment plus Writing or the SAT Reasoning Test. The critical reading, writing and mathematics scores on the SAT must be from the same sitting. If you take the ACT, you will be asked to report your scores on each section of the tests as well as your composite score.
- Two SAT Subject Tests. These must be in two different areas, chosen from the following: English, history and social studies, mathematics (Level 2 only), science or language other than English.
- Eligibility by Examination Alone: You may qualify for admission to the University by earning high scores on the ACT Assessment plus Writing or SAT Reasoning Test, and two SAT Subject Tests. To qualify this way, you must achieve a minimum UC Score Total-calculated score of 410. In addition, you must earn a minimum UC Score of 63 on each component of the ACT or SAT Reasoning Test and on each SAT Subject Test. You may not use an SAT Subject Test to meet these requirements if you have completed a transferable college course in that subject with a grade of C or better.

## COURSE DESCRIPTIONS

### Bible

#### **Recommended Bibles: English Standard Version or New King James**

Since the Bible is the Word of God, the infallible rule of faith and practice for all men, the study of the Bible is central to the mission and program of Stone Ridge Christian. The purposes for these studies are to deepen the student's personal faith in Jesus Christ as Lord and Savior, to learn God's principles for daily life, and to allow Him to integrate all truth and knowledge through His truth. Bible is a required subject for grades 9 through 12.

**Christian Community Service Requirement:** Upon entering Stone Ridge Christian, students commit to completing 12.5 hours of community service each semester. The students will help others discover a sense of purpose, experience success in new areas, gain job experience, grow in self-esteem, have fun and make a difference in their local churches and community. Completed hours will be logged and monitored through the student's Bible class. Fifteen percent (15%) of each semester's Bible class grade for all students will be based on satisfactory completion of service hours.

#### **BIBLE 9 Christianity in Our Culture**

At the beginning of the course, students are taught Bible Study skills. The course continues with Christianity in our Culture which probes the great questions of the Christian faith in the context of our post-modern culture. Questions such as, "Is Christ the only way to God?", "Does the Bible speak to us today?" and "Is all truth relative?" challenge students to examine their own views of God. This class strives to help students recognize the difference between cultural concepts of God and a Biblical understanding of God. Student will also investigate tenets of the Christian faith and examines beliefs in basic Christian doctrines such as inspiration, God, man, sin, salvation, angels, deity of Christ and the resurrection. This course challenges students to know what they believe, why they believe it, and how to share their faith with others. It provides insight into the relationship between faith and practical life, discussing life skills related to dating, marriage, and family living.

#### **Bible 10 Old Testament Survey and Studies**

Surveys the chronological history of the Jewish people recorded in the Old Testament, including their origins, bondage, the giving of the Law, wilderness wanderings, conquests, period of the judges, kings, exile and return. This course emphasizes biblical personalities and their traits, discussing how they can serve as positive or negative examples. Students memorize appropriate scripture and Old Testament themes. Old Testament Studies focuses on the poetry and prophecy. The students will understand the literary genres used in the biblical literature. This course will guide the students through the history of prophecy and prophets. Their foretelling of Christ is emphasized.

#### **Bible 11 New Testament Survey**

Surveys the books of the New Testament according to the Gospels, Acts, Pauls Epistles, general Epistles, and Apocalyptic literature. Students examine the four Gospels, emphasizing Luke's record of the birth, life, death, and resurrection of Jesus Christ. Students then survey the remaining books of the New Testament in a thematic format. Interwoven with the study of the Biblical texts are special units dealing with life applications. New Testament Studies examines specific passages and events recorded in the New Testament, with an emphasis on Biblical study skills. This course teaches students to extract meaning from Biblical passages.

## COURSE DESCRIPTIONS

**Bible 12 Apologetics and Applied Ethics**

Apologetics answers the question, “Are there good reasons to believe Christianity is actually true?” It is common in today’s culture to feel that all “Faiths” are equal since religion supposedly does not address matters of truth but matters of preference. The goal of this course is for students to be able to give a culturally relevant, sound and objective defense of the Christian faith through examining the most recent arguments for and against the existence of God, the resurrection of Jesus, the historical accuracy of the Bible and other major topics relating to Christian truth. Students will also be challenged to consider how issues of character and communication may help or hinder their defense of Christianity.

*Applied Ethics* educates students in the practice of recognizing and creating effective moral arguments. Because morality is viewed as a very personal matter in today’s culture, moral convictions are often very difficult to discuss. This course will challenge students to follow the example of Jesus Christ in expressing ethical convictions with both confidence and grace. Students will examine multiple viewpoints on every day questions of ethics as well as controversial topics such as gender preferences, the death penalty and war.

**English**

Vocabulary is emphasized at all levels of the English curriculum. Vocabulary is taught through the Sadler - Oxford Workshop in all four grades.

**English 9**

In this course, emphasis is placed upon grammar and literature. Literature includes the reading of classic short works. Compositions, spelling, and vocabulary are included. The elements of a research paper are taught and a paper is required during the second semester. In addition, students will be required to complete a book analysis.

**English 9 Honors**

This course is intended for students who are highly skilled and motivated in language arts, including both reading and writing. English 9 Honors is designed to cover areas of grammar, literature, writing and vocabulary. Students will be exposed to a variety of literary forms as well as various kinds of writing experiences, from reading novels and Shakespearean plays, to writing an original short story and creating their own poetry. Critical thinking is emphasized, and complex writing assignments including an extensive research paper are required.

**Prerequisite:** Obtain a B+ or better in their eighth grade English class and score in the top 75% in MAP testing.

**English 10**

In this course grammar is reviewed. World and Christian literature will be studied. Weekly compositions, spelling, vocabulary, and oral presentations will also be included. Various forms of literature are read, including novels, short stories, poetry, essays and a Shakespearean play. Students will be required to complete a book analysis, term paper, original short story, and original poetry.

**English 10 Honors**

In addition to the regular English 10 curriculum, the honors course includes the study of

## COLLEGE REQUIREMENTS

**Be Prepared**

Right now is the best time to prepare for college. During the next four years, you need to take the right courses to help you get into the College that best suits your needs. The chart below lists the courses that are required for freshman admission to the California State University, the University of California, and many independent colleges and universities (grade C or better is required.) This pattern of courses is the same as recommended for community colleges. Specific course requirements are as follows:

**California State University & University of California Requirements**

A. History/Social Science	Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
B. English	Four years of colleges preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
C. Mathematics	Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
D. Laboratory Science	Two years of laboratory science providing fundamental knowledge in at least two or the three disciplines of biology, chemistry and physics.
E. Language Other Than English	Two years of the same language other than English or equivalent to the second-level of high school instruction.
F. Visual & Performing Arts	One year chosen from dance, drama/theater, music or visual art.
G. College Preparatory Electives	One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

## GRADING

93% - 100% = A	Excellent
90% - 92% = A-	
87% - 89% = B+	
83% - 86% = B	Good
80% - 82% = B-	
77% - 79% = C+	
73% - 76% = C	Average
70% - 72% = C-	
67% - 69% = D+	
63% - 66% = D	Below Average
60% - 62% = D-	
60% = F	Failure

B = 3	A = 5
C = 2	B = 4
D = 1	C = 3
F = 0	D = 2
Grade of Incomplete = 0 Credits	F = 0

O = Outstanding  
S = Satisfactory  
N = Needs Improvement  
U = Unsatisfactory

## COURSE DESCRIPTIONS

## Mathematics

This course is designed to ensure success in future college preparatory courses. It is for students who are not ready for the standard Algebra I course. Some topics covered are basic operations and properties of arithmetic, prime numbers, factoring, rational numbers, computing with fractions and decimals, exponents, and open number sentences. *This course is not college preparatory and does qualify for credit towards graduation.*

# STONE RIDGE CHRISTIAN

## COURSE DESCRIPTIONS

### Math Lab

This course is appropriate for students who have not demonstrated the readiness for a traditional one-year high school Pre-Algebra or Algebra program. Homework assistance is given and students use Kahn Academy to assist in teaching concepts and skills. *This course is not college preparatory and does qualify for credit towards graduation.*

### Algebra I

In this course the properties of number systems are introduced and applied to methods of solving linear equations, inequalities, systems of equations and quadratic equations. Exponents, polynomials and factoring are studied and applied to simplify equations and solve fractional equations.

**Prerequisite:** Passed 8th grade math or Pre-Algebra with a “C” or above.

### Geometry

Students will learn to develop their deductive and inductive reasoning abilities in geometry. They will take facts using both postulates and axioms and develop sound proofs for mathematical problems and their applications. Skills learned in Algebra are applied in studying properties of various geometric figures. Trigonometry is introduced, as well as geometry and coordinate geometry.

**Prerequisite:** Passed Algebra I with a “C” or above.

### Algebra II

The purpose of this course is to strengthen the skills learned in Algebra I. Advance work is completed in factoring, fractions, exponents, radicals, complex numbers, linear and quadratic equations, the binomial theorem, and the theory of equations. The fundamental trigonometric ratios are introduced with emphasis in rectangular and polar coordinates.

**Prerequisites:** Students must have completed Algebra I and Geometry with a grade of “C” or better or have a teacher recommendation.

### Pre-Calculus/Trigonometry

Pre-Calculus/Trigonometry blends the concepts and skills that must be mastered prior to taking college-level calculus and other mathematically based disciplines. This course covers in-depth trigonometry, logarithms, analytic geometry, and advanced concepts. Primary emphasis is on a continuation of the practice of intermediate algebraic concepts and skills while the advanced algebraic skills are introduced. A heavy emphasis is placed on the study of polynomial functions, rational functions, trigonometric functions, and common and natural logarithms. Students will study and gain a feel for these functions and an understanding of their graphs and properties. Experience with graphing calculators is also incorporated.

**Prerequisites:** Students must have a grade of "B" or better in Algebra II, and must have the recommendation of their previous math teacher. A graphing calculator is required (recommended from the Texas Instruments brand: e.g., TI-84 series, etc.)

### \*AP Calculus AB

An Advanced Placement course in mathematics, AP Calculus AB is the study of elementary functions, analytic geometry and calculus comparable to courses at the college-level. Most

## COURSE PREFERENCES

### Journalism: Investigating the Truth

Learn how to write a lead that grabs your readers, how to write engaging news stories and features, and how to interview sources. You'll also learn about the history of journalism, how to succeed in the world of social media news, and how to turn your writing, photography, and people skills into an exciting and rewarding career.

### Law & Order: Introduction to Legal Studies

This course focuses on the creation and application of laws in various areas of society. By understanding the workings of our court system, as well as how laws are actually carried out, we become more informed and responsible citizens in our communities and of our nation.

### Principles of Public Service: To Serve and Protect

Public service includes many different types of careers, but they all have in common the goal of working for others. This course will explore some of the most common career paths in public service. Working for the public also comes with a very specific set of expectations since protecting society is such an important mission. So if you want to work for the greater good, there is probably a public service career for you!

### Public Speaking

The art of public speaking is one which underpins the very foundations of Western society. This course examines those foundations in both Aristotle and Cicero's views of rhetoric, and then traces those foundations into the modern world. Students will learn not just theory, but also the practice of effective public speaking, including how to analyze the speeches of others, build a strong argument and speak with confidence and flair.

### Social Problems

Students will become aware of the challenges faced by social groups, as well as learn about the complex relationship among groups as well as learn about the complex relationship between societies, governments and the individual. Each unit is focused on a particular area of concern, often within a global context. Students will not only learn more about how social problems affect them personally, but begin to develop the skills necessary to help make a difference in their own lives and communities, not to mention globally.

### Sports and Entertainment Marketing

In this course, you'll have the opportunity to explore basic marketing principles and delve deeper into the multi-billion dollar sports and entertainment marketing industry. You'll learn about how professional athlete's sports teams, and well known entertainers are marketed as commodities and how some of them become billionaires as a result.

### Veterinary Science: The Care of Animals

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. This course will examine some of the common diseases of domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times we humans as well!

# STONE RIDGE CHRISTIAN

## COURSE DESCRIPTIONS

### **Astronomy: Exploring the Universe**

An introduction to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

### **Biotechnology: Unlocking Nature's Secrets**

Explore the history of biotechnology, including early attempts at food preservation, the development of antibiotics, and changes to food crops around the world. You'll also learn about some of the challenges of biotech such as the growth of antibiotic resistant bacteria and questions about the safety of GMOs.

### **Creative Writing**

Students will find inspiration to build a basic story as well as learn how to use complicated literary techniques and create strange hybrid forms of poetry and prose. By the end of the course, students will learn how to discover their creative thoughts and turn those ideas into fully realized pieces of creative writing.

### **Early Childhood Education**

Want to have an impact on the most important years of human development? Learn to create fun and educational environments for children, keep the environment safe and encourage the health and well-being of infants, toddlers, and school-aged children.

### **Fashion & Interior Design**

Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects. In addition you'll develop the essential communication skills that build success in any business. By the end of the course you'll be well on your way to developing the portfolio you need to get your stylishly clad foot in the door. *Additional supplies required.*

### **Hospitality & Tourism: Traveling the Globe**

This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Students will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel.

### **International Business: Global Commerce in the 21st Century**

From geography to culture Global Business is an exciting topic in the business community today. This course is designed to help students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace.

## COURSE DESCRIPTIONS

of the course is devoted to topics of limits, differential calculus, and integral calculus. Problem solving skills are used to solve real-life problems. This course will prepare students to take the AP Exam at the end of the year, and they may receive college credit. **Prerequisite:** Students must have a grade of "B" or better in Pre-Calculus, and must have the recommendation of their previous math teacher. A graphing calculator is required (recommended from the Texas Instruments brand: e.g., TI-84 series, etc.)

### **\*AP Statistics**

This is an advanced, college level statistics course designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.

**Prerequisites:** Students must have grade "B" or better in Algebra II and/or have the recommendation of their previous math teacher. A graphing calculator is required (recommended from the Texas Instruments brand: e.g., TI-84 series, etc.)

### **\*Statistics**

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.

**Prerequisites:** Students must have grade "B" or better in Algebra II and/or have the recommendation of their previous math teacher. A graphing calculator is required (recommended from the Texas Instruments brand: e.g., TI-84 series, etc.)

## **Physical Education/Health**

### **Athletics**

Students may earn a maximum of 10 units of P.E. credit per year if students participate in three sports each year. We offer Football, Baseball, Basketball, Cheerleading, Golf, Swimming, Softball, and Volleyball.

### **Christian Athletic Leadership**

This course is designed to allow students to achieve and maintain a level of physical fitness while concurrently equipping the student with the tools and skills necessary to maintain an adequate level of physical fitness for a lifetime. The students will receive instruction in fitness, team and individual games, and leisure activities as well as how to coach teams from a Christian point of view.

### **Physical Education**

This course is designed to allow students to achieve and maintain a high level of physical fitness while concurrently equipping the student with the tools and skills necessary to maintain an adequate level of physical fitness for a lifetime. The students will receive instruction in fitness, team and individual games, and leisure activities.



## COURSE DESCRIPTIONS

**Science****Agriculture Biology**

Agricultural Biology is a one-year, laboratory science course designed for the college-bound student with career interests in agriculture, the course emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction in plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory activities connect the major ideas of life science with agricultural applications. The course emphasizes advanced science concepts, laboratory concepts, laboratory techniques, scientific research and reports, writing scientific papers and oral reporting skills.

**Anatomy and Physiology**

This course is a laboratory science class that covers human anatomy and physiology and is designed for the student intending to pursue a career in a medical or fitness related field. The course will focus on the integration of structure and function of body systems needed to maintain homeostasis. It will integrate topics related to health and fitness such as nutrition, exercise and kinesiology, and disease. Microscopy work is a component of all system laboratory activities in conjunction with dissections. Students are exposed to and engage in hands-on common clinical practices pertaining to diagnosis. Computers/laptops are utilized regularly for research, data input, and data analysis during laboratory work.

**Biology**

This lab course deals with the origin, nature, and relationships of living organisms. Also included is a basic introduction to the modern concepts of structure and function of the cell, genetics, survey of animal and plant kingdoms with emphasis on physiology, ecology, and human biology. Students will be required to complete a science project.

**Chemistry**

This course provides an introduction to theory and applications of chemical reactions. It emphasizes structure and bonding, kinetics, use of graphs, tables, chemicals, equilibrium and constants, energy, thermo chemistry, and entropy. Students will be required to complete a science project.

**Prerequisite:** Students must have completed Biology with a grade of “C” or above. Completion or enrollment in Algebra II is recommended.

**\*Physics**

This course considers matter and energy and their interactions in the fields of mechanics, acoustics, optics, heat electricity, magnetism, radiation, atomic structure, and nuclear phenomena. Students will be required to complete a science project.

**Prerequisite:** Completion of Biology or Chemistry and Geometry with a “C” or better is recommended. Can be waived with the approval of the instructor.

**\*AP Biology**

AP Biology follows a college course outline including extensive study in the areas of biochemistry, cellular biology, molecular biology, photosynthesis, respiration, genetics, plant

## COURSE DESCRIPTIONS

become more confident in setting and researching financial goals as they develop the core skills needed to be successful. Students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases and more. Students will be inspired by individuals who have reached their financial goals.

**Psychology**

This course introduces students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology including the biological, psychological, and cognitive perspectives.

**Sociology**

Providing insight into the human dynamics of our diverse society, this is an engaging course that delves into the fundamental concepts of sociology. This interactive course covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structures, the sociology of public institutions and collective human behavior, both historically and in modern times.

**Student Government**

The class is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit and culture as well as the student's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, business law and research while positively impacting the entire student body.

**Independent Electives Through Edgenuity\*****Advertising and Sales Promotion**

In this course you'll learn how marketing campaigns, ads, and commercials are conceived and brought to life. You'll meet some of the creative men and women who produce those memorable ads and commercials. And you'll discover career opportunities in the field to help you decide if a job in this exciting, fast paced industry is in your future.

**Archaeology: Detectives of the Past**

This course focuses on the techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.

## COURSE DESCRIPTIONS

components of the language are presented and drilled through oral and written practice. The different verb tenses are emphasized.

**Prerequisite:** Spanish I with a “C” or above.

**Spanish 3**

This course is a detailed review of basic structures of the Spanish language with increasing emphasis on fluency and facility in reading and writing. Students will read short stories, novelettes and the Bible in Spanish. A general grammatical overview is given to review and to reinforce the previous two years of instruction.

**Prerequisite:** Spanish II with a “C” or above.

**Electives****Ag Business**

This course is designed for advanced study of agriculture business opportunities and economics for the college bound students with an interest in agriculture. Through the course, the students will understand and apply basic economic principals as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resumes, job applications, interview skills, and college and scholarship applications will be included. The students will develop a "business" that will produce, package, determine prices, and market their products. Students will keep accurate records of expenses, receipts, and profit/losses. The conclusion of the course, profits will be split equitably between all participants.

**Ag Leadership**

This is an agribusiness course designed to train students as team leaders. Students practice leadership and employability skills by combining computers, technology, and advanced communication skills. This course is designed to promote and develop leadership in the Agriculture Industry. Ag Leadership is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school's FFA chapter, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles.

**Introduction 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.

**Personal Finance**

This introductory finance class teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn about economics and

## COURSE DESCRIPTIONS

and animal phylum, physiology, and ecology.

**\*AP Chemistry**

AP Chemistry is a college-level course designed to prepare students for the AP Chemistry exam. This course covers the 6 Big Ideas outlined by the College Board; the structure of matter, properties of matter, chemical reactions, rates of chemical reactions, thermodynamics, and chemical equilibrium.

**\*AP Physics**

AP Physics is a college-level course designed to prepare students for the AP Physics 1 exam, covering material from a first semester Algebra-based Physics course. Content areas covered by this course include: Newtonian mechanics, rotational mechanics, and electricity. Graduation Physical Science credit.

**Prerequisite:** Complete Algebra II with a “C” or better.

**Social Sciences****World History**

This course is designed to help students gain an appreciation of the history of Western Civilization from a Judeo-Christian perspective. The first semester covers creation and the beginnings of civilization, democracy and republicanism in Greece and Rome through the French Revolution. The second semester begins with the Industrial Revolution and progresses to the current day.

**United States History**

This course emphasizes the forces that have shaped U.S. history/geography and their contributions to the United States' role in the modern world. The student will study the major events that have shaped the United States' history through lectures, research, reading, term papers, and projects. Chronology spans from earliest periods of U.S. History through recent times and includes studies of recent conflicts. Students should gain the ability to recognize historical cause and effect, identify major historical turning points, and develop historical interpretations. This course will emphasize the role of Christian values in the history of the United States.

**AP US History**

This course is a college course offered at the high school level. It counts as the junior social studies requirement and successful passing of the AP exam in May carries with it college credit at most institutions. It is an accelerated course with large amounts of reading and interpreting historical documents and literature. Skill in writing is essential for success on the exam. Content is in-depth study in US History from colonization to present.

**American Government (one semester)**

American Government will focus on the means available for political participation, the different levels and functions of both the federal and local governments, as well as the role in global concerns. Skills in research, data interpretation, and analytical thought are emphasized.

# STONE RIDGE CHRISTIAN

## COURSE DESCRIPTIONS

### Economics (one semester)

Economics is the study of how society manages its resources. The three main questions that economics answers are: (1) What type of goods and services do we produce? (2) How do we produce these goods and services? (3) Who consumes the goods and services that are produced? Topics to be discussed are supply and demand, various economic systems, the effects of government intervention, market structures, and money and banking. On a personal level, students will learn how money is earned and wisely spent as well as the effects of prices, wages, taxes, interest rates, and credit upon consumers. Christian values will be stressed.

## Visual and Performing Arts

### Art 1

Art is a two semester course that introduces and teaches students the fundamentals of Art and Design. Throughout the school year, students will be taught various lessons, skills, and techniques that will allow and encourage them to build a solid foundation and appreciation of the visual arts. Students will complete projects using pencil, pen and ink, charcoal and pastels oil and soft as well as a variety of mixed media. In addition to hands-on "art making", students will be introduced to art related vocabulary, Art History, Art Criticism, a variety of Art Movements/Styles, and Artists. A strong emphasis on the elements of design will be evident in each project. Slides, lectures, and video will be used as a means to expand the students' knowledge base to the various styles of art we will be exploring. Critical thinking, problem solving, and brainstorming activities and skills are fundamental to building a solid foundation in Art Education and are incorporated into every lesson and project.

### Art 2

This is a continuation of the principles and practices of drawing and painting as learned in Art I. Students will be expected to perform at a higher level than Art I with more focus on a complete composition. Artwork should be more professional in appearance. Art History will cover the Renaissance through Modern art.

**Prerequisite:** Art I or with teacher consent.

### Choir

This yearlong course is open to all students meeting basic vocal proficiency, including note reading and the study of choral literature. Opportunity is given to train and use vocal musical talent in performances at school and other functions. Attendance at all performances is required for successful completion of the course for credit. Performances may be scheduled as the opportunities arise, possibly including follies, choir tour and graduation ceremonies. Extra evening or Saturday rehearsals may be held.

### Digital Arts

Digital Arts focuses on building a solid foundation of the elements of art and design: line, shape, form, color, value, space, and texture. Topics include learning processes for evaluating artworks and identifying selected artists' works, styles, and historical periods. Students learn 3D space in 2D environment; filters, gradients, and highlights; and methods of working with color. By the end of the course, students will have created a unique portfolio of digital artwork.

# STONE RIDGE CHRISTIAN

## COURSE DESCRIPTIONS

### Art and History of Floral Design

Art and History of Floral Design provides students with a basic knowledge of artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, and application of the visual art through the design of floral arrangements. Students will connect and apply what is learned in floral art to other art forms, subjects, and post-secondary educational experiences and careers. Students will explore elements and principles of design, two or three-dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition, all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Students will participate in the student leadership organization, National FFA and complete a Supervised Agricultural Experience project.

### Photography

This course will provide a detailed exploration of digital photography and graphic design as it is used together in a variety of situations such as photojournalism, journalism, infographics, broadcasting, web design, publishing and artistic production. Image manipulation and messages are researched and analyzed in relation to Art Design Elements and Principles for communication value and techniques. Current industry standards are taught along with software, media platforms, composition writing and drawing skills. All this is utilized to enhance student's understanding, retention, and mastery of new communication media and its meanings and used as a tool to help shape, manipulate and influence culture, information and communities.

### Yearbook

This is a year long project-based course designed to have students create publication mediums that directly impact society and its various cultures, through visual art and design. Students will use creativity and the artistic process of creating layouts and designs to put together and publish the yearbook. The student will prove their awareness of their target audience while maintaining integrity of their design, photographs, edits and written work. Designers will then edit other student's work for content, design, originality and ethics. They will collaborate to effectively create and deliver a finished product and create their own portfolio that can be used for college and career opportunities.

## World Languages

### Spanish 1

This course is an introduction to the Spanish language through listening, speaking, reading and writing. Students acquire the fundamental vocabulary and grammar necessary to carry on a simple conversation.

### Spanish 2

This is an intermediate course with a continuing emphasis on listening comprehension and speaking ability with an increased stress on reading and writing skills. The major structure

## Contact Information

First Name: *	<input type="text"/>
Last Name: *	<input type="text"/>
Address: *	<input type="text"/>
City: *	<input type="text"/>
State: *	<input type="text"/>
Zip Code: *	<input type="text"/>
Grad Year: *	<input type="text" value="2019"/>
Email:	<input type="text"/>
Home Phone:	<input type="text"/>
Cell Phone:	<input type="text"/>
Cell Carrier:	<input type="text" value="--"/>
Gender: *	<input type="text" value="Male"/>
Ethnicity: *	<input type="text" value="Non-Hispanic"/>
Race: *	<input type="text" value="White"/>
DOB: *	<input type="text" value="11/21/2000"/>

## FFA/AET Information

Member Status:	<input type="text" value="FFA Member"/>
FFA ID:	<input type="text" value="602976617"/>
FFA Inv Code:	<input type="text" value="7PYR44"/>
AET ID:	<input type="text"/>

## Post Graduate Information

Status:	<input type="text" value="Not Entered"/>
---------	--

## FFA Membership History

YEAR	DATE
2017-2018 FFA Membership	10/5/2017
2018-2019 FFA Membership	8/22/2018

## 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

<input type="text" value="Floriculture &amp; Floral Design - Period 7 (Lewis)"/>	<a href="#">Add Course</a>
--	----------------------------

## COURSE



Ag Communications & Leadership (Lewis)
--

Contact Information

First Name

Last Name

Address: \*

City: \*

State: \*

Zip Code: \*

Grad Year: \*

Email:

Home Phone:

Cell Phone:

Cell Carrier: --

Gender: \*

Ethnicity: \*

Race: \*

DOB: \*

2019

Male

Non-Hispanic

White

2/19/2001

FFA/AET Information

Member Status:

FFA ID:

FFA Inv Code:

AET ID:

FFA Member

602976622

CQ86K\$

Post Graduate Information

Status:

Not Entered

FFA Membership History

YEAR	DATE
2017-2018 FFA Membership	10/5/2017
2018-2019 FFA Membership	8/22/2018

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

Floriculture & Floral Design - Period 7 (Lewis)

Add Course

COURSE
<div><div>X</div>Ag Communications &amp; Leadership (Lewis)</div>

## Contact Information

First Name: \*

Last Name: \*

Address: \*

City: \*

State: \*

Zip Code: \*

Grad Year: \*

2019

Email:

Home

Phone:

Cell Phone:

Cell Carrier:

--

Gender: \*

Male

Ethnicity: \*

Non-Hispanic

Race: \*

White

DOB: \*

9/12/2001

## FFA/AET Information

Member

Status:

FFA Member

FFA ID:

602976544

FFA Inv

Code:

X292

AET ID:

## Post Graduate Information

Status:

Not Entered

## FFA Membership History

YEAR

DATE

2017-2018 FFA Membership

10/5/2017

2018-2019 FFA Membership

8/22/2018

## 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

Floriculture &amp; Floral Design - Period 7 (Lewis)

[Add Course](#)

## COURSE



Ag Communications &amp; Leadership (Lewis)



## 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:

## FFA Membership History


YEAR	DATE
2018-2019 FFA Membership	8/22/2018

## 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

Floriculture & Floral Design - Period 7 (Lewis) [Add Course](#)

COURSE
 Agricultural Biology (Lewis)

## Contact Information

First Name: \*

Last Name: \*

Address: \*

City: \*

State: \*

Zip Code: \*

Grad Year: \*

2021

Email:

Home

Phone:

Cell Phone:

Cell Carrier:

--

Gender: \*

Female

Ethnicity: \*

Hispanic

Race: \*

Hispanic/Latino

DOB: \*

6/11/2003

## FFA/AET Information

Member

Status:

FFA Member

FFA ID:

602976590

FFA Inv

Code:

M2XG5G

AET ID:

## Post Graduate Information

Status:

Not Entered

## FFA Membership History

YEAR	DATE
2017-2018 FFA Membership	10/5/2017
2018-2019 FFA Membership	8/22/2018

## 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

Ag Communications &amp; Leadership - Period 4 (Lewis)

[Add Course](#)

## COURSE



Floriculture &amp; Floral Design (Lewis)



Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$0

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

**My FFA Chapter**

Stone Ridge Christian  
50 Members  
1 Advisors  
6 AET Log-ins this week

**Privacy Settings**

**Chapter Scoreboard Privacy:**  
Hide name in chapter scoreboard?

☐ Yes ☒ No

**Mobile Device Setup**

Visit [m.theAET.com](https://m.theAET.com) on your mobile device.  
You can make recordbook entries, upload  
SAE photos, and more!

**Authorized Mobile Devices:**  
There are 0 authorized devices

[Deauthorize All Mobile Devices](#)

**Account Information and Settings**

**Chapter:** Stone Ridge Christian  
**FFA Member Number:** 603289701

**Profile Complete for FFA Membership:** 100% ?

**Password:**  [Reset](#)

**Profile Pic:** [Upload](#)

**Demographics** [EDIT](#)

**Birthdate:** -  
**HS Graduation:** June 2022  
**Shirt Size:** M  
**Gender:** Male  
**Race:** White, Non-Hispanic  
**Ethnicity:** Non-Hispanic  
**Residence:** Suburban 10,000-50,000

**Mailing Address** [EDIT](#)

**Address:**   
**City, State, Zip:**

**Contact Information** [EDIT](#)

**Email:**   
**Home Phone:**   
**Cell Phone:**

**Parents/Guardians** [EDIT](#)

**Father / Parent / Guardian:**  
**Name:**   
**Occupation:** self employed  
**Phone Number:**   
**Email:**

**Mother / Parent / Guardian:**  
**Name:**   
**Occupation:** self employed  
**Phone Number:**   
**Email:**



Profile

Journal

Finances

Reports

Stone Ridge Christian

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$0

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

### My FFA Chapter



Stone Ridge Christian  
50 Members  
1 Advisors  
6 AET Log-ins this week

### Privacy Settings

**Chapter Scoreboard Privacy:**  
Hide name in chapter scoreboard?

☐ Yes ☒ No

### Mobile Device Setup

Visit [m.theAET.com](https://m.theAET.com) on your mobile device.  
You can make recordbook entries, upload  
SAE photos, and more!

**Authorized Mobile Devices:**  
There are 0 authorized devices

[Deauthorize All Mobile Devices](#)

## Account Information and Settings



**Chapter:** Stone Ridge Christian  
**FFA Member Number:** 603289699

**Profile Complete for FFA Membership:** 100% ?

**Password:**  [Reset](#)

**Profile Pic:** [Upload](#)

### Demographics

[EDIT](#)

**Birthdate:** 7/1/2004  
**HS Graduation:** June 2022  
**Shirt Size:** S  
**Gender:** Female  
**Race:** Two or more  
**Ethnicity:** Hispanic  
**Residence:** Rural, Non-Farm < 5,000

### Mailing Address

[EDIT](#)

**Address:**  
**City, State, Zip:**

### Contact Information

[EDIT](#)

**Email:**  
**Home Phone:**  
**Cell Phone:**

### Parents/Guardians

[EDIT](#)

**Father / Parent / Guardian:**

**Name:**  
**Occupation:** Construction  
**Phone Number:**  
**Email:**

**Mother / Parent / Guardian:**

**Name:**  
**Occupation:** Dental Assistant  
**Phone Number:**  
**Email:**



Profile

Journal

Finances

Reports

Stone Ridge Christian

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$1,362

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

**My FFA Chapter**

Stone Ridge Christian  
50 Members  
1 Advisors  
6 AET Log-ins this week

**Privacy Settings****Chapter Scoreboard Privacy:**

Hide name in chapter scoreboard?

☐ Yes ☒ No**Mobile Device Setup**

Visit [m.theAET.com](https://m.theAET.com) on your mobile device.  
You can make recordbook entries, upload  
SAE photos, and more!

**Authorized Mobile Devices:**

There are 1 authorized devices

[Deauthorize All Mobile Devices](#)**Account Information and Settings**

Chapter: Stone Ridge Christian  
FFA Member Number: 602976585

Profile Complete for FFA Membership: **100%** ?

Password:

[Reset](#)

Profile Pic:

[Upload](#)**Demographics**[EDIT](#)

Birthdate: 10/23/2002  
HS Graduation: June 2020  
Shirt Size: L  
Gender: Male  
Race: Two or more  
Ethnicity: Hispanic  
Residence: Rural, Non-Farm < 5,000

**Mailing Address**[EDIT](#)

Address:  
City, State, Zip:

**Contact Information**[EDIT](#)

Email:  
Home Phone:  
Cell Phone:

**Parents/Guardians**[EDIT](#)**Father / Parent / Guardian:**

Name:  
Occupation: Administrator  
Phone Number:  
Email:

**Mother / Parent / Guardian:**

Name:  
Occupation:  
Phone Number:  
Email:



Profile

Journal

Finances

Reports

Stone Ridge Christian

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$0

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

### My FFA Chapter



Stone Ridge Christian  
50 Members  
1 Advisors  
6 AET Log-ins this week

### Privacy Settings

**Chapter Scoreboard Privacy:**  
Hide name in chapter scoreboard?

☐ Yes ☒ No

### Mobile Device Setup

Visit [m.theAET.com](https://m.theAET.com) on your mobile device.  
You can make recordbook entries, upload  
SAE photos, and more!

**Authorized Mobile Devices:**  
There are 0 authorized devices

[Deauthorize All Mobile Devices](#)

## Account Information and Settings



**Chapter:** Stone Ridge Christian  
**FFA Member Number:** 602976476

**Profile Complete for FFA Membership:** 100% ?

**Password:**  [Reset](#)

**Profile Pic:** [Upload](#)

### Demographics

[EDIT](#)

**Birthdate:** 7/28/2017  
**HS Graduation:** June 2020  
**Shirt Size:** S  
**Gender:** Female  
**Race:** Two or more  
**Ethnicity:** Hispanic  
**Residence:** Small Town 5,000-10,000

### Mailing Address

[EDIT](#)

**Address:**  
**City, State, Zip:**

### Contact Information

[EDIT](#)

**Email:**  
**Home Phone:**  
**Cell Phone:**

### Parents/Guardians

[EDIT](#)

**Father / Parent / Guardian:**  
**Name:**  
**Occupation:** Financial Adviser  
**Phone Number:**  
**Email:**  
**Mother / Parent / Guardian:**  
**Name:**  
**Occupation:** High School Math Teacher  
**Phone Number:**  
**Email:**





Stone Ridge Christian

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$75

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

**My FFA Chapter**

Stone Ridge Christian  
50 Members  
1 Advisors  
6 AET Log-ins this week

**Privacy Settings****Chapter Scoreboard Privacy:**

Hide name in chapter scoreboard?

☐ Yes ☒ No**Mobile Device Setup**

Visit [m.theAET.com](https://m.theAET.com) on your mobile device.  
You can make recordbook entries, upload  
SAE photos, and more!

**Authorized Mobile Devices:**

There are 0 authorized devices

[Deauthorize All Mobile Devices](#)**Account Information and Settings**

Chapter: Stone Ridge Christian  
FFA Member Number: 602976461

Profile Complete for FFA Membership: 100% ?

Password:

[Reset](#)

Profile Pic:

[Upload](#)**Demographics**[EDIT](#)

Birthdate: 2/23/2023  
HS Graduation: June 2020  
Shirt Size: L  
Gender: Female  
Race: Two or more  
Ethnicity: Hispanic  
Residence: Rural, Farm

**Mailing Address**[EDIT](#)

Address:  
City, State, Zip:

**Contact Information**[EDIT](#)

Email:  
Home Phone:  
Cell Phone:

**Parents/Guardians**[EDIT](#)**Father / Parent / Guardian:**

Name:  
Occupation: manager at a dairy  
Phone Number:  
Email:

**Mother / Parent / Guardian:**

Name:  
Occupation: stay at home mom  
Phone Number:  
Email:

SUB PLANS  
September 28, 2018

2<sup>nd</sup> period: FFA Friday: They need to work on their Choice Boards. It is what they do every Friday.

4<sup>th</sup> period: Study Hall

5<sup>th</sup> period: Work on Creed Assignment. Do not waste your time in class to work on it. It is due Monday.

7<sup>th</sup> period: Some students need to work on their floral arrangements. They can do this as long as they clean up after their selves. Have some boys take the boxes/trash from yesterday out. They need to work on their study guide for next week's test. If they lost it, it is on Google Classroom.

\*No students are allowed on the couch when I am not here\*

I allow my students to collaborate and work together on their assignments as long as they are quiet. They are allowed to use their phones if they are using it for an assignment.

Thank you so much for subbing my class. Please let me know if there are any problems. If you have any questions, my cell phone is 559-824-2085.

Thanks! Tori

Month of:

## SUMMER- JUNE 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						<b>1</b>
<b>2</b> MERCED FAIR	<b>3</b> MERCED FAIR	<b>4</b> MERCED FAIR	<b>5</b> MERCED FAIR	<b>6</b> MERCED FAIR	<b>7</b> MERCED FAIR	<b>8</b> MERCED FAIR
<b>9</b> MERCED FAIR	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b> LEWIS VACATION	<b>15</b> LEWIS VACATION
<b>16</b> LEWIS VACATION	<b>17</b> LEWIS VACATION	<b>18</b> LEWIS VACATION	<b>19</b> LEWIS VACATION	<b>20</b> LEWIS VACATION	<b>21</b> LEWIS VACATION	<b>22</b> LEWIS VACATION
<b>23</b> CATA SUMMER CONFERENCE	<b>24</b> CATA SUMMER CONFERENCE	<b>25</b> CATA SUMMER CONFERENCE	<b>26</b> CATA SUMMER CONFERENCE	<b>27</b> CATA SUMMER CONFERENCE	<b>28</b> LEWIS VACATION	<b>29</b>

Month of:

SUMMER- JULY 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3 SASHA GONE	4 SASHA GONE	5 SASHA GONE	6 SASHA GONE
7 SASHA GONE	8	9	10 OFFICER RETREA/PLANNING	11 OFFICER RETREA/PLANNING	12	13
14	15	16	17 TOP 15 TRIP	18	19	20
21	22	23	24 ALYSSA GONE	25 ALYSSA GONE	26 ALYSSA GONE ISABELLA GONE	27 ALYSSA GONE ISABELLA GONE
28 ALYSSA GONE ISABELLA GONE	29 ALYSSA GONE ISABELLA GONE	30 ALYSSA GONE ISABELLA GONE	31 ALYSSA GONE			

Month of:

SUMMER- AUGUST 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14 SCHOOL STARTS	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29 CHAPTER MEETING	30	31



**STONE RIDGE  
CHRISTIAN**

*Building Excellence. Inspiring Generations.*

## 2018-2019 Schedule

	Ag (Lewis) #42	Bible (Martin) #32	Bible (Flanagan) #32	English (Banks) #46	English (Briggs) #52	Fine Art Art (Monroe) #40	Fine Art Music (Goebel) #53	Math (Bain) #44	Math (Cole) #31	Math (Granado) #45	PE Health (Shaw) #45	Science (Orosco) #41	Science (Jonkman) #37	Social Science (Whala) #51	World Lang (Sarmiento) #50	JH Eng (Her) #36	JH History (Tripp) #35
1 <sup>st</sup>	Prep	Bible 11/12	Bible 9/10	Prep	AP Lang (Jr)	X	Elem	X	JH Math 7A	X	Anatomy & Phys	Chem	JH Science 7B	World His (So)	Span 1	JH Eng 8A	JH History 8B
2 <sup>nd</sup>	Ag Bio	Bible 9/10	JH Bible 8A	Brit Lit	AP Lit (Sr)	X	Elem	Alg 2	JH Math 8B	X	Prep	Bio	Prep	AP US His	Span 2	JH Eng 7A	JH History 7B
3 <sup>rd</sup>	Prep	Bible 11/12	JH Bible 8B	Eng 9 (H)	Eng 10 (H)	X	Elem	Alg 1 *JH 8A	Alg 1 HS	X	Co- Yearbook	AP Bio	JH Science 7A	US His (Jr)	Span 2	JH Eng 7B	Co- Yearbook
4 <sup>th</sup>	Ag Lead	Prep	JH Bible 7B	Student Gov't	Prep	X	Elem	Alg 2	Prep	Pre Cal	PE Health	Chem	JH Science 8A	World His (So)	Span 2	JH Eng 8B	JH History 7A
<b>College Prep / Study Hall / Chapel</b>																	
5 <sup>th</sup>	Ex of Ag	Bible 11/12	JH Bible 7A	Prep	Eng 10	Art 2	Choir	X	JH Math 7B	AP Cal	CAL	Chem	JH Science 8B	Geog Global	Prep	Prep	JH History 8A
6 <sup>th</sup>	Prep	Bible 11/12	Bible 9/10	Eng 9	America n Lit	7th Art Elective	Prep	X	Geometry	Alg 2	8th PE	Prep	AP Chem	Gov't Econ	Span 1	7th Tech Elective	Prep
7 <sup>th</sup>	Ag Floral	Bible 9/10	Prep	Office	Prep	8th Art Elective	8th Music Elective	X	Geometry	Study Hall	7th PE	Study Hall	Alg 1	Prep	Span 3	Photo Design	Portfolio Prep





## 2019-2020 Schedule

	Ag Lewis	Bible Martin	Bible	English	English Banks	Art Monroe	Music	Math Granado	Math Bain	Math Cole	PE Shaw	PE Brooks	Science Orosco	Social Science Livesay	World Lang Sarmiento	ROP Classes	Jonkman	TBD	Tripp
1 <sup>st</sup>	Ag Business	Old Test 9/10	Christian Culture 9/10	AP Language	9th Honors				Alg II	Alg I	Anat/Phy	Edge Elec	Chem	Gov/ Econ		Auto Tech or Mech Tech			
2 <sup>nd</sup>	Edge Elec	Romans 12	Christian Culture 11/12	AP Literature	9th				Alg II	Alg I			Bio	APUSH	Span 1				
3 <sup>rd</sup>	Ag Bio	Old Test 9/10		American Lit	Brit Lit					Alg I	Anat/Phy	PE/Health	AP Bio		Span 2				
4 <sup>th</sup>	Intro Ag	Life of Christ 11		10th	Student Gov	Art 2		Pre Calc			PE/Health	Edge Elec	Chem	US Hist	Span 3				
5 <sup>th</sup>	Ag Lead.			10th Honors		Art 1		Pre Calc		Geo	CAL	PE/Health	Bio	Gov/ Econ	Span 1				
6 <sup>th</sup>	Floral	Life of Christ 11					HS Worship	AP Stats		Geo			Edge Elect	World	Span 2		Physics		Year book
7 <sup>th</sup>		Romans 12						HS Math Lab						Edge Elec	Span 3			HS Photo	

<b>Freshman Requirements</b> <b>English:</b> 9th or 9th Honors <b>Math:</b> Alg I or Geometry <b>Science:</b> Bio or Ag Bio <b>PE:</b> PE/Health <b>Bible:</b> Old Testament 9/10, Christianity and Culture 9/10 or Worship	<b>Sophomore Requirements</b> <b>English:</b> 10th or 10th Honors <b>Math:</b> Geometry or Alg II <b>Science:</b> Chemistry <b>History:</b> World History <b>Bible:</b> Old Testament 9/10, Christianity and Culture 9/10 or Worship	<b>Junior Requirements</b> <b>English:</b> American Lit or AP Lang <b>Math:</b> Alg II or Pre Cal <b>History:</b> US History or APUSH <b>Bible:</b> Life of Christ, Christianity and Culture 11/12 or Worship <b>Suggested:</b> Physics, Human Anatomy or AP Bio	<b>Senior Requirements</b> <b>English:</b> Brit Lit or AP Lit <b>History:</b> Gov/Econ <b>Bible:</b> Romans, Christianity and Culture 11/12 or Worship <b>Suggested:</b> Physics, Human Anatomy, AP Bio, AP Stats or Pre Calc	<b>Edgenuity Electives taken online</b> Advertising and Sales Promotion African American History American Sign Language Anthropology Archaeology Biotechnology Careers in Criminal Justice Cosmetology Creative Writing Criminology Culinary Arts Cybersecurity Digital Photography Early Childhood Education Fashion and Interior Design Forensic Science	Game Design History of the Holocaust Hospitality and Tourism International Business Intro to Forestry & Natural Resources Intro to Military Careers Intro to Renewable Technologies Intro to Social Media Journalism Law & Order: Intro to Legal Studies Marine Science Music Appreciation Peer Counseling Public Speaking Sports and Entertainment Marketing Veterinary Science
<b>Required for graduation but can be taken at any time:</b> <b>Foreign Language (20 credits):</b> Spanish I and Spanish II <b>Arts (10 credits):</b> Ag Floral, Art I, Photography <b>PE (10 credits):</b> PE or CAL, or each sport you play earns 2.5 credits towards this requirement <b>Electives (40 credits):</b> Ag business, Ag Leadership, Intro to Ag, Student Government, ROP classes, any Edgenuity elective					



# STONE RIDGE CHRISTIAN

*Building Excellence, Shaping Generations*

*2738 Dan Ward Road  
Menard, CA 95348*

## Study Trip Approval Form

Teacher(s) Name(s):  Grade(s)/Group(s)   
 Grade(s)/Group(s)

Proposed Destination:

Proposed Date:  Length of Travel Time:

Activity Time:

List the California State Standards at your grade level which relates to your proposed study trip:

Content Area or Theme:

California Standard:

List the activities that you will present to students prior to the trip to provide motivation and link to prior knowledge/experience:

List the activities that you will present to students after the trip to link learning to experience.

Planned Activity for students not attending:

Number of chaperones:   
(Chaperones shall receive a written copy of their responsibilities prior to the trip)

Name(s)

Proposed Total Cost (admission, etc...)

\$  Other

Purchase Order Needed for admission ☐

Amount \$

**\* Turn into Site Administrator at least 10 days prior to proposed trip**



## Volunteer Driver Application Form

2017/18 School Year

We often need help in transporting students on field trips or for athletic events. Our school parents have been generous in their assistance. The purpose of this form is to reduce the liability of the school and volunteer drivers by being proactive in our selection of parent drivers. If you are interested in helping with such needs during the school year, please fill out this form and return it (along with copies of your driver's license and your current vehicle insurance card) to the school. A new Volunteer Driver Application Form must be filled out each school year.

### Section I – Volunteer Driver Information

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

Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_ (Cell) \_\_\_\_\_

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

Driver's License #: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Vehicle –Make/Model/Yr: \_\_\_\_\_ Number of working seat belts: \_\_\_\_\_

Vehicle License Number: \_\_\_\_\_ Tags Expire: \_\_\_\_\_

The school requires volunteer drivers to have a minimum amount of liability insurance. (1) \$100,000 liability for bodily injury per person; (2) \$300,000 liability per incident for bodily injury for all vehicle occupants; and (3) \$100,000 liability for property damage. Amount on this (these) car(s):

Vehicle Auto Insurance Carrier.: \_\_\_\_\_ Policy #: \_\_\_\_\_

\$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_

☐ Yes ☐ No Uninsured/underinsured motorist coverage?

☐ Yes ☐ No Are you licensed to drive a commercial vehicle?

☐ Yes ☐ No Have you been in an accident in the last three years? If you answered YES, please Describe the accident and its cause on another sheet of paper and attach it to this form.

☐ Yes ☐ No Have you been ticketed for moving violations within the last three years? If you answered YES, please describe the infractions on another sheet of paper and attach it to this form.

☐ Yes ☐ No Have you been convicted for DWI/DUI of alcohol or drugs, or had your license suspended for moving violations, hit and run, eluding an officer, reckless or negligent operation of a vehicle, or driving while under suspension or revocation? [Note: Our school will not be able to use volunteers with a "yes" answer even if the incident took place before the person became a Christian.]

☐ Yes ☐ No I am 25 years of age or older.

## Section II – Requirements for Volunteer Drivers

I certify that for the \_\_\_\_\_ school year I possess a valid \_\_\_\_\_ (state) driver's license.

I will contact my insurance agent to ascertain if there are any liability policy limits or exclusions regarding transporting other students or faculty members on a field trip that might affect my ability to meet the qualifications for a volunteer driver.

I will maintain the minimum insurance coverage required by the school for volunteer vehicles for the vehicle(s) listed in Section I and only volunteer to drive when such insurance policies and coverage are in force.

I understand that in case of any type of accident, injury, or vehicle damage, that the school's liability insurance policy does not provide primary or direct insurance on my vehicle. The school's insurance will take effect only after my personal auto insurance limits are exhausted. (Note: This is the only coverage that most nonprofit organizations can provide because of the impossibility of their affording or even obtaining primary or direct coverage on the vehicles of volunteer drivers.)

I will advise the school of any change in information provided on this form including, but not limited to, involvement in a car accident in which I am cited, any citations for moving violations, nonrenewal of license, termination of license, change of insurance company, change in amounts of insurance coverage, termination of insurance, or change in vehicle.

Students riding in my vehicle(s) will be seated and both the front and back seat will be secured with individual working seatbelts. (No double belting of children is permitted.)

To my knowledge, my vehicle is in safe operating condition (brakes, tires, etc.).

I will read and follow the Driver and Chaperone Instructions sheet for the field trip.

I will notify school personnel if I no longer wish to drive or if I wish to be removed from the Approved Driver List.

## Section III – Declaration and Signature

I affirm that I will carefully transport students under my care, including obeying all traffic laws.

The information given on this form is true and correct to the best of my knowledge.

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

## Section IV – School Administration Approval

\_\_\_ Approved \_\_\_ Disapproved for addition to the school's Approved Driver List.

Administrator's Signature

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

COURSE DESCRIPTIONS

Bible 12 Apologetics and Applied Ethics

Apologetics answers the question, “Are there good reasons to believe Christianity is actually true?” It is common in today’s culture to feel that all “Faiths” are equal since religion supposedly does not address matters of truth but matters of preference. The goal of this course is for students to be able to give a culturally relevant, sound and objective defense of the Christian faith through examining the most recent arguments for and against the existence of God, the resurrection of Jesus, the historical accuracy of the Bible and other major topics relating to Christian truth. Students will also be challenged to consider how issues of character and communication may help or hinder their defense of Christianity.

*Applied Ethics* educates students in the practice of recognizing and creating effective moral arguments. Because morality is viewed as a very personal matter in today’s culture, moral convictions are often very difficult to discuss. This course will challenge students to follow the example of Jesus Christ in expressing ethical convictions with both confidence and grace. Students will examine multiple viewpoints on every day questions of ethics as well as controversial topics such as gender preferences, the death penalty and war.

English

Vocabulary is emphasized at all levels of the English curriculum. Vocabulary is taught through the Sadler - Oxford Workshop in all four grades.

English 9

In this course, emphasis is placed upon grammar and literature. Literature includes the reading of classic short works. Compositions, spelling, and vocabulary are included. The elements of a research paper are taught and a paper is required during the second semester. In addition, students will be required to complete a book analysis.

English 9 Honors

This course is intended for students who are highly skilled and motivated in language arts, including both reading and writing. English 9 Honors is designed to cover areas of grammar, literature, writing and vocabulary. Students will be exposed to a variety of literary forms as well as various kinds of writing experiences, from reading novels and Shakespearean plays, to writing an original short story and creating their own poetry. Critical thinking is emphasized, and complex writing assignments including an extensive research paper are required.

**Prerequisite:** Obtain a B+ or better in their eighth grade English class and score in the top 75% in MAP testing.

English 10

In this course grammar is reviewed. World and Christian literature will be studied. Weekly compositions, spelling, vocabulary, and oral presentations will also be included. Various forms of literature are read, including novels, short stories, poetry, essays and a Shakespearean play. Students will be required to complete a book analysis, term paper, original short story, and original poetry.

English 10 Honors

In addition to the regular English 10 curriculum, the honors course includes the study of

COLLEGE REQUIREMENTS

Be Prepared

Right now is the best time to prepare for college. During the next four years, you need to take the right courses to help you get into the College that best suits your needs. The chart below lists the courses that are required for freshman admission to the California State University, the University of California, and many independent colleges and universities (grade C or better is required.) This pattern of courses is the same as recommended for community colleges. Specific course requirements are as follows:

California State University & University of California Requirements

A. History/Social Science	Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
B. English	Four years of colleges preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
C. Mathematics	Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
D. Laboratory Science	Two years of laboratory science providing fundamental knowledge in at least two or the three disciplines of biology, chemistry and physics.
E. Language Other Than English	Two years of the same language other than English or equivalent to the second-level of high school instruction.
F. Visual & Performing Arts	One year chosen from dance, drama/theater, music or visual art.
G. College Preparatory Electives	One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.



## COURSE DESCRIPTIONS

**Science****Agriculture Biology**

Agricultural Biology is a one-year, laboratory science course designed for the college-bound student with career interests in agriculture, the course emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction in plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory activities connect the major ideas of life science with agricultural applications. The course emphasizes advanced science concepts, laboratory concepts, laboratory techniques, scientific research and reports, writing scientific papers and oral reporting skills.

**Anatomy and Physiology**

This course is a laboratory science class that covers human anatomy and physiology and is designed for the student intending to pursue a career in a medical or fitness related field. The course will focus on the integration of structure and function of body systems needed to maintain homeostasis. It will integrate topics related to health and fitness such as nutrition, exercise and kinesiology, and disease. Microscopy work is a component of all system laboratory activities in conjunction with dissections. Students are exposed to and engage in hands-on common clinical practices pertaining to diagnosis. Computers/laptops are utilized regularly for research, data input, and data analysis during laboratory work.

**Biology**

This lab course deals with the origin, nature, and relationships of living organisms. Also included is a basic introduction to the modern concepts of structure and function of the cell, genetics, survey of animal and plant kingdoms with emphasis on physiology, ecology, and human biology. Students will be required to complete a science project.

**Chemistry**

This course provides an introduction to theory and applications of chemical reactions. It emphasizes structure and bonding, kinetics, use of graphs, tables, chemicals, equilibrium and constants, energy, thermo chemistry, and entropy. Students will be required to complete a science project.

**Prerequisite:** Students must have completed Biology with a grade of “C” or above. Completion or enrollment in Algebra II is recommended.

**\*Physics**

This course considers matter and energy and their interactions in the fields of mechanics, acoustics, optics, heat electricity, magnetism, radiation, atomic structure, and nuclear phenomena. Students will be required to complete a science project.

**Prerequisite:** Completion of Biology or Chemistry and Geometry with a “C” or better is recommended. Can be waived with the approval of the instructor.

**\*AP Biology**

AP Biology follows a college course outline including extensive study in the areas of biochemistry, cellular biology, molecular biology, photosynthesis, respiration, genetics, plant

## COURSE DESCRIPTIONS

become more confident in setting and researching financial goals as they develop the core skills needed to be successful. Students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases and more. Students will be inspired by individuals who have reached their financial goals.

**Psychology**

This course introduces students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology including the biological, psychological, and cognitive perspectives.

**Sociology**

Providing insight into the human dynamics of our diverse society, this is an engaging course that delves into the fundamental concepts of sociology. This interactive course covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structures, the sociology of public institutions and collective human behavior, both historically and in modern times.

**Student Government**

The class is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit and culture as well as the student's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, business law and research while positively impacting the entire student body.

**Independent Electives Through Edgenuity\*****Advertising and Sales Promotion**

In this course you'll learn how marketing campaigns, ads, and commercials are conceived and brought to life. You'll meet some of the creative men and women who produce those memorable ads and commercials. And you'll discover career opportunities in the field to help you decide if a job in this exciting, fast paced industry is in your future.

**Archaeology: Detectives of the Past**

This course focuses on the techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.

## COURSE DESCRIPTIONS

components of the language are presented and drilled through oral and written practice. The different verb tenses are emphasized.

**Prerequisite:** Spanish I with a “C” or above.

**Spanish 3**

This course is a detailed review of basic structures of the Spanish language with increasing emphasis on fluency and facility in reading and writing. Students will read short stories, novelettes and the Bible in Spanish. A general grammatical overview is given to review and to reinforce the previous two years of instruction.

**Prerequisite:** Spanish II with a “C” or above.

**Electives****Ag Business**

This course is designed for advanced study of agriculture business opportunities and economics for the college bound students with an interest in agriculture. Through the course, the students will understand and apply basic economic principals as they relate to individual consumers, production agriculture, and agri-business management. Life skills such as resumes, job applications, interview skills, and college and scholarship applications will be included. The students will develop a "business" that will produce, package, determine prices, and market their products. Students will keep accurate records of expenses, receipts, and profit/losses. The conclusion of the course, profits will be split equitably between all participants.

**Ag Leadership**

This is an agribusiness course designed to train students as team leaders. Students practice leadership and employability skills by combining computers, technology, and advanced communication skills. This course is designed to promote and develop leadership in the Agriculture Industry. Ag Leadership is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school's FFA chapter, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles.

**Introduction 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.

**Personal Finance**

This introductory finance class teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn about economics and

## COURSE DESCRIPTIONS

and animal phylum, physiology, and ecology.

**\*AP Chemistry**

AP Chemistry is a college-level course designed to prepare students for the AP Chemistry exam. This course covers the 6 Big Ideas outlined by the College Board; the structure of matter, properties of matter, chemical reactions, rates of chemical reactions, thermodynamics, and chemical equilibrium.

**\*AP Physics**

AP Physics is a college-level course designed to prepare students for the AP Physics 1 exam, covering material from a first semester Algebra-based Physics course. Content areas covered by this course include: Newtonian mechanics, rotational mechanics, and electricity. Graduation Physical Science credit.

**Prerequisite:** Complete Algebra II with a “C” or better.

**Social Sciences****World History**

This course is designed to help students gain an appreciation of the history of Western Civilization from a Judeo-Christian perspective. The first semester covers creation and the beginnings of civilization, democracy and republicanism in Greece and Rome through the French Revolution. The second semester begins with the Industrial Revolution and progresses to the current day.

**United States History**

This course emphasizes the forces that have shaped U.S. history/geography and their contributions to the United States' role in the modern world. The student will study the major events that have shaped the United States' history through lectures, research, reading, term papers, and projects. Chronology spans from earliest periods of U.S. History through recent times and includes studies of recent conflicts. Students should gain the ability to recognize historical cause and effect, identify major historical turning points, and develop historical interpretations. This course will emphasize the role of Christian values in the history of the United States.

**AP US History**

This course is a college course offered at the high school level. It counts as the junior social studies requirement and successful passing of the AP exam in May carries with it college credit at most institutions. It is an accelerated course with large amounts of reading and interpreting historical documents and literature. Skill in writing is essential for success on the exam. Content is in-depth study in US History from colonization to present.

**American Government (one semester)**

American Government will focus on the means available for political participation, the different levels and functions of both the federal and local governments, as well as the role in global concerns. Skills in research, data interpretation, and analytical thought are emphasized.