



TOGETHER
-we are-
FRONTIER

Frontier High School
Bakersfield, CA
AgEd 539
Mallory P. Harrison

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Quality Criteria One: Curriculum and Instruction

Frontier High School's Agriculture Department's purpose is to inspire students and provide opportunity through Agricultural Education. All students who are enrolled in an Agriculture class are active members of the FFA and must participate in three activities per semester, have an SAE project and use their online AET record book. Our Agriculture program currently offers four pathways; Agriscience, Ornamental Horticulture, Animal Science and Agricultural Business.

All students begin their pathways in the Introduction to Agriculture, Food and Natural Resources course that segways into several other courses available on our campus. The Agriscience pathway includes: AFNR, Sustainable Agriculture (Formally known as Agriculture Biology) and Agriculture Chemistry (Capstone course), Ornamental Horticulture: AFNR, Floral Design 1 and Floral Design 2 (Capstone course), Animal Science: AFNR and Veterinary Science, Agricultural Business: AFNR, Agricultural Communications, and Agriculture Government/Economics.

AFNR, Introduction to Agriculture, Food and Natural Resources is a college prep course that is UC A-G approved in the Laboratory D Science graduation requirement for our freshmen or 9th grade level students. This is an introductory course that breaks down the basics of what our Agriculture program and courses will offer in depth in the future for students who progress through our program. Introduction to AFNR introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Science, mathematics, reading and writing components are woven into the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout the CASE curriculum. Students learn

how to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work and learning. Students will understand specific connections between their lesson and Supervised Agricultural Experiences and FFA components that are important for the development of an informed agricultural education student.

Sustainable Agriculture (Agriculture Biology) is a college prep course that is a UC A-G approved Laboratory D Science graduation requirement for our sophomore or 10th grade level students. This course is designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. This course is organized into four major units each with a guiding question; Unit 1: What is Sustainable Agriculture?, Unit 2: How does Sustainable Agriculture fit into our environment?, Unit 3: What molecular biology principles guide Sustainable Agriculture, Unit 4: How do we make decisions to maximize Sustainable Agricultural practices within a functioning ecosystem?

Agriculture Chemistry is a one-year laboratory-based course designed to provide students with the basic understanding of the characteristics of physical change resulting from chemical interactions, as well as providing students with the opportunity to develop their skills in scientific investigation, which will include projects requiring research. This course satisfies one half of the science requirements for graduation as well as the UC "A-G" requirement for laboratory science. It is designed to give advanced students a greater in-depth look in to characteristics and functions physical reactions through highlighting chemical and atomic interaction. The Agriscience pathway helps students acquire a broad understanding of a variety of agriculture areas, develop and 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 investigate California Agriculture, agricultural technologies, natural resources, and animal, plant, and soil sciences.

Floral Design - The Floral Design 2 course is intended to further continue student exposure to and application of theories and principles of artistic design in the individualized expression of their floral pieces. The course emphasizes the knowledge and skills needed to understand artistic perception, creative expression, historical and cultural context(s); aesthetic valuing, and practical application of the visual arts. Students will analyze, interpret, create and judge various types of artwork and apply what is learned to floral art. Students will be utilize the basic elements of visual art such as line, balance, color and form and apply this knowledge to floral designs and floral events as well as two dimensional projects using other art media. Through hands on practice the student will become familiar with material selection, design mechanics, maintenance and design evaluation. Students will achieve this through creating, designing, identifying, explaining and evaluating their own work. Other projects will include two and three dimensional design that serve to reinforce the student instruction in historical and cultural influence, color theory and creative expression. Concepts will be reinforced by using appropriate design vocabulary in conjunction with development of technical skills in floral art, cut flower identification and care and will serve as a foundation for more complex works such as multi-part floral design, design challenges and creating art based on client specifications.



Quality Criteria Two: Leadership and Citizenship Development

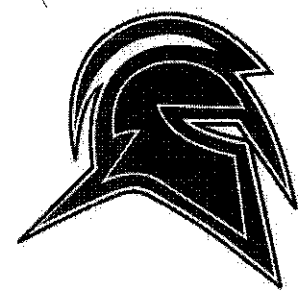
Bakersfield - Frontier was chartered in 2006 by Julie Beechinor and has immensely grown since then! Our Chapter currently has 393 members and three agriculture teachers. The Chapter Charter can be found in Room 1206, it is framed and hanging on the wall.

A Chapter Program of Activities has been developed and submitted annually. During the last week of July or first week of August our eight newly elected chapter officers and advisors participate in a Chapter Officer Retreat. During retreat officers are trained on how to run FFA Meetings, plan out and organize monthly FFA Meetings, review and update our Program of Activities, create the calendar of events, identify the Chapters upcoming goals three for each area: growing leaders, building communities and strengthening agriculture, and participate in leadership and team building activities.

Each member of our program is required to participate in at least two FFA Activities per semester in order to earn their activity points towards their grade. At the beginning of each year every student and their parent receives a copy of our Chapter's Activities calendar to ensure they can plan and participate in the activities required of them. Our agriculture teachers use AET to help keep track and record students participation in Chapter activities through the Meeting Manager feature. 85% of our students participate in three or more Chapter related activities each school year.

All students are required to have a Supervised Agricultural Experience (SAE) project and keep record of it through the online record book system, the Agricultural Experience Tracker (AET). As a freshman in our program students participate in a one

week introductory unit to learn what an SAE is, see examples, research and begin to plan what their SAE will be. During their introductory week students take the Explore SAE quiz online to help guide which type of SAE: Exploratory, Paid/Unpaid placement, Research or Entrepreneurship they want to pursue. We have a large portion of students who live close to the school without space or opportunity to house a livestock project. Our Agriculture Boosters farm is located three and a half miles away from school and is open to house swine, goat and sheep SAE projects each year.



Quality Criteria Three: Practical Application of Agricultural Skills

Every student in our Agriculture program is required to have a Supervised Agricultural Experience project regardless of the year in school or experience related to agriculture. Our program is heavily involved in the livestock part of SAE's, but we also have students who have unique projects as well. 10% of a student's grade in each agriculture class is dependent upon an updating and functioning SAE project. We realize that not every student will have the financial means to invest in a project and have recently seen a spike in students who have research based SAE projects. We are looking forward to seeing more diversity in types of SAE projects students in our Agriculture program choose to pursue.

Last year every freshman student in our agriculture program had an active and legitimate SAE project in AET. This took place after their initial submersion, training, and planning week they had at the beginning of the school year. Our plan is that once that class reaches their senior year, every student will have and complete an SAE Project competition board. As we begin to make a push to ensure every student has an SAE project, we are finding students who are juniors and seniors with amazing projects that they had no idea could count as a valid project.

Our hope is that every freshman student earns their Greenhand FFA Degree, that every sophomore student earns their Chapter FFA Degree and ultimately that every junior or senior would earn their State FFA Degree. We believe this is possible with the continuation of support and time in classes to plan their projects and access to AET Record books. Over the last fourteen years our Chapter has had 270 State FFA Degrees and 29 American FFA Degrees recipients.

All three agriculture teachers are responsible for livestock species and each make project visits on a weekly basis during the summer time. Each week species advisors and exhibitors meet for showmanship practice at the school farm. Home visit sheets are discussed and signed by student and ag teacher at the completion of a home visit. A copy is given to the student and one is kept on file in the office.

Frontier Agriculture's department has access to one agriculture truck #6632 and one agriculture nine seater van #749 on a daily basis. The fuel and maintenance for both vehicles are paid through the principal's budget and the agriculture incentive grant. If we choose to use a personal vehicle, we can be reimbursed by submitting an RTBA prior to vehicle usage. Lastly, our department has two livestock trailers, one 24 foot Elite trailer and a Cimarron trailer and a popper.



Quality Criteria Four: Qualified and Professional Personnel

The Frontier Agriculture Department has three full-time agriculture teachers; Julie Beechinor, Jennifer Downs and Mallory Harrison. Julie Beechinor began the program in 2006 and received her education and credentials from California Polytechnic State University. Julie has her clear single subject in agriculture, a clear specialist instruction credential in Agriculture, CLAD certificate and her Master's Degree. Jennifer Downs has her preliminary CTE credential through Fresno Pacific University, a Bachelor's from California State University, Fresno and her Master's Degree. Mallory Harrison has her clear single subject in agriculture, clear specialist instruction credential in agriculture and is pursuing her Master's Degree.

Frontier High School's Agriculture Department members are all active members of California Agricultural Teachers Association and National Association of Agricultural Educators. We believe it is valuable for us to be actively engaged in these organizations to not only strengthen our skills but also help us create professional relationships with others in our profession. We all participate and attend Summer CATA Conference, San Joaquin Region CATA - Fall Meeting and Roadshow, San Joaquin Region CATA - Spring Meeting, and South Valley Section CATA - Spring Planning Meeting. On our school site we have an active professional learning community, PLC with the science department that we meet with one to two times monthly and we meet as an Agriculture PLC each Tuesday morning.

In order to be reimbursed, we must fill out the triplicate form "Request for Payment and Disbursement Authorization" scanned on the following page. Any out of pocket expenses for FFA Activities or related events can be reimbursed through our ASB

account. At FFA Officer retreat, our officer team reviews the budget from the previous year and takes note of any major changes to events or costs and approves our yearly budget. We must attach the receipt for proof of purchases and then will gather the required signatures: Chapter Treasurer and Advisor (other than who is asking to be reimbursed). The Athletic/Activities Director and Principal's signature is collected by our Financial Secretary before processing the check. Expenses over one hundred dollars must receive authorization from the site administrator.

Reimbursement for travel with students and professional development begins with an RTBA, a Request to be Absent submitted 10 days prior to the event. These can be completed digitally and are to be given to our school secretary who secures the signatures from on site administration and district approval when necessary. We must include and note all potential expenses that can occur such as hotel, meals, private car mileage, and registration. Meal reimbursement is \$9 for breakfast, \$11 for lunch, and \$20 for dinner. It takes 30 days to receive the reimbursement via mail.



Quality Criteria Five: Facilities, Equipment and Materials

As a fairly new school, we have not seen any major modifications to our school site or classrooms. This year our school site and district approved the plans to expand our floral lab classroom to include an additional flower cooler, a walk up service counter and expand the storage. The goal is to begin remodeling and expanding the classroom in the summer of 2020 to open with the 2020 - 2021 school year. On the school grounds we do not have a farm, agricultural mechanics shop or a greenhouse.

We have two true laboratory style classrooms 1201 and 1202 which both have three lab sinks and adequate storage for the courses taught. The main agriculture room is a large shop style room with roll up doors and an additional storage workroom attached in the back of the classroom. All storage in each classroom can be locked and secured when necessary.

Although we do not have an on campus school farm, we have recently added a school farm funded by the Frontier Ag Boosters INC. just a few short miles from campus. Our Boosters program works closely with our department to keep the facilities up to date and continue to expand when necessary.

When hired by the school district each of our agriculture teachers receive a Kern High email. All agriculture teachers have email capabilities which can be reached via computer or cell phone. Our departments contacts are listed below:

- julie_beechinor@kernhigh.org
- jennifer_downs@kernhigh.org
- mallory_harrison@kernhigh.org

Any broken or damaged materials are fixed by the facilities planning and maintenance department. Items are generally repaired quickly or a loaner is provided during the wait time.

Acquisitions List:

5 year Facility and Equipment Acquisition

1.	Storage Facility, possible steel train container	\$ 5,000.00
2.	Greenhouse Growing facility	\$ 200,000.00
3.	Lincoln Electric Virtual Welders	\$ 50,000.00
4.	John Deere Virtual Combine	\$ 30,000.00
5.	Drone and Precision Ag Course Technology	\$ 20,000.00
6.	School Farm Development	\$ 25,000.00
7.	Screen Printer, Book Binder, Microphone Lapels	\$10,000.00

Items received from Requests

2018	School Farm New development	\$75,000.00
2018	Surface Pros Dell Computers	\$6,000.00
2018	Phantom 4 Drones for Precision Ag Tech Class	\$11,000.00
2017	Livestock Popper	\$1,700.00
2017	New Livestock Trailer Purchased	\$35,000.00
2017	Floral tables received	\$12,000.00
2016	New Ag Van	\$ 45,000.00
2015	Chrome Books (140)	\$ 48,000.00
2015	Honda 7000is Generator	\$ 5,000.00



Quality Criteria Six: Community, Business and Industry Involvement

We are fortunate to have such great support of community members to help continue our agriculture program to grow and evolve. We have a functioning Agriculture Advisory board, but often we look to our strong Agriculture Boosters group. Being a part of such a large district has a direct impact on the effectiveness and direct support our school sites have from their advisory group.

Our Agriculture Advisory board meets three times per year, once in the fall and twice in the springtime. We look for their input related to agriculture industry trends and changes to help guide what we teach in our classrooms and even what dual enrollment courses we can get students plugged into. Our current advisory board chair, Terry Hibbitts, a local oil company president has done tremendous work with our school farm and encouraged our administration to add an Agriculture Mechanics program on our campus.

We have a wide range of experience and industry connections featured on our advisory board including: community college professors, a local veterinarian, a florist, crop management services , livestock businesses, financial directors, and more.



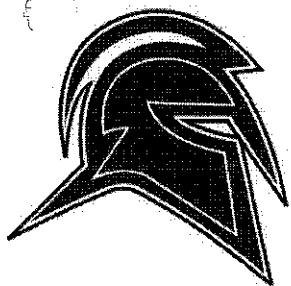
Quality Criteria Seven: Career Guidance

We have articulated Agricultural Business for Agriculture Communications, Vet Science with Animal Science, and Floriculture/Floral Design with Ornamental Horticulture at Bakersfield College.

In addition to articulation with our local community college our program has taken advantage of the iCEV certification platform. Students enrolled in our Agriculture Communications, Veterinary Science, and Floral Design have access to curriculum online to unlock the industry certification for their particular course. Throughout the school year teachers assign the required tasks in order for students to access the virtual industry exam. Our program pays for the students online access as well as their first attempt for their certification. Students receive a certificate from iCEV and the aligned program following their completion to add to their resume.

We adopted iCEV after our Advisory members pushed for real industry experience for students in our program. We have students in our program who graduate high school with both college credits for all three courses along with the industry certifications for these areas. We are hoping to expand and offer more of these dual enrolled courses and iCEV certifications in the future.

Our program has moved away from the physical student data sheet and shifted towards electronic tracking through AET. Students take time in their freshman science class to complete their profile with an agriculture teacher. After their freshman year, the agriculture teacher works with students to update the information on a yearly basis or as their personal information changes throughout the school year.



Quality Criteria Eight: Program Promotion

Each year during National FFA Week we host an Agriculture Expo Night where all incoming 8th grade students who are in our school's area are invited to check out the Agriculture Program. At this event, our current students highlight all of the opportunities for freshmen to get involved in, each activity, team or contest has a table with photos and props for students and their family to see. The agriculture teachers float around the cafeteria and help answer any questions that may arise. This is a great activity to promote our program and help begin getting the idea of taking Agriculture Science into the incoming student's mind. Following Ag Expo Night we take part in our school's freshmen orientation night where we set up a photo booth with props, showcase all of the classes offered a part of the agriculture program and our current students visit with the incoming freshmen. At this event we do our best to get a flyer with a QR code/link into each of the incoming freshmen hands! The link takes them to a Google Form where they can request or preference which Agriculture class they would like to be in for the following year. We also survey students who are interested in exhibiting a livestock project at the fair.



Quality Criteria Nine: Program Accountability and Planning

A Comprehensive Program Plan is submitted annually to the regional supervisor. All updates are made by October 15th prior to the submission date. A complete Program Plan includes: Five Year Acquisition Schedule, Chart of Responsibilities, FFA Program of Activities, Advisory Committee Roster and Advisory Committee Minutes.

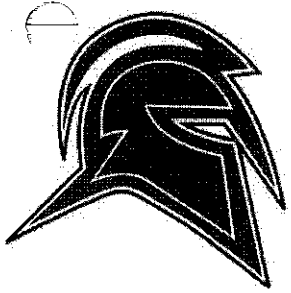
In the past our program has sent out a paper graduate follow up form to all graduates. This year we created a digital follow up via Google Forms. All agriculture teachers posted the link to the form in Google Classroom and we strongly encouraged our graduates to complete the form. We will push out a second wave of this survey at the beginning of the school year to gather more data from our 2020 graduates.

The most strategic way we retain students in our Agriculture Program is by taking time during the preferencing season in our classes to speak with each student. We ask them what their goals and plans are related to our agriculture courses and plans in the future. By speaking with each student we ensure their questions, concerns or hesitations about taking agriculture classes are answered. Implementing this "in-house" counseling helps keep students in our program along with ensuring they are provided the correct information about the criteria or benefits of our courses.

If we do not recruit enough students into our program, we will lose sections taught by our teachers. If we can not retain students in our program, we will lose sections offered. It is so incredibly important that we look ahead and plan for upcoming years to ensure that we have a solid group of students in our agriculture program. If we have a low recruitment year, we will see a low in the next few years as students progress throughout our agriculture program. A handful of years ago our program really dove

into this topic and sought out a way to retain students. The answer at the time was to add Agriculture Chemistry! By adding Agriculture Chemistry we were able to retain students for three years of science, rather than them leaving after Agriculture Biology. This is the second year of offering the course and we managed to keep all students from Agriculture Biology last year in our program, while also adding a few new students. We also teach Agriculture Government and Economics so now we can be a part of a student's "core" course load without them having to take an elective to stay in our program. For now, retention has not been a problem and we hope that it will continue to help keep our courses full.

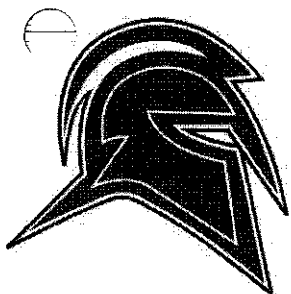
Prior to the new school year starting, all agriculture teachers update their profile through calaged and AET to reflect their courses and schedule for the current year.



Quality Criteria Ten: Student - Teacher Ratio

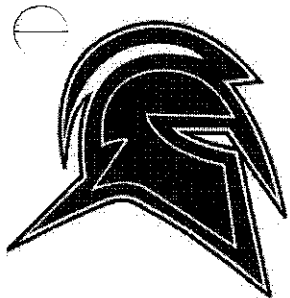
Our program, like many others, struggles with the student - teacher ratio in our science classes. As our program continues to expand with the recent addition of a third full time teacher we find more students in our program which is both great and problematic. Although we do not have a mechanics course we offer three full years of science laboratory based courses which should have no more than 25 students. The average number of students in any one laboratory science class is 30 students. Our hope is that as our program grows we can add one more science course per level to help even out our science classes. To help aid in large class sizes our department has stepped up the game in terms of laboratory safety. We all take time in our courses to thoroughly cover laboratory safety, all students must take and pass a safety exam with a 100% before participating in labs and we have expanded and updated PPE for students. All students in our classes have access to safety glasses and goggles, laboratory coats, and gloves.

Our Agricultural Communications class currently has 48 students, but some years can have as many as 60 students enrolled. All chapter officers and committee chairs are in this class to help with the planning and organization of FFA Meetings, activities, fair promotion and decorations, recruitment, National FFA Week activities and more. This class although large is the powerhouse of our program and it is amazing to see the work and heart students put into the work for our program. The smallest course offered in our Agriculture program currently is Agriculture Biology, this is directly affected by our district removing other sections of math and english on campus which altered students' master schedule.



Quality Criteria Eleven: Full Year Employment

All three Agriculture instructors at Frontier High School are full-time employees. We are employed on a 10-month teaching contract and a 36 day summer contract. The days provided during summer are used to supervise SAE projects, make visits and train the chapter officer team. We must complete a monthly time card for our 36 days during the summer and submit them to our office supervisor. Our department chair and FFA Advisor, Julie Beechinor receives a one time per year department chair stipend.



Quality Criteria Twelve: Program Achievement

Frontier's Agriculture Program meets the standards for program achievement.

Our program contains aspects that would benefit from program improvement. On the following page, our 2018 - 2019 Annual FFA Chapter Activities Check Sheet is attached as proof of Program Achievement.

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year

18 - 19

School

Bakersfield - Frontier

Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS
Attended the following:	
Greenhand Conference	45
Made For Excellence Conference	25
Advanced Leadership Academy	25
Chapter Officer Leadership Conference	8
Spring Region Meeting	8
State Leadership Conference	56
National Convention	14
Submitted the following:	
State Degree Application	34
American Degree Application	16
Proficiency Award Application - Section	1
Chapter Award Application - State	1
Scholarship Application - State	5
Participated in the following:	
Opening and Closing Contest - Section	60
Best Informed Greenhand Contest - Section	5
Co-Op Marketing Quiz - Section	5
Creed Recitation - Section	5
Extemporaneous Speaking - Section	2
Job Interview - Section	4
Impromptu Speaking - Section	4
Prepared Speaking - Section	4
Parliamentary Procedure - Section	12
County/District Fair/Show	123
Career Development Teams (other than those identified above)	
1 Agriculture Computers	5
2 Horse Evaluation	5
3 Veterinary Science	4
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1 Agricultural Sales	4
2 Farm Record Books	4
3 Best Informed Greenhand	4
4 Agriculture Communications	4
5 SV Section Winter Meeting	45
TOTAL AREAS MET	30

Student Data Sheets

Our program has recently moved away from the Student Data Sheet, implementing a work day in each of our classes to update the student's information on our roster. In the freshmen science classes, I spend one to two days one on one with students getting all of their information into Cal Ag Ed. Students work through an independent activity while I help students enter their data. In the other classes students update their information with the guidance of an agriculture teacher. As we update we are careful to check that we are not missing students in case someone enters our program after their freshman year. If we have a student add our agriculture program sophomore or junior year, they will follow the same steps as the freshman with the help of an agriculture teacher. The screen students use to create an account and be added to our roster is shown below.

New Student Account

Contact Information

First Name: *	____
Last Name: *	____
Address: *	____
City: *	____
State: *	CA
Zip Code: *	____
Grad Year: *	Select
Email:	____
Home Phone:	____
Cell Phone:	____
Cell Carrier:	--
Gender: *	Select
Ethnicity: *	Select
Race: *	Select
DOB: *	____

Sustainable Agriculture - Period 1 (Beechnor)
Sustainable Agriculture - Period 2 (Beechnor)
Veterinary Science - Period 4 (Beechnor)
Ag Communications & Leadership - Period 3 (Beechnor)
SAE/Project Period - Period 5 (Beechnor)
Sustainable Agriculture - Period 7 (Beechnor)
Prep Period - Period 6 (Beechnor)
Introduction to Agriculture - Period 1 (Harrison Ford)
Introduction to Agriculture - Period 2 (Harrison Ford)
Introduction to Agriculture - Period 3 (Harrison Ford)
SAE/Project Period - Period 4 (Harrison Ford)
Introduction to Agriculture - Period 5 (Harrison Ford)
Prep Period - Period 7 (Harrison Ford)
Ag Economics - Period 6 (Harrison Ford)
Graduate - American Degree - Period 1 (Downs)
Floriculture & Floral Design - Period 3 (Downs)
Floriculture & Floral Design - Period 4 (Downs)
Ag Economics - Period 2 (Downs)
Agriculture and Soil Chemistry - Period 6 (Downs)
Agriculture and Soil Chemistry - Period 7 (Downs)
SAE/Project Period - Period 5 (Downs)
Sustainable Agriculture - Period 1 (Beechnor)



Blue: 3
Gold: 1

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$9,402

Current/Projects: \$0

Non-Current: \$47

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Account Information and Settings

My Program



Bakersfield - Frontier
396 Students
3 Teachers
17 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No



Pronounced

Program: Bakersfield - Frontier

Member Number

Basic Profile Complete: 100%

Personal and Parent Contact Info: 100%

Emergency Info and Permission Forms: [Edit](#)

Password:

[Reset](#)

Profile Pic:

[Upload](#)Demographics [Edit](#)

HS Graduation: June 2021

Shirt Size: S

Gender: Male

Race: White, Non-Hispanic

Ethnicity: Non-Hispanic

Residence: City

Mailing Address [Edit](#)

Address:

City, State, Zip: Bakersfield, CA 93312

Contact Information [Edit](#)

Email:

Home Phone:

Cell Phone:

Parents/Guardians [Edit](#)

Father / Parent / Guardian:

Name:

Occupation:

Civil Engineer/ Project Manager

Phone Number:

Email:

Mother / Parent / Guardian:

Name:

Occupation:

Small Business Owner

Phone Number:

Email:

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$1,539

Current/Projects: \$318

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Account Information and Settings

My Program



Bakersfield - Frontier
396 Students
3 Teachers
17 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No

Program:
Member Number

Basic Profile Complete: 100%

Personal and Parent Contact Info: 100%

Emergency Info and Permission Forms: [EDIT](#)Password: [Reset](#)Profile Pic: [Upload](#)Demographics [EDIT](#)

HS Graduation: June 2023
Shirt Size: M
Gender: Female
Race: Hispanic
Ethnicity: Hispanic
Residence: Suburb

Mailing Address [EDIT](#)

Address:
City, State, Zip: Bakersfield, CA 93314

Contact Information [EDIT](#)

Email:
Home Phone:
Cell Phone:

Parents/Guardians [EDIT](#)

Father / Parent / Guardian

Name:
Occupation: Pipeline
Phone Number:
Email:

Mother / Parent / Guardian

Name:
Occupation: Counselor
Phone Number:
Email:

Profile

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Portfolio

Scoreboard

Sign Off

Cash/Checking: \$-294

Current/Projects: \$1,057

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Account Information and Settings

My Program



Bakersfield - Frontier
396 Students
3 Teachers
17 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No

Program:

Member Number

Basic Profile Complete: 100%

Personal and Parent Contact Info: 100%

Emergency Info and Permission Forms: [Edit](#)

Password:

[Reset](#)

Profile Pic:

[Upload](#)Demographics [Edit](#)

HS Graduation: June 2023

Shirt Size: S

Gender: Male

Race: White, Non-Hispanic

Ethnicity: Non-Hispanic

Residence: Suburb

Mailing Address [Edit](#)

Address:

City, State, Zip:

Contact Information [Edit](#)

Email:

Home Phone:

Cell Phone:

Parents/Guardians [Edit](#)

Father / Parent / Guardian

Name:

Occupation: Concrete Crew

Phone Number:

Email:

Mother / Parent / Guardian

Name:

Occupation: Assistant

Phone Number:

Email:

Blue: 2
Gold: 1

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$1,021

Current/Projects: \$1,493

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Account Information and Settings

My Program

Bakersfield - Frontier
396 Students
3 Teachers
17 AET Log-Ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No

Program:

Member Number:

Basic Profile Complete: 100%

Personal and Parent Contact Info: 100%

Emergency Info and Permission Forms:

Password:

Profile Pic:

Upload

Demographics

HS Graduation: June 2021
Shirt Size: M
Gender: Male
Race: Hispanic
Ethnicity: Hispanic
Residence: City

Mailing Address

Address:
City, State, Zip:

Contact Information

Email:
Home Phone:
Cell Phone:

Parents/Guardians

Father / Parent / Guardian:

Name:
Occupation: Parole Agent
Phone Number:
Email:

Mother / Parent / Guardian:

Name:
Occupation: Community Resource Manager @ Wasco State Prison
Phone Number:
Email:



Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$3,059

Current/Projects: \$0

Non-Current: \$674

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Account Information and Settings

My Program



Bakersfield - Frontier
398 Students
3 Teachers
17 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No

Program: Bakersfield - Frontier
Member Number

Basic Profile Complete: 100%

Personal and Parent Contact Info: 100%

Emergency Info and Permission Forms:

Password:

Profile Pic:

Upload

Demographics

HS Graduation: June 2022
Shirt Size: L
Gender: Female
Race: White, Non-Hispanic
Ethnicity: Non-Hispanic
Residence: City

Mailing Address

Address:
City, State, Zip:

Contact Information

Email:
Home Phone:
Cell Phone:

Parents/Guardians

Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent / Guardian:
Name:
Occupation: LVN
Phone Number:
Email:

 Blue: 5
Gold: 3

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$7,689

Current/Projects: \$0

Non-Current: \$328

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Account Information and Settings

My Program

Bakersfield - Frontier
396 Students
3 Teachers
17 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No

Program: Bakersfield - Frontier

Member Number

Basic Profile Complete: 100%

Personal and Parent Contact Info: 100%

Emergency Info and Permission Forms: [Edit](#)

Password:

[Reset](#)

Profile Pic:

[Upload](#)Demographics [Edit](#)

HS Graduation: June 2020

Shirt Size: L

Gender: Female

Race: White, Non-Hispanic

Ethnicity: Non-Hispanic

Residence: City

Mailing Address [Edit](#)

Address:

City, State, Zip:

Contact Information [Edit](#)

Email:

Home Phone:

Cell Phone:

Parents/Guardians [Edit](#)

Father / Parent / Guardian:

Name:

Occupation:

Sales Representative

Phone Number:

Email:

Mother / Parent / Guardian:

Name:

Occupation:

LVN

Phone Number:

Email:



Gold: 6

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$23,641

Current/Projects: \$0

Non-Current: \$5,900

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Account Information and Settings

My Program



Bakersfield - Frontier
396 Students
3 Teachers
17 AET Log-Ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No


Pronounced:

Program: Bakersfield - Frontier

Member Number:

Basic Profile Complete: 100%

Personal and Parent Contact Info: 100%

Emergency Info and Permission Forms:

Password:

Profile Pic:

Upload

Demographics

HS Graduation: June 2021

Shirt Size: XS

Gender: Female

Race: White, Non-Hispanic

Ethnicity: Non-Hispanic

Residence: -

Mailing Address

Address:

City, State, Zip:

Contact Information

Email:

Home Phone:

Cell Phone:

Parents/Guardians

Father / Parent / Guardian:

Name:

Occupation: Field Engineer

Phone Number:

Email:

Mother / Parent / Guardian:

Name:

Occupation: Substitute Teacher

Phone Number:

Email:



Blue: 7

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$2,872

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Account Information and Settings

My Program



Bakersfield - Frontier
396 Students
3 Teachers
17 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No


Pronounce

Program: Bakersfield - Frontier

Member Number:

Basic Profile Complete: 100%

Personal and Parent Contact Info: 100%

Emergency Info and Permission Forms:

Password:

Profile Pic:

Upload

Demographics

HS Graduation: June 2020

Shirt Size: M

Gender: Female

Race: White, Non-Hispanic

Ethnicity: Non-Hispanic

Residence: City

Mailing Address

Address:

City, State, Zip:

Contact Information

Email:

Home Phone:

Cell Phone:

Parents/Guardians

Father / Parent / Guardian:

Name:

Occupation:

Phone Number:

Email:

Mother / Parent / Guardian:

Name:

Occupation: teacher

Phone Number:

Email:

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

Account Information and Settings

My Program



Bakersfield - Frontier
396 Students
3 Teachers
17 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No

Program:

Member number:

Basic Profile Complete: 100%

Personal and Parent Contact Info: 80%

Emergency Info and Permission Forms:

Password:

Profile Pic:

Demographics

HS Graduation: June 2023
Shirt Size: L
Gender: Male
Race: Hispanic
Ethnicity: Hispanic
Residence: City

Mailing Address

Address:
City, State, Zip:

Contact Information

Email:
Home Phone:
Cell Phone:

Parents/Guardians

Father / Parent / Guardian

Name:
Occupation: Oil fields
Phone Number:
Email:

Mother / Parent / Guardian

Name:
Occupation: Stay at home
Phone Number:
Email:

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

Account Information and Settings

My Program



Bakersfield - Frontier
396 Students
3 Teachers
17 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No

Program:

Member Number:

Basic Profile Complete: 100%

Personal and Parent Contact Info: 100%

Emergency Info and Permission Forms:

Password:

Profile Pic:

Upload

Demographics

HS Graduation: June 2023
Shirt Size: XS
Gender: Female
Race: Two or more
Ethnicity: Non-Hispanic
Residence: Suburb

Mailing Address

Address:
City, State, Zip:

Contact Information

Email:
Home Phone:
Cell Phone:

Parents/Guardians

Father / Parent / Guardian

Name:
Occupation: Probation Officer
Phone Number:
Email:

Mother / Parent / Guardian

Name:
Occupation: College Professor
Phone Number:
Email:

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$359

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Account Information and Settings

My Program



Bakersfield - Frontier
396 Students
3 Teachers
17 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No

Program:

Member Number:

Basic Profile Complete: 100%

Personal and Parent Contact Info: 100%

Emergency Info and Permission Forms:

Password:

Reset

Profile Pic:

Upload

Demographics

HS Graduation: June 2021

Shirt Size: L

Gender: Male

Race: White, Non-Hispanic

Ethnicity: Non-Hispanic

Residence:

Mailing Address

Address:

City, State, Zip:

Contact Information

Email:

Home Phone:

Cell Phone:

Parents/Guardians

Father / Parent / Guardian:

Name:

Occupation: Kern County Firefighter

Phone Number:

Email:

Mother / Parent / Guardian:

Name:

Occupation: teacher

Phone Number:

Email:



Blue: 4
Gold: 1

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$1,550

Current/Projects: \$1,500

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Account Information and Settings

My Program



Bakersfield - Frontier
396 Students
3 Teachers
17 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:

Hide name in scoreboard?

☐ Yes ☒ No



Pronounced

Program: Bakersfield - Frontier

Member Number:

Basic Profile Complete: 100%

Personal and Parent Contact Info: 100%

Emergency Info and Permission Forms: [Edit](#)

Password:

[Reset](#)

Profile Pic:

[Upload](#)Demographics [Edit](#)

HS Graduation: June 2021
Shirt Size: S
Gender: Female
Race: Pacific Islander
Ethnicity: Non-Hispanic
Residence: Suburb

Mailing Address [Edit](#)

Address:
City, State, Zip:

Contact Information [Edit](#)

Email:
Home Phone:
Cell Phone:

Parents/Guardians [Edit](#)

Father / Parent / Guardian

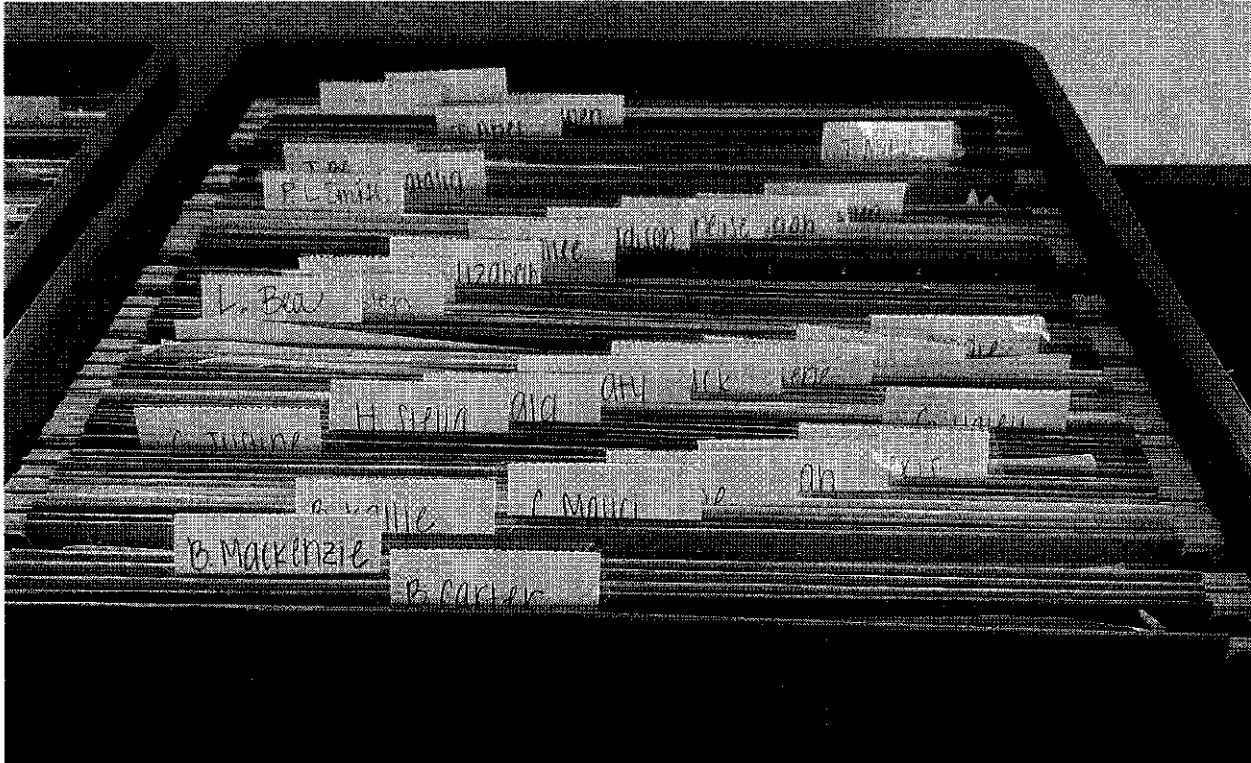
Name:
Occupation: IT Director
Phone Number:
Email:

Mother / Parent / Guardian

Name:
Occupation: Teacher
Phone Number:
Email:

Permanent Agricultural Student File

When students first begin in our program, I create a folder in my classroom to hold all of their important information. Items that we keep and transfer to our department filing cabinet after their freshman year include their laboratory safety tests, syllabus contracts, applications and degrees. An example of their file during their freshman year can be seen below.



COURSE OF STUDY

Introduction to Agriculture, Food and
Natural Resources

9

Agriculture

10

Course Title

Grade Level

Department

Max Credit

(Title must correlate with Course Code Catalog)

What A-G Requirement met?

D

U.C. Approved ?

**Does this course satisfy a graduation
requirement in another subject area?**

Yes

If so, what subject area? Lab Science

Prepared by: Amber O'Connor

School: North High School

Date: 12/4/17

Approval of Site Administrator:

Date: 12/11/17

(This form should be used by school sites for all courses of study other than "District-wide" courses)

A. COURSE INFORMATION

Grade Level: 9 (other grades by
instructor permission only)

Length of Course: Full Year

Maximum Credit: 10

Type: Lab Science

Recommendation for Enrollment: None

B. COURSE DESCRIPTION (Include a brief explanation of the course; mention any prerequisites, including standardized test scores; and indicate whether the course satisfies a specific graduation requirement.)

Introduction to Agriculture, Food, and Natural Resources (AFNR) introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Science, mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout the CASE™ curriculum. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students will explore career and post-secondary opportunities in each area of the course. Students participating in the Introduction to Agriculture, Food, and Natural Resources course will experience hands-on activities,

projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. For example, students will work in groups to determine the efficiency and environmental impacts of fuel sources in a practical learning exercise. The Introduction to Agriculture, Food, and Natural Resources course is intended to serve as the introductory course within the CASE Program of Study. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources so that students may continue through a sequence of courses through high school. The knowledge and skills students develop will be used in future courses within the CASE program. In addition, students will understand specific connections between their lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. The Introduction to Agriculture, Food, and Natural Resources course includes: Agriculture, FFA, SAE, Communication Methods, Science Processes, Natural Resources, Plants and Animals, and Agricultural Mechanics. This course satisfies Laboratory Science ("d") graduation requirements.

C. INSTRUCTIONAL MATERIALS (List the basic text – include title, author, edition, and copyright – and other essential supplementary materials or instructional resources/materials used in the course.)

Textbooks

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Edition</u>	<u>Primary</u>
Modern Livestock and Poultry Production	J.R. Gillespie & F.B Flanders	Delmar	8th Edition	No
Small Animal Care & Management	D.M. Warren	Delmar	3rd Edition	No
The Science of Animal Agriculture	R.V. Herren	Delmar	3rd Edition	No
Agriscience: Fundamentals and Applications	L.D. Burton	Delmar	5th Edition	Yes
Plant and Soil Science: Fundamentals and Applications	R. Parker	Delmar	2010	No
Agricultural Mechanics: Fundamentals and Applications	Delmar	Delmar	6th Edition	No

Websites

<u>Title</u>	<u>Authors/Editors/Compliers</u>	<u>Affiliated Institution or Organization</u>	<u>URL</u>
CASE: Curriculum for Agricultural Science Education	© 2013-Curriculum for Agricultural Science Education	The National Council for Agricultural Education	case4learning.org
National FFA Organization		National FFA	ffa.org
The Agricultural Experience Tracker		National Association of Agriculture Educators	theaet.com

D. COURSE OUTLINE (List the major content areas of the course and divide them according to the semester in which they fall. Designate the approximate amount of time given to each of the content areas. Suggested length: one page.)

FALL SEMESTER**Unit 1 The Circles of Agriculture Education (3 weeks)**

Lesson 1.1 Agriculture Everyday

Lesson 1.2 Preparing your Future

Unit 2 Communicating Today (3 weeks)

Lesson 2.1 Listen to Me

Lesson 2.2 Let's Get Together

CDE Unit (2 weeks)**Unit 3 The Science of Agriculture (3 weeks)**

Lesson 3.1 Agriscience Safety and Measurement

Lesson 3.2 Agriscience Investigators

Unit 4 Natural Resources (6 Weeks)

Lesson 4.1 Starting from the Ground Up

Lesson 4.2 The Whole Soil

Lesson 4.3 Water World

Lesson 4.4 Living in Harmony

SPRING SEMESTER**Unit 5 Plants and Animals (10 weeks)**

Lesson 5.1 Totally Cellular

Lesson 5.2 All About Plants

Lesson 5.3 Plant Needs
 Lesson 5.4 Animals in Agriculture
 Lesson 5.5 Animal Care
 Lesson 5.6 Edible Agriculture

Unit 6 Agricultural Power and Technology (6 weeks)

Lesson 6.1 Energy in Agriculture
 Lesson 6.2 This is my land
 Lesson 6.3 How It's Made

Unit 7 Looking Ahead (3 weeks)

Lesson 7.1 Your Future in Agriscience

E. COURSE OBJECTIVES FOR *(The objectives area to include the specific, major skills or understandings which students will be able to demonstrate or acquire instruction in the course. A minimum of eight to twelve objectives should be identified for each semester of the course. Each objective is to be clearly linked to the Board adopted standards for the course or subject area; indicate the link by placing the number of the appropriate standard(s) after each objective. Minimum length: one page)*

NGSS-Next Generation Science Standards

CCTC- Common Career Technical Core Standards

FS-Foundation Standards

APS-Agriculture Pathway Standards

FALL SEMESTER

Unit 1 The Circles of Agricultural Education

NGSS: ESS3.A, CCTC: Career Ready 1, 2, 10, AFNR 2, 5, 6; APS: Agriscience Pathway C2.0,

Lesson 1.1 Agriculture Everyday

1. Agriculture and natural resource systems provide the three basic human needs of food, clothing, and shelter.
2. Organization and record keeping are important to the success of an agricultural business.
3. Agriculture is a broad field of study that includes agriculture systems, natural resource management, science, business, communication, and leadership.
4. Production of agricultural commodities occurs within specific regions of the United States.

Lesson 1.2 Preparing for Your Future

1. Employability skills, such as work ethic, timeliness, communication, and self-direction, are essential attributes for a successful career.
2. Agriculture is a broad field that encompasses many employment areas and offers a wide array of career opportunities.
3. Supervised Agricultural Experiences (SAE) programs provide opportunities to explore potential career choices and develop professional career goals.
4. The National FFA Organization offers members many opportunities to build necessary employment and life skills, such as leadership, personal character, and career options.

5. Career Development Events (CDE) expose students to numerous opportunities for academic application in agriculture.

Unit 2 Communicating Today

CCTC: Career Ready 1, 4, 9, 12,

Lesson 2.1 Listen to Me

1. People utilize multiple forms of verbal and nonverbal communication.
2. Voice, presence, and expression are used in communicating effectively.
3. Speeches may be informative, persuasive, or special occasion.

Lesson 2.2 Let's Get Together

1. People utilize multiple forms of communication in their daily lives.
2. Parliamentary procedures are used to conduct orderly meetings.
3. Teamwork is essential when solving many problems and completing group tasks.

Unit 3 The Science of Agriculture

CCTC: Career Ready 3, 4, 7, 11, 12, AFNR 3; **APS:** Agriscience Pathway C1.0, C13.0

Lesson 3.1 Agriscience Safety and Measurement

1. Laboratory equipment has specific uses in scientific experiments.
2. Emergency equipment is available and has specific uses.
3. Understanding and following procedures and rules are essential to maintaining a safe work environment.
4. Reading and understanding laboratory procedures are essential to conducting a laboratory experiment safely.
5. Mass, volume, temperature, and density are common laboratory measurements.

Lesson 3.2 Agriscience Investigators

1. Classification of people, places, and things is a basic skill used in daily life, scientific research, and the agricultural industry.
2. Proper and accurate data measurement and analysis is important for laboratory investigation.
3. The pH scale is 0-14 where 0 is extremely acidic, 7 is neutral, and 14 is extremely basic.
4. Scientific method is a systematic process used to solve a problem.

Unit 4 Natural Resources

NGSS: LS1.C, LS2A-C, ESS2.C, ESS3.A, ESS3.C; **CCTC** Career Ready 2-5 7-8, 11, AFNR 1-3, 6, NR 1-2, PS 1; **APS:** Agriscience Pathway C10.0, Forestry and Natural Resources Pathway E2.0, E3.0, E9.0,

Lesson 4.1. Starting from the Ground Up

1. Mineral matter, air, water, and organic matter are found in different proportions within a soil and define soil quality.
2. Geographical features and environmental factors influence the formation process of soils and impact soil quality.
3. Soil erosion results in the loss of quality top soil and is a concern in the study of mineral soils.

Lesson 4.2 The Whole Soil

1. Sand, silt, and clay are three sizes of mineral particles that comprise soil texture.
2. Soil structure and soil texture are elements that affect soil function.
3. The pH of a soil is affected by its buffering capacity.
4. The texture, structure, and color of each layer of soil within a profile are used to identify specific horizons.
5. Soils form in layers that have distinguishing characteristics from other layers in a soil profile.

Lesson 4.3 Water World

1. The water cycle is an example of a naturally occurring system in which the substance can change form and location.
2. Land topography influences the distribution of water and pollutants.
3. Water pollution is caused by point and non-point sources.
4. The quality of water sources, such as streams and drinking water, can be determined by measuring factors such as temperature, pH, turbidity, dissolved oxygen, and total dissolved solids.

Lesson 4.4 Living in Harmony

1. Energy flows from producers (plants) to consumers (animals).
2. Plants and animals depend on each other for survival.
3. Ecosystems are an interaction between organisms and the environment in which the organisms live.

SPRING SEMESTER

Unit 5 Plants and Animals

NGSS: LS1.A, LS1.C, LS3.A, LS3.B, PS1.C, CCTC Career Ready 2, 4-8, AFNR 1-3, 6, AS 1-6, Biotech BS.02, FP 4, PS 1-3, APS: Agriscience Pathway C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C11.0, Ornamental Horticulture Pathway F1.0, F2.0, F5.0, F11.0, Plant and Soil Science Pathway G1.0, G6.0

Lesson 5.1 Totally Cellular

1. Animal and plant cells have many similarities, especially in regards to cell function; however, there are important structural differences between the two cell types.
2. The nucleus of an animal and a plant cell is important for several life sustaining processes, such as cell division and protein synthesis.
3. Microscopes are used to examine cells and cellular features.
4. DNA is genetic material that combined with protein comprises the chromosomes found inside animal and plant cell nuclei.
5. Genes are a combination of DNA segments that define animal and plant physical appearance.
6. Offspring of animals and plants derive their genetic traits from both parents.

Lesson 5.2 All About Plants

1. Plants have roots, stems, leaves, and flowers, which are all vital to survival.
2. Flowers, consisting of four main parts, produce seeds for reproduction.
3. Seeds require moisture and warmth for germination.
4. Plants convert raw materials using the energy of the sun into sugar and oxygen.

5. Plant cells use water, oxygen, and glucose to produce energy and metabolic by-products of carbon dioxide and water.

Lesson 5.3 Plant Needs

1. Plants require adequate amounts of water for survival, growth, and development.
2. Production and management of plants are based upon environmental conditions, such as temperature.
3. The three primary nutrients, nitrogen, phosphorus, and potassium, are necessary for the healthy growth of plants.
4. The level of pH affects the health and well-being of plants.

Lesson 5.4 Animals in Ag

1. Animals are classified by species, gender, age, and purpose.
2. Animals have a complex set of systems that must work together.
3. Body parts of animals vary among different species.
4. Animals are selected based upon the quality and correctness of anatomical structure and productive potential.

Lesson 5.5 Animal Care

1. Animals require food, shelter, and water for survival.
2. The nutrients needed by animals include protein, carbohydrates, fats, vitamins, minerals, and water and are found in many feed sources.
3. Shelter helps animals control body temperature.
4. Animals perceive potential dangers differently than humans.
5. Production and management of animals are based on anatomical and physiological characteristics.
6. The production of food, fiber, and fuel sometimes creates ethical dilemmas for producers and consumers.

Lesson 5.6 Edible Agriculture

1. Food is derived from animal and plant products.
2. Food must be produced, transported, processed, and stored in a safe way.
3. Food may be contaminated at many points while in route to the consumer.

Unit 6 Agricultural Power and Technology

NGSS: ESS2.A, ESS3.C, CCTC Career Ready 2, 4-5, 7, 11-12, AFNR 1, 4, NR 1, PST 1, 4, 5; APS: Agriculture Mechanics Pathway B1.0, B2.0, B12.0

Lesson 6.1 Energy in Agriculture

1. Renewable and non-renewable energy sources, such as wind, solar, and biofuels, are currently being used in the United States.
2. Agricultural commodities can be converted to alternative energy sources.
3. People depend on consumable forms of energy, such as fuel and electricity, which are used in everyday life.
4. The efficiency of energy and the amount of energy produced varies among sources.

Lesson 6.2 This is My Land

1. All property is legally defined and recorded based on a standardized regulatory system.
2. Global Positioning System (GPS) is a method used to determine an exact location of a point on the earth using a coordinate system based on longitude and latitude readings.
3. Applications of Global Positioning Systems and Geographic Information Systems are used in all disciplines of agriculture and natural resource systems to improve agricultural production efficiencies and environmental quality.
4. Federal, state, county, and local laws govern how land can be used.

Lesson 6.3 How It's Made

1. English and metric linear measurement systems are two useful forms of measurement used every day.
2. The proper use of scale is important when drafting and designing project plans.
3. Mechanical shop tools and materials have specific purposes.
4. Agricultural projects involve planning, design, construction, implementation, and evaluation.

Unit 7 Looking Ahead

NGSS: LS4.D, ESS3.D; CCTC Career Ready 5-6, 8, 10, 12, AFNR 2, 4, 5,

Lesson 7.1 Your Future in Agriscience

1. Agriculture plays an essential role in society and feeding the world.
2. People develop goals in order to achieve their dreams.
3. Accurate record keeping is important to the success of an agricultural enterprise.

F. STUDENT EVALUATION STANDARDS (List the criteria on which students will be graded in the course. Give the approximate weight for each of the grading criteria in determining the student's grade, such as tests, homework, labs, class participation. Also indicate the weight given to quarter grades and semester final in tabulating the final grade.)

QUARTER CALCULATIONS	SEMESTER
Assignments- 20% Labs- 40% Assessments- 40%	Quarter 1 or 3 - 40% Quarter 2 or 4 - 40% FFA & SAE - 10% Final- 10%

G. SUGGESTED INSTRUCTIONAL ACTIVITIES (This item is optional and is not required of the course of study. If it is completed, it should include teacher and/or student activities such as field trips, demonstrations, speakers, or special procedures that will assist the students in learning the course objectives.)

District Wide Course of Study Title:

Agriculture Economics

A. COURSE INFORMATION

Grade Level: 12

Length of Course: 1 Semester

Maximum Credit: 5

Type:

Recommendation for Enrollment: Students should have completed 2-3 years of agriculture courses in their designated agriculture career pathway, OR they should receive the consent of the instructor.

COURSE DESCRIPTION This class is a survey and basic understanding of the economics of the agriculture industry. It is an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system. The management principles encountered in the day to day operation of an agricultural enterprise are stressed as they relate to the decision making process. Students will study and discuss agricultural issues and what role economic systems play in the agricultural industry.

B. INSTRUCTIONAL MATERIALS

Economics Principles in Action: Prentice Hall 2001

Supplemental Materials

The U.S. Farm Bill latest revised Edition

Exploring Farm Cooperatives Agric. Council of CA 2003

Agribusiness Fundamentals and Applications Delmar Cengage Learning. 2009

C. COURSE OUTLINE

Ag. Economics

A) Definition of Economics

- 1) Economic goods and services
- 2) Opportunity costs
- 3) Goals of the American Economy

B) Role of Economics

- 1) Historical development of the role of agricultural economic policy in the U.S.
- 2) Relationships of the agricultural economy to the general U.S. economy

C) Introduction to Economics, Agricultural Economics, and Economic Growth

- 1) Scarcity

- g) Cycles of Production
- 2) Government Programs and Policies
  - a) Budget process
  - b) Spending/taxing
  - c) Monetary policy
    - (1) money
    - (2) Federal Reserve
  - d) Financial Intermediaries/
  - e) Agriculture Programs
    - (1) loans
    - (2) subsidies
    - (3) alternatives
- I) International Economics
  - 1) Agriculture trade and economic development
  - 2) Foreign trade policy
  - 3) Tariffs
    - a) Quotas
    - b) Food as a weapon
- J) Importance of exports
  - 1) Goals of policy
  - 2) Criteria of policy formulation
  - 3) Problem solving environment
  - 4) Problem solving approach
- K) The problem solving approach and policy formulation
- L) Problems in Resources Development
  - 1) United States
    - a) Rural
    - b) Urban
  - 2) Developing countries

D. **COURSE OBJECTIVES FOR**

After completion of this course students will:

1. Understand the activities that lead to the development of our government, the evolution of the Constitution, and the essential principles of the structure of our government.
2. Students will be able to distinguish between the branches of government and identify the duties of each branch.
3. Students will be able to identify the social context and public opinion of our government system.
4. Students will be able to outline the process of election.
5. Students will understand the Bill of Rights and explain the meaning and implication of each right in our society.
6. Students will be able to distinguish between the powers of state government and the national government.
7. Students will recognize the role of tariffs and quotas as they relate to international agriculture trade and economic development.
8. Students understand how government organizations affect agriculture and the characteristics of and differences between national and international trade.
9. Students understand how government organizations affect agriculture and the characteristics of and differences between national and international trade.
10. Students will understand economic principles as they relate to agribusiness.
11. Students will be able to make management decisions based on their analysis and interpretation of economic information using the appropriate technology.
12. Student should be able to distinguish the differences between agricultural and industrial production.

2.0 Communications: Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. (The standards listed below retain in parentheses the numbering as specified in the English— language arts content standards adopted by the State Board of Education.)

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

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

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

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

2.2 Writing: Specific applications of Writing Strategies and Applications standards (grades 9-10)

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

Specific applications of Listening and Speaking Strategies and Applications standards (grades 11-12)

(1.8) Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity

(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

(2.4) Deliver multimedia presentations:

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

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology : Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

4.3 Understand the influence of current and emerging technology on selected segments of the economy.

4.4 Understand geographic information systems (G.I.S.).

4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.

4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking : Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety : Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

6.3 Understand how to locate important information on a material safety data sheet.

6.4 Maintain safe and healthful working conditions.

6.5 Use tools and machines safely and appropriately.

A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:

A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.

A2.2 Know basic agricultural economic terminology.

A2.3 Understand the law of supply and demand as it effects price determination.

A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.

A2.5 Differentiate between elastic and inelastic supply and demand.

A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).

A3.2 Know the criteria lenders use to evaluate repayment capacity.

A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

A4.1 Understand the differences between cash and accrual accounting systems.

A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.

A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.

A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.

A4.5 Understand how to determine property values and how to complete a depreciation schedule.

A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

A5.1 Understand environmental responsibility and its impact on agribusiness.

A5.2 Understand the concept of liability and the economic impact of being held liable.

A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.

A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.

A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.

A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.

A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:

A7.1 Understand how marketing functions in a free market society.

A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.

A7.3 Understand how the law of comparative advantage affects agricultural production.

A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.

A7.5 Understand how promotion trends for agricultural products influence individuals.

A7.6 Understand how to develop a marketing plan for an agricultural product or service.

A8.0 Students understand the sales of agricultural products and services:

A8.1 Determine the most effective methods for assessing customer needs and wants.

A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.

judiciary (Federalist *Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.

6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
3. Discuss the historical role of religion and religious diversity.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
2. Explain the process through which the Constitution can be amended.
3. Identify their current representatives in the legislative branch of the national government.
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
6. Explain the processes of selection and confirmation of Supreme Court justices.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
3. Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.

7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
  8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.
- 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Principles of Economics

- 12.1 Students understand common economic terms and concepts and economic reasoning.
1. Examine the causal relationship between scarcity and the need for choices.
  2. Explain opportunity cost and marginal benefit and marginal cost.
  3. Identify the difference between monetary and non monetary incentives and how changes in incentives cause changes in behavior.
  4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
  5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).
- 12.2 Students analyze the elements of America's market economy in a global setting.
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.
  2. Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.
  3. Explain the roles of property rights, competition, and profit in a market economy.
  4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
  5. Understand the process by which competition among buyers and sellers determines a market price.
  6. Describe the effect of price controls on buyers and sellers.
  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.
  8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
  9. Describe the functions of the financial markets.
  10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.
- 12.3 Students analyze the influence of the federal government on the American economy.
1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
  2. Identify the factors that may cause the costs of government actions to outweigh the benefits.
  3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
  4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).
- 12.4 Students analyze the elements of the U.S. labor market in a global setting.
1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance.
  2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

District Wide Course of Study Title:

Agriculture Government

A. COURSE INFORMATION

Grade Level: 12

Length of Course: 1 Semester

Maximum Credit: 5

Type:

Recommendation for Enrollment: Students should have completed 2-3 years of agriculture courses in their designated agriculture career pathway, OR they should receive the consent of the instructor.

COURSE DESCRIPTION

This course is designed to familiarize students with the structure and processes of the United States Government system. Students will learn about the responsibilities and rights of citizenship, voting, political, parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Students will also learn about state powers as it compares to the national government powers, and be introduced to world leadership. Students will study and discuss agricultural issues and what role the government system plays in the agricultural industry.

B. INSTRUCTIONAL MATERIALS

Magruder's American Government; Prentice Hall
We the People: Center for Civic Education 2009

Supplemental Materials

American Government Readings and Case Studies. Little Brown and Co. 1989
The Federalist Papers. New American Library/Mentor
The U.S. Farm Bill latest revised Edition
Exploring Farm Cooperatives Agric. Council of CA 2003
Agribusiness Fundamentals and Applications Delmar Cengage Learning. 2009

- e) Funding
- 4) Bill of Rights
  - a) Freedom of speech
  - b) Freedom of press
  - c) Right to assembly
  - d) Freedom of religion
  - e) Due process
  - f) Limit of power
- 5) Individual Freedoms/Public Necessity
  - a) Crime
  - b) Discrimination
  - c) Eminent domain
  - d) Taxes
  - e) Defense
  - f) Schooling
- E) Federalism
  - 1) Structure
    - a) Federal government officers
    - b) State government officers
    - c) Local government officers
    - d) Functions
    - e) Court systems
    - f) Law enforcement
  - 2) Federal/State Government
    - a) Reserve powers
    - b) Incorporation
    - c) Jurisdiction
    - d) Resources
  - 3) Federal/State Legal System
    - a) Criminal/Civil matters
    - b) Family/Juvenile Law
  - 4) Role of Local Government
    - a) Education
    - b) Crime
    - c) Taxes
    - (1) Regulation
  - 5) Agribusiness Taxation
  - 6) Introduction to Taxes
  - 7) Income Tax Management
- F) Agriculture Policy
  - 1) Domestic International Issues
  - 2) Preoccupation with security
  - 3) Government influence
- G) Agriculture Law
  - 1) Historical & Current Sources of Law
  - 2) Regulatory Agencies
  - 3) Laws Affecting Ag Enterprises
  - 4) Labor Law
  - 5) Ag: Property Rights
  - 6) Farm Leases
  - 7) Ag. Liability Laws
  - 8) Air and Water
- H) Global Marketing and Trade
  - 1) World government

(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

(12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

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

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

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

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.

(1.f) Distinguish between hypothesis and theory as scientific terms.

(1.j) Recognize the issues of statistical variability and the need for controlled tests.

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science : Specific applications of Principles of Economics standards (grade twelve):

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

(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.4) Students analyze the elements of the U.S. labor market in a global setting.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications: Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. (The standards listed below retain in parentheses the numbering as specified in the English– language arts content standards adopted by the State Board of Education.)

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

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

(2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's

d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

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

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

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

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

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.2) Deliver expository presentations:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.
- g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades 11-12)

(1.8) Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity

(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

(2.4) Deliver multimedia presentations:

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

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork : Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills : Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.

10.2 Manage and actively engage in a career-related, supervised agricultural experience.

10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application : Students demonstrate and apply the concepts contained in the foundation and pathway standards.

Agricultural Business Pathway: In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:

A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.

A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.

A1.3 Understand the advantages and disadvantages of the four types of business ownership.

A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.

A1.5 Analyze physical production relationships to determine optimum use levels.

A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:

A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.

A2.2 Know basic agricultural economic terminology.

A2.3 Understand the law of supply and demand as it effects price determination.

A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.

A2.5 Differentiate between elastic and inelastic supply and demand.

A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).

A3.2 Know the criteria lenders use to evaluate repayment capacity.

A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
- C3.4 Understand the laws and regulations concerning biotechnology.
- C4.4 Understand various points of view regarding the use of animals.

E. Forestry and Natural Resources Pathway

- E1.4 Compare the effects on air and water quality of using different forms of energy.
- E2.0 Students understand air and water use, management practices, and conservation strategies:
- E2.1 Understand the government's role in regulating air, soil, and water use management practices and conservation strategies.
- E13.3 Understand the role of public and private property rights and how they affect agriculture.
- E13.4 Understand the role of government in managing public and private property rights.

G. Plant and Soil Science Pathway

- G8.1 Understand California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
- G8.2 Understand the local, state, and federal agencies that regulate water quality and availability in California.

Principles of American Democracy

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.
5. Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.
6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

3. Discuss reserved powers and concurrent powers of state governments.
  4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
  5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
  6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
  7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.
  8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
1. Discuss the meaning and importance of a free and responsible press.
  2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
  3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
  2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).
  3. Discuss the advantages and disadvantages of federal, con federal, and unitary systems of government.
  4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
  5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
  6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
  7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
  8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.
- 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Principles of Economics

- 12.1 Students understand common economic terms and concepts and economic reasoning.
1. Examine the causal relationship between scarcity and the need for choices.
  2. Explain opportunity cost and marginal benefit and marginal cost.
  3. Identify the difference between monetary and non monetary incentives and how changes in incentives cause changes in behavior.
  4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
  5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).
- 12.2 Students analyze the elements of America's market economy in a global setting.

E. STUDENT EVALUATION STANDARDS

Homework/Class work	**
Supervised Agriculture Experience Program	**
FFA – Leadership	**
Quizzes & Tests	**
Participation/Career Readiness	**

**Weighting is based on individual school sites.

SEMESTER BREAKDOWN:

Quarter 1 = 40%

Quarter 2 = 40%

Final = 20%

F. SUGGESTED INSTRUCTIONAL ACTIVITIES

Prepared By: Elizabeth Bledsoe, Clay Freeman, Amy Mertz

Student	Grade	FFA Activity Points MAX:3,0000 PTS:100,0000 12/18/2019 FFA Activities
[REDACTED]	80.0 B	3
[REDACTED]	80.2 B	3
[REDACTED]	77.8 C	1
[REDACTED]	93.2 A	3
[REDACTED]	95.2 A	3
[REDACTED]	80.6 B	1
[REDACTED]	93.2 A	3
[REDACTED]	62.0 D	1
[REDACTED]	93.8 A	3
[REDACTED]	92.1 A	3
[REDACTED]	70.2 C	2
[REDACTED]	99.4 A	3
[REDACTED]	91.1 A	3
[REDACTED]	93.2 A	3
[REDACTED]	93.4 A	2
[REDACTED]	86.6 B	2
[REDACTED]	76.2 C	3
[REDACTED]	92.1 A	3
[REDACTED]	97.3 A	3
[REDACTED]	71.4 C	1
[REDACTED]	93.1 A	3
[REDACTED]	53.8 F	2
[REDACTED]	86.9 B	1
[REDACTED]	88.3 B	3
[REDACTED]	82.0 B	3
[REDACTED]	97.4 A	3
[REDACTED]	43.9 F	0
[REDACTED]	90.8 A	3
[REDACTED]	83.9 B	1
[REDACTED]	89.1 B	3
[REDACTED]	92.3 A	3
[REDACTED]	78.5 C	2
[REDACTED]	83.8 B	1

Student	Grade	FFA Activity Points MAX:3.0000 PTS:100.0000 12/18/2019 FFA Activities
	92.4 A	3
	79.3 C	3
	83.5 B	1
	92.7 A	3
	82.4 B	2
	94.5 A	3
	73.6 C	3
	88.5 B	1
	77.4 C	3
	90.8 A	3
	98.6 A	3
	91.6 A	3
	84.4 B	2
	97.8 A	3
	84.0 B	2
	82.7 B	1
	90.3 A	3
	75.4 C	1
	97.0 A	3
	78.0 C	3
	83.8 B	3
	84.2 B	1
	67.3 D	2
	90.7 A	1
	96.0 A	3
	87.5 B	3
	99.1 A	3
	63.7 D	2
	95.9 A	3
	77.1 C	2
	87.7 B	3

Student	Grade	FFA Activity Points MAX:3.0000 PTS:100.0000 12/18/2019 FFA Activities
	92.5 A	3
	93.3 A	3
	96.5 A	3
	80.0 B	3
	91.1 A	3
	86.6 B	1
	96.6 A	3
	79.5 B (C)*	3
	87.7 B	3
	76.7 C	3
	97.4 A	3
	72.6 C	0
	83.6 B	1
	85.7 B	3
	93.6 A	3
	82.3 B	1
	94.1 A	3
	95.8 A	3
	84.0 B	1
	99.5 A	3
	84.9 B	0
	96.8 A	3
	89.1 B	3
	77.5 C	1
	86.2 B	2
	92.0 A	3
	78.6 C	0
	98.2 A	3
	89.8 A (B)*	3
	91.5 A	2

Student	Grade	FFA Activity Points MAX:3.0000 PTS:100.0000 12/18/2019 FFA Activities
	94.0 A	3
	70.2 C	3
	91.7 A	3
	76.7 C	2
	95.7 A	3
	58.5 F	1
	85.2 B	3
	84.7 B	2
	92.7 A	2
	63.3 D	2
	31.5 F	1
	99.7 A	3
	98.4 A	3
	88.1 B	3
	89.2 B	3
	89.6 A (B)*	3
	83.2 B	3
	84.9 B	3
	66.1 D	0
	47.7 F	1
	91.8 A	3
	88.3 B	3
	93.3 A	3
	64.1 D	3
	74.3 C	3
	99.8 A	3
	75.6 C	1
	73.6 C	1
	87.8 B	2
	91.5 A	2
	99.3 A	3
	88.3 B	3
	81.9 B	3
	81.0 B	3
	98.9 A	3

Student	Grade	FFA Activity Points MAX:3.0000 PTS:100.0000 12/18/2019 FFA/Activities
	92.4 A	3
	77.0 C	2
	71.4 C	3
	83.5 B	0
	94.0 A	3
	81.1 B	3
	95.1 A	3
	88.3 B	3
	79.0 C	2
	94.3 A	3
	75.3 C	3
	83.5 B	2
	73.8 C	1
	95.6 A	3
	75.6 C	2
	87.3 B	3
	89.5 A (B)*	1
	90.1 A	3
	82.5 B	3
	77.6 C	0
	78.7 C	2
	76.0 C	1
	96.7 A	3
	63.7 D	0
	74.2 C	1
	75.7 C	2
	87.1 B	3
	80.3 A	3
	72.9 C	3
	77.7 C	3
	83.9 B	2

Student	Grade	SAE Project MAX:200,000 PTS:100,000 5/8/2020 Assignments	Week #18 Packet MAX:50,000 PTS:100,000 5/15/2020 Assignments	Week #19 Packet MAX:100,000 PTS:100,000 5/22/2020 Assignments
	78.4 C	200	50	100
	17.4 F	0	0	0
	95.8 A	200	50	100
	71.7 C	200	50	0
	69.0 D	0	45	50
	95.8 A	200	50	0
	48.4 F	0	0	0
	98.8 A	200	50	100
	99.7 A	200	50	100
	98.8 A	200	50	0
	51.2 F	200	0	0
	83.8 B	0	0	0
	94.0 A	200	50	100
	94.5 A	200	0	0
	46.0 F	0	0	0
	98.8 A	200	50	0
	97.0 A	200	50	100
	78.3 C	0	0	0
	95.0 A	200	50	100
	45.6 F	0	0	0
	73.6 C	200	50	100
	91.1 A	200	50	100
	10.9 F	0	0	0
	95.8 A	200	50	100
	0.0 F	0	0	0
	92.4 A	200	0	0

Student	Grade	SAE Project MAX:200.0000 PTS:100.0000 5/8/2020 Assignments	Week #18 Packet MAX:50.0000 PTS:100.0000 5/15/2020 Assignments	Week #19 Packet MAX:100.0000 PTS:100.0000 5/22/2020 Assignments
	94.1 A	200	50	100
	92.0 A	0	0	0
	94.0 A	200	50	100
	45.7 F	0	0	0
	95.8 A	0	50	100

Student	Grade	SAE Project MAX:200,0000 PTS:100,0000 5/8/2020 Assignments	Week #18 Packet MAX:50,0000 PTS:100,0000 5/15/2020 Assignments	Week #19 Packet MAX:100,0000 PTS:100,0000 5/22/2020 Assignments
	94.5 A	200	0	0
	80.4 A	0	0	0
	91.4 A	0	50	100
	95.8 A	0	50	100
	88.7 B	0	50	100
	99.8 A	200	50	100
	46.9 F	0	0	0
	96.3 A	200	50	100
	92.1 A	0	50	100
	81.3 B	0	0	0
	89.6 B	200	50	100
	86.2 B	0	0	0
	64.3 D	0	0	0
	54.7 F	200	50	100
	90.4 A	0	50	100
	95.8 A	190	50	100
	91.6 A	0	0	0
	85.0 B	0	0	0
	91.5 A	200	0	100
	19.9 F	0	0	0
	76.5 C	0	0	0
	65.8 D	0	0	0
	46.3 F	200	0	0
	96.9 A	200	50	100
	92.8 A	200	50	0
	97.8 A	0	50	100

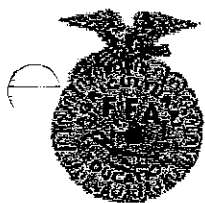
Student	Grade	SAE Project MAX:200.0000 PTS:100.0000 5/8/2020 Assignments	Week #18 Packet MAX:50.0000 PTS:100.0000 5/15/2020 Assignments	Week #19 Packet MAX:100.0000 PTS:100.0000 5/22/2020 Assignments
	98.9 A	200	50	100
	67.1 D	200	0	0
	95.2 A	200	0	0
	81.9 B	0	0	0
	82.0 B	0	0	0

Student	Grade	SAE Project MAX:200.0000 PTS:100.0000 5/8/2020 Assignments	Week #18 Packet MAX:50.0000 PTS:100.0000 5/15/2020 Assignments	Week #19 Packet MAX:100.0000 PTS:100.0000 5/22/2020 Assignments
	88.8 B	0	0	0
	93.6 A	200	50	0
	69.4 D	0	0	0
	79.2 C	200	0	0
	88.4 B	200	50	100
	75.9 C	0	0	0
	95.4 A	200	50	100
	100.0 A	200	50	100
	82.1 B	200	50	100
	91.2 A	0	0	0
	74.4 C	0	0	0
	100.0 A	200	50	100
	44.2 F	0	0	0
	87.4 B	200	0	0
	89.7 B	200	0	100
	94.0 A	0	0	0
	95.8 A	200	50	0
	79.7 C	0	0	0
	97.8 A	200	50	0
	99.8 A	190	50	100
	1.2 F	0	0	0
	96.3 A	200	50	100
	100.0 A	200	50	100
	46.0 F	0	0	0
	88.4 B	0	0	0
	91.6 A	0	50	100

Student	Grade	SAE Project MAX:200.0000 PTS:100.0000 5/8/2020 Assignments	Week #18 Packet MAX:50.0000 PTS:100.0000 5/15/2020 Assignments	Week #19 Packet MAX:100.0000 PTS:100.0000 5/22/2020 Assignments
	93.9 A	200	0	0
	89.3 B	200	0	0
	100.0 A	200	50	100
	89.9 B	0	0	0
	94.6 A	200	50	0

Student	Grade	SAE Project MAX:200,0000 PTS:100,0000 5/8/2020 Assignments	Week #18 Packet MAX:50,0000 PTS:100,0000 5/15/2020 Assignments	Week #19 Packet MAX:100,0000 PTS:100,0000 5/22/2020 Assignments
	97.6 A	190	0	0
	44.4 F	0	0	0
	49.6 F	200	0	0
	5.4 F	0	0	0
	90.3 A	200	0	0
	72.0 C	200	50	100
	50.5 F	0	0	0
	95.8 A	200	50	0
	37.6 F	0	0	0
	0.6 F	0	0	0
	95.8 A	200	50	0
	96.9 A	200	50	100
	97.4 A	200	0	0
	44.5 F	0	0	0
	97.6 A	200	0	0
	67.5 D	200	0	0
	65.3 D	0	0	0
	45.1 F	0	50	75
	34.8 F	0	0	0
	96.1 A	0	50	0
	23.8 F	0	0	0
	12.7 F	0	0	0
	66.5 D	0	0	0
	90.9 A	0	0	50
	97.6 A	200	50	0
	54.4 F	0	0	0

Student	Grade	SAE Project MAX:200.0000 PTS:100.0000 5/8/2020 Assignments	Week #18 Packet MAX:50.0000 PTS:100.0000 5/15/2020 Assignments	Week #19 Packet MAX:100.0000 PTS:100.0000 5/22/2020 Assignments
	33.1 F	0	50	75
	87.9 B	0	0	50
	93.4 A	200	0	0
	94.1 A	200	50	100
	1.2 F	0	0	0
	62.9 D	175	50	100
	95.2 A	0	0	0



FRONTIER HIGH SCHOOL AGRICULTURE DEPARTMENT

FRONTIER FFA CHAPTER

6401 Allen Road Bakersfield, CA 93314

Phone 661-829-1107 Fax 661-829-1185

Agriculture Science Department Chair - Julie Beechinor



HOME VISIT REPORT

Student Name: _____ Grade: _____ Date: _____

Student Address: _____ Phone: _____

Project: _____ Project Type: _____

Purpose of Visit: _____

Current Feeding Program: _____

Project Weight: _____ Goal Weight: _____

Record Book Check: _____ Up-to-date: _____

General Comments/Recommendations:

_____
_____
_____
_____

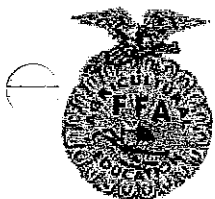
Date	Animal Treated	Medication	Amount Given	Withdrawal	Withdrawal end Date	Responsible Person

Student Signature: _____

Est. Date of Next Visit: _____

Instructor Signature: _____

Parent Signature: _____



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Phone 661-829-1107 Fax 661-829-1185

Agriculture Science Department Chair - Julie Beechinor



HOME VISIT REPORT

Student Name: _____ Grade: 12 Date: 7/8

Student Address: _____ Phone: _____

Project: Market Goats Project Type: _____

Purpose of Visit: Tag for fair

Current Feeding Program: _____

Project Weight: _____ Goal Weight: _____

Record Book Check: _____ Up-to-date: _____

General Comments/Recommendations:

Tag #'s 798 & 799 practice 7/9 e farm
~~do~~ does

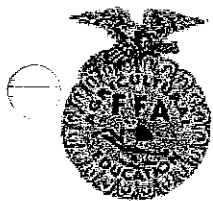
Date	Animal Treated	Medication	Amount Given	Withdrawal	Withdrawal end Date	Responsible Person
7/8	798	vetnam	on left eye - red once		daily	mj

Student Signature: _____

Est. Date of Next Visit: 7/15

Instructor Signature: Mallory

Parent Signature: _____



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FRONTIER FFA CHAPTER

6401 Allen Road Bakersfield, CA 93314

Phone 661-829-1107 FAX 661-829-1185

Agriculture Science Department Chair - Julie Beechinor



HOME VISIT REPORT

Student Name: _____ Grade: 10 Date: 7/8

Student Address: _____ Phone: _____

Project: Market Goat Project Type: _____

Purpose of Visit: Tag for fair

Current Feeding Program: _____

Project Weight: weigh at practice Goal Weight: _____

Record Book Check: _____ Up-to-date: _____

General Comments/Recommendations:

(78 lbs)

Tag #s 1230 & 1232

(76 lbs)

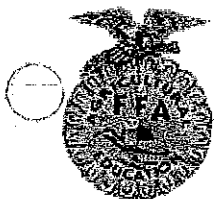
Date	Animal Treated	Medication	Amount Given	Withdrawal	Withdrawal end Date	Responsible Person
N/A						

Student Signature: _____

Est. Date of Next Visit: 7/15

Instructor Signature: Mallory

Parent Signature: _____



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Phone 661-829-1107 Fax 661-829-1185

Agriculture Science Department Chair - Julie Beechinor



HOME VISIT REPORT

Student Name: _____ Grade: 9 Date: 7/8

Student Address: _____ Phone: _____

Project: Market Goat Project Type: _____

Purpose of Visit: Tag for fair

Current Feeding Program: _____

Project Weight: weigh @ practice 7/9 Goal Weight: _____

Record Book Check: _____ Up-to-date: _____

General Comments/Recommendations:

Tag #'s 884 and 885

Date	Animal Treated	Medication	Amount Given	Withdrawal	Withdrawal end Date	Responsible Person
<u>N/A</u>						

Student Signature: _____

Est. Date of Next Visit: 7/15

Instructor Signature: Maerkins

Parent Signature: [Signature]



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Phone 661-829-1107 FAX 661-829-1185

Agriculture Science Department Chair - Julie Beechinor



HOME VISIT REPORT

Student Name: _____ Grade: 11 Date: 7/8

Student Address: _____ Phone: _____

Project: Market Goats Project Type: _____

Purpose of Visit: Tag for fair

Current Feeding Program: * Add exercise *

Project Weight: _____ Goal Weight: _____

Record Book Check: _____ Up-to-date: _____

General Comments/Recommendations:

Tag #'s 878 and #879
* weather dam does

Date	Animal Treated	Medication	Amount Given	Withdrawal	Withdrawal end Date	Responsible Person
<u>N/A</u>						

Student Signature: _____ Est. Date of Next Visit: 7/15

Instructor Signature: M. V. King

Parent Signature: [Signature]



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Phone 661-829-1107 Fax 661-829-1185

Agriculture Science Department Chair - Julie Beechinor



HOME VISIT REPORT

Student Name: _____ Grade: 11 Date: 7/8

Student Address: _____ Phone: _____

Project: Market Goat Project Type: _____

Purpose of Visit: Tag for fair

Current Feeding Program: _____

Project Weight: 63 lbs (7/8/20) Goal Weight: 85-90 lbs

Record Book Check: _____ Up-to-date: _____

General Comments/Recommendations:

• Tag #1116

• VQCA training \$12 online

• Clean pen - 1st warning morning

Date	Animal Treated	Medication	Amount Given	Withdrawal	Withdrawal end Date	Responsible Person
N/A						

Student Signature: _____

Est. Date of Next Visit: 7/15

Instructor Signature: Mallory

Parent Signature: _____



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FRONTIER FFA CHAPTER

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Phone 661-829-1107 FAX 661-829-1185

Agriculture Science Department Chair - Julie Beechinor



HOME VISIT REPORT

Student Name: _____ Grade: 9 Date: 7/8

Student Address: _____ Phone: _____

Project: Market Goat Project Type: _____

Purpose of Visit: Tag for fair

Current Feeding Program: _____

Project Weight: weigh & practice Goal Weight: _____

Record Book Check: _____ Up-to-date: _____

General Comments/Recommendations:

Tag #s 1231 + 1233
* Need YOCA online \$12

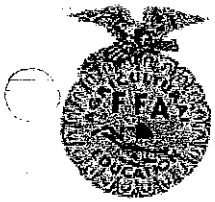
Date	Animal Treated	Medication	Amount Given	Withdrawal	Withdrawal end Date	Responsible Person
<u>N/A</u>						

Student Signature: _____

Est. Date of Next Visit: 7/15/20

Instructor Signature: Mallory

Parent Signature: _____



FRONTIER HIGH SCHOOL AGRICULTURE DEPARTMENT

FRONTIER FFA CHAPTER

6401 Allen Road Bakersfield, CA 93314

Phone 661-829-1107 Fax 661-829-1185

Agriculture Science Department Chair - Julie Beechinor



HOME VISIT REPORT

Student Name: _____ Grade: 9 Date: 7/8

Student Address: _____ Phone: _____

Project: Market Goat Project Type: _____

Purpose of Visit: Tag for fair

Current Feeding Program: _____

Project Weight: _____ Goal Weight: _____

Record Book Check: _____ Up-to-date: _____

General Comments/Recommendations:

Tag #'s 545, 546, 547 great job!!
(64) (69) (42)

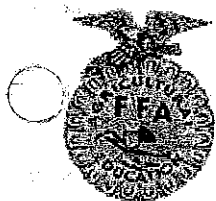
Date	Animal Treated	Medication	Amount Given	Withdrawal	Withdrawal end Date	Responsible Person
N/A						

Student Signature: _____

Est. Date of Next Visit: 7/15

Instructor Signature: M. Anderson

Parent Signature: Kim Panther



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Agriculture Science Department Chair - Julie Beechinor



HOME VISIT REPORT

Student Name: _____ Grade: 9 Date: 7/8

Student Address: _____ Phone: _____

Project: Market Goat Project Type: _____

Purpose of Visit: Tag for fair

Current Feeding Program: _____

Project Weight: weigh @ 7/9 practice Goal Weight: _____

Record Book Check: _____ Up-to-date: _____

General Comments/Recommendations:

* Student not present
mom *

• Tag # 184

• Transfer YQCA → FFA by entry due date

Date	Animal Treated	Medication	Amount Given	Withdrawal	Withdrawal end Date	Responsible Person
7/8	184	Mite treatment	Cylenc	.75		MA

Student Signature: _____

Est. Date of Next Visit: 7/15

Instructor Signature: Mallory King

Parent Signature: Sherry Smith



FRONTIER HIGH SCHOOL AGRICULTURE DEPARTMENT

FRONTIER FFA CHAPTER

6401 Allen Road Bakersfield, CA 93314

Phone 661-829-1107 Fax 661-829-1185

Agriculture Science Department Chair - Julie Beechinor



HOME VISIT REPORT

Student Name: _____ Grade: 10 Date: 7/8

Student Address: _____ Phone: _____

Project: Market Goat Project Type: _____

Purpose of Visit: Tag for fair

Current Feeding Program: * Add probiotics

Project Weight: weigh @ practice 7/9 Goal Weight: _____

Record Book Check: _____ Up-to-date: _____

General Comments/Recommendations:

* Tag & DNA for 2019 KCF #998 (47 lbs)
~~Record~~

Date	Animal Treated	Medication	Amount Given	Withdrawal	Withdrawal end Date	Responsible Person
7/8/19	Hooves trimmed	front right & left rear				

Student Signature: _____

Est. Date of Next Visit: 7/15/19

Instructor Signature: meel King

Parent Signature: _____



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Phone 661-829-1107 FAX 661-829-1185

Agriculture Science Department Chair - Julie Beechinor



HOME VISIT REPORT

Student Name: _____ Grade: 10 Date: 7/8/20

Student Address: _____ Phone: _____

Project: Market Goat Project Type: _____

Purpose of Visit: Tag for fair

Current Feeding Program: _____

Project Weight: weigh @ practice Goal Weight: _____

Record Book Check: _____ Up-to-date: _____

General Comments/Recommendations:

*

Tag #238

* YQCA training \$12

Date	Animal Treated	Medication	Amount Given	Withdrawal	Withdrawal end Date	Responsible Person
7/8	6813	Iodine on wound				

Student Signature: _____

Est. Date of Next Visit: 7/15

Instructor Signature: M. Lee

Parent Signature: _____



FRONTIER HIGH SCHOOL AGRICULTURE DEPARTMENT

FRONTIER FFA CHAPTER

6401 Allen Road Bakersfield, CA 93314

Phone 661-829-1107 Fax 661-829-1185

Agriculture Science Department Chair - Julie Beechinor



HOME VISIT REPORT

Student Name: _____ Grade: 10 Date: 7/8/20

Student Address: _____ Phone: _____

Project: Market Goat Project Type: _____

Purpose of Visit: Tag for fair

Current Feeding Program: _____

Project Weight: 64 lbs Goal Weight: 75-80 lbs

Record Book Check: _____ Up-to-date: _____

General Comments/Recommendations:

Tag #481
- YQCA by entries meeting

Date	Animal Treated	Medication	Amount Given	Withdrawal	Withdrawal end Date	Responsible Person
7/8	481	Trim hooves	(4)	~~_____~~		

Student Signature: _____

Est. Date of Next Visit: 7/15

Instructor Signature: Mallory

Parent Signature: Dennis Ruel

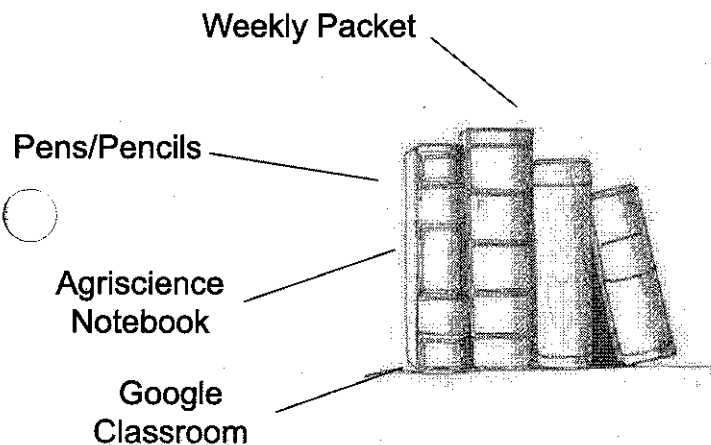
INTRO TO AFNR & AG GOV/ ECON

2019 — Ms. Harrison — 2020

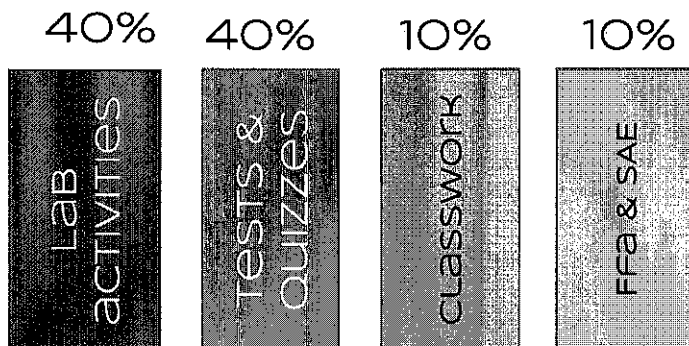
{Communication}

1. mallory_harrison@kernhigh.org
2. Frontier high school, 1201
3. (661) 829 - 1107

{CLASS MATERIALS}



{Grades}



{FFA & SAE}

FFA - As an agriculture student, you must participate in a minimum of 3 FFA Activities each semester in order to get the 10%. There are numerous opportunities available for students to achieve this goal.

SAE - Each student enrolled in Ag is required to complete an outside of class project related to agriculture. Students will complete a record book, tri-fold board with photos, and 50 hours. This project is due May 2020.

- {Preparation}

1. Come prepared to class with your binder, planner, notebooks, writing utensils, & interactive notebook supplies.
2. Start working on bell ringers immediately so class can start within five minutes of the bell. This is when I will stamp your bell ringers.
3. Weekly packets should be turned in every Friday. Late work will lose points on a per-day-late basis.

{RESPONSIBILITY}

1. Weekly and daily work will be updated weekly (bell ringers, participation, and quizzes). Please check grades regularly and feel free to ask me any questions that you might have about a particular grade.
2. If you are absent, you are responsible for completing your make-up work (one day for make-up for each day absent).
3. Can be done before/after school or via e-mail.

instagram

@FRONTIER_FFA_BAKERSFIELD
TO KEEP UP WITH FFA ACTIVITIES



LATE WORK POLICY

Late work is accepted for up to two weeks without a loss of points.

EXTRA CREDIT?

Do not ask for extra credit. Check your weekly packets for occasional extra credit opportunities.

Google Classroom Codes

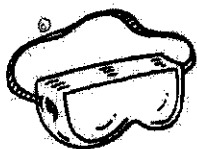
1st AFNR	m8d3ld
2nd AFNR	lax0v
3rd AFNR	ef2oujw
5th AFNR	yd53rb6
6th Econ	j2ta4ih

LABORATORY SAFETY

Agricultural Science classes are laboratory based. Students will be required to work with potentially hazardous materials, laboratory equipment, and other lab materials. Before students participate in labs they will be required to pass the KHSD Agricultural Lab Safety Exam. In the abs

students will be required to know and apply all necessary safety rules and procedures.

fety contracts will be sent home at the end of the unit.



Absentee Policy

- ☐ YES! We did important stuff while you were gone. It is your responsibility to check the board when you return and pick up your weekly packet.
- ☐ Any assignment you are absent for will be entered as a ZERO in Synergy until it is turned in.
- ☐ You have the number of days you were absent to complete the missing work.
- ☐ Check the [ABSENT] box on the cover of your weekly packet.

GRADING POLICY

- ☐ Grades will be updated via Synergy at minimum twice per month.
- ☐ Students are encouraged to check Synergy to ensure they are up to date with their assignments.
- ☐ Completed work and don't see it on Synergy? Check the NO NAME packets.

Titan QUEST

BE RESPECTFUL

BE RESPONSIBLE

BE PRODUCTIVE

BE SAFE

**Plagiarism and cheating
will NOT be tolerated!**

Agriculture

Intro to Agriculture

Ag Econ & Government

I, _____, have read and understand the rules and expectations for my agriculture class. I acknowledge that it is my responsibility to contact my teacher if I have any questions or concerns. I know that this syllabus, assignments, calendars, and resources are available to me at any time. I know that assignments can be emailed to the teacher at any time and that printer/computer/flash drive issues are not an excuse for late assignments. I understand that if I fail to follow the classroom rules or any Frontier High School policy, action will be taken.

_____
Student Name Printed

_____
Parent/Guardian Name Printed

_____
Student Name Signed

_____
Parent/Guardian Name Signed

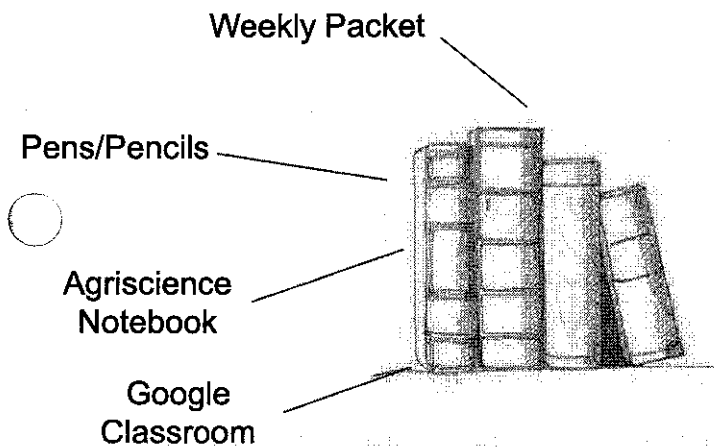
INTRO TO AFNR & AG GOV/ ECON

2019 — Ms. Harrison — 2020

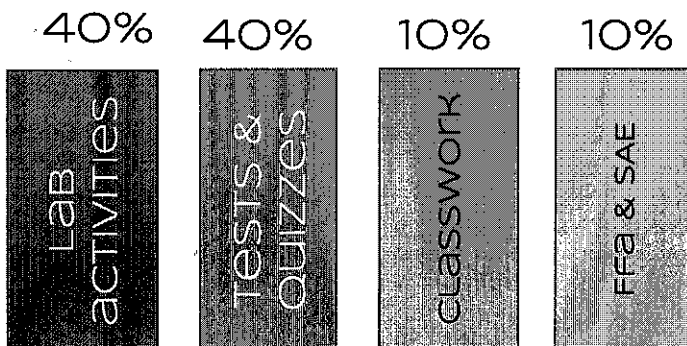
{Communication}

1. mallory_harrison@kernhigh.org
2. Frontier high school, 1201
3. (661) 829 - 1107

{CLASS MATERIALS}



{Grades}



{FFA & SAE}

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instagram

@FRONTIER_FFA_BAKERSFIELD
TO KEEP UP WITH FFA ACTIVITIES



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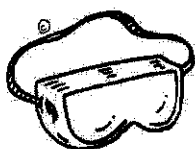
1st AFNR	m8d3ld
2nd AFNR	lax0v
3rd AFNR	ef2oujw
5th AFNR	yd53rb6
6th Econ	j2ta4ih

LABORATORY SAFETY

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_____
Student Name Printed

_____
Parent/Guardian Name Printed

_____
Student Name Signed

_____
Parent/Guardian Name Signed

INTRODUCTION & HISTORY

The FFA is a national organization of, by, and for students studying agriculture education in public secondary schools under the provision of the National Vocational Education Acts.

As an integral part of the program of vocational education (CTE) in agriculture in the public schools system of America, the FFA has become well known in recent years. No national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November 1928, it has served to motivate and vitalize the effective instruction offered to students of the vocational agriculture, and to provide further training in citizenship and agriculture business.

The FFA is an intra-curricular activity having its origin and roots in a defined part of the school curriculum-vocational agriculture and or CTE program. Students learn how to construct and take an active part in a public meeting, to speak effectively in public, to buy and sell cooperatively to devise solutions for their own problems, to finance themselves and to assume civic responsibilities. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

The FFA is a non-profit, youth organization of voluntary membership, designed to take its place along with other agents striving for the development of leadership, the advancement of agricultural technology and the improvement of life.

National headquarters for the FFA is located in the Agricultural Education Branch Office of Health, Education and Welfare, Washington D.C. National conventions are held annually in Indianapolis, Illinois and the California FFA Association holds its annual state convention at California State University Fresno.

The Frontier FFA Chapter was established and recognized as an official charter in 2006.

THE FFA CREED

I believe in the future of agriculture, with a faith born not of words but of deeds-achievements won by 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 within myself and playing square with those whose happiness depends upon me.

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

The Creed was written by E.M. Tiffany, and adopted at the 3rd National Convention of the FFA.

FFA OPPORTUNITIES

Opportunities abound in the FFA for leadership, skill development and recognition. Through the FFA, members have the opportunity to learn about careers in agriculture, increase communication skills, travel and demonstrate responsibility. In addition, members can be recognized for their efforts in all of these areas. The FFA has an extensive award program, implemented at all levels.

Awards provide incentive for members to set goals and work toward achieving them. The result is a membership dedicated to progress in their chosen areas of interest. The following areas are some of the opportunities available.

AGRI-SCIENCE

The FFA Agri-science Fair recognizes high school students who are studying the Application of scientific principles and emerging technologies in agricultural enterprises. Participation begins at the local chapter level and progresses to the state and national levels.

PROFICIENCY AWARDS

Members who excel in their Supervised Agricultural Experience programs can be recognized through the Proficiency Award program. These awards encourage members to develop specialized skills that will apply toward a future career. Members are recognized at the local, state and national levels.

A student can select from two proficiency award categories. One is called placement," for work or experience-only SAE programs. The other, called "entrepreneurship," is for programs that typically involve ownership of an agricultural production or agribusiness enterprise.

SCHOLARSHIPS

Chapter members considering higher education should apply for FFA's numerous scholarships. A variety of companies, individuals and foundations sponsor the scholarships through the National FFA Foundation, and new ones are added every year.

Banking

Best Informed Greenhand

The objective of the Best Informed Greenhand contest is to understand the aims, purposes, history, and structure of the Local, State, and National FFA student organizations and know the opportunities it makes available as referenced in the current National FFA Manual and State Constitution

Cotton Evaluation

The Cotton contest seeks to effectively prepare the students for the expectation of the cotton industry. Workers seeking careers in cotton must not only develop a high degree of knowledge and skill, they must also develop the ability to solve difficult problems. This contest blends the critical thinking, mathematical, and plant biology knowledge and skills along with the ability to express oneself through oral communication.

Computer Applications

The FFA Computer Applications Contest provides students with the opportunity to demonstrate their computer knowledge and skills, public speaking skills, and their abilities to apply their knowledge and skills to an educational or agricultural situation

Co-Ops

Creed

They must present the FFA Creed from memory and answer questions about its meaning and purpose. The event boosts self-confidence and develops their ability to communicate in a powerful, professional manner.

Extemporaneous Public Speaking

In the Extemporaneous Public Speaking LDE, participants are given 30 minutes to deliver a speech on one of three assigned agricultural topics. Students must learn to think on their feet and develop an argument quickly and persuasively.

Floriculture

The Floriculture CDE requires students to identify plants, judge flower arrangements and solve problems. Participants also demonstrate skills in flower arranging, propagation and the preparation of floral and foliage products for sale.

Prepared Public Speaking

The speaking events are major leadership development activities in the FFA. Prepared speaking requires participants to write and deliver a six to eight minute speech in front of a panel of

CHAPTER AWARDS AND ACTIVITIES

National Chapter Award

This award is designed for chapters to improve chapter operations using a program of activities that emphasizes student, chapter and community development. Quality standards have been developed in each area.

PALS (Partners in Active Learning Support)

This FFA mentoring program is based on partnering FFA members with younger students to build trust and develop self esteem by working together in agricultural activities. The program engages FFA advisors, school and community leaders, elementary educators and others in partnership to ensure successful mentoring of youth.

Food For America

Public relations and leadership development are combined in the Food For America program. FFA members present to elementary students a program about the importance of agriculture to educate children about where food comes from.

STATE AND NATIONAL ACTIVITIES

State FFA Convention

The state FFA convention is the highlight of a year's activity by FFA members. Delegates from each chapter conduct the business of the state association and elect officers to represent them during the coming year. A major part of state convention activity is the presentation and recognition of individual and chapter achievement in FFA career development events and awards. Attending the state FFA convention is an honor. Chapter members should earn the privilege of attending the convention through active participation in chapter activities.

National Convention

The national FFA convention is similar in purpose to a state FFA convention, but is held on a much larger scale. It is now the largest annual meeting of students in the nation, with attendance of more than 50,000 members. National officers preside over business sessions conducted by 475 delegates representing their respective state associations. A wide variety of activities are available at the national convention: a career show, national career development events and award competitions, a national band, chorus and talent program which provides entertainment, leadership and career success workshops for high school students. During the sessions, members are motivated by guest speakers and are inspired by the retiring addresses of the national officers. For many members, the national FFA convention is the inspiration that leads to further achievements in FFA.

FRONTIER FFA CHAPTER THEME

2019 - 2020

Recharge

The FFA Colors

Perhaps no more appropriate colors for a live "up-and coming" youth organization could have been selected than National Blue and Corn Gold. Rich and cheerful, these colors should appear in connector with all meetings, and in the equipment and paraphernalia used. The yellow corn color on a background of medium blue has been found to be an ideal color combination.

The FFA Motto

The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization.

“LEARNING TO DO
DOING TO LEARN
EARNING TO LIVE
LIVING TO SERVE”

FRONTIER FFA CODE OF ETHICS

Student Behavior:

- FFA members are expected to respect the authority and direction of all teachers and site representatives of all agricultural Department events and activities.
- FFA members are expected to be held accountable for their actions and that communication between advisors and site administration will occur when violations are made.
- All FFA exhibitors are expected to conduct themselves in a cooperative and courteous manner while participating and representing the Frontier FFA chapter at FFA sanctioned events, fairs, and shows.

Conduct Policy:

FFA Members, who wish to have the privilege of participating in FFA activities within the Frontier FFA Chapter including but not limited to; all Local, Sectional, Regional, State or National events including all County Livestock Expositions, Fairs and Shows, must conduct themselves in accordance with the Conduct Policy. A violation of this code of conduct or code of ethics before, during, or after participation in any recognized FFA event and or activity will result in the removal of the member and the project from the event, activity, and/or fair and show. All violations will be reported to the Frontier Administration for further action under the school's conduct policy and the member/exhibitor understands that his/her future participation in the FFA may be limited and or prohibited for a period of time or for its entirety. A meeting of the member, parent/guardian, advisor, and administration will be held to determine future standing of member eligibility.

Code of Show Ring Ethics:

Youth represent the entire program and your behavior reflects on your parents, leaders, school, and the entire FFA organization. Any youth who breaks the code of Ethics or allows another person (adult or peer) to talk you into violating the code of ethics agrees to forfeit all awards on that entry and your membership will be in question based on the findings and decision of the site administrators.

- Students and or parents who risk the reputation of the Frontier FFA Chapter and Frontier High School before, during and or after an event, shall be held accountable for their actions by possible removal from the FFA Chapter and the Agriculture Program.
- All food animals raised and shown by Frontier FFA students shall be safe for consumers, and shall have met all withdrawal times for all medications, and be free of drug residue. Any animal found to have been changed in appearance, and or performance, shall be in violation of the Frontier FFA Code of Ethics. Student exhibitors and or parents will be subject to removal from FFA program or face consequences for such actions as assessed by FFA advisors and school administration.
- By entering an exhibit in any fair or show you accept any disciplinary action taken for any violation of this Code of Ethics and any other rules of the competition of the fair without recourse against management including advisors, school administration, and fair officials.
- Students are not to be involved in any illegal activities while participating in FFA events, including but not limited to alcohol, tobacco or drug use.
- Students who cannot exhibit/show their entry for any reason will notify the advisor immediately and make arrangements for a substitute showman.
- Any protest consideration presented by any parent or student representing the Frontier FFA Chapter must be approved by the advisor of the chapter and or advisor of the project. All protests are subject to administration approval.

Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the Member.

HOW TO BE AN ACTIVE MEMBER OF THE FFA

An active member of the Frontier FFA Chapter is one who:

1. Is enrolled in an Agricultural Education class
2. Has paid their dues, at the local, state and national level
3. Maintains a 2.0 or higher grade point average at all times
4. Earns a C or better in an Agricultural Class (no D's or F's)
5. Has earned necessary points when applicable
6. Participates in fundraisers
7. Has become involved in an SAE

Every student enrolled in an Agriculture Education course at Frontier High School is eligible to join FFA. The first step is to sign up; that starts the process to active membership.

The next step is to maintain a 2.0 or higher G.P.A. If a student falls below a 2.0 for two consecutive grading periods, that student will not be eligible to attend meetings, participate in any FFA activities until their G.P.A. is raised to a 2.0. See page 13 for further explanation.

The final step is to be involved as much as possible. The FFA has a Point Award System and every activity has points assigned to it. At the end of the year chapter officers grade these points. It is then determined the top 5 freshmen, sophomores, juniors and seniors of the chapter that will receive awards.

We encourage everyone to involve him/herself in the FFA. There are opportunities, which develop leadership, confidence, and friendships. There is a large area for growth within the FFA program. Come join us!

ADVISOR'S MESSAGE

Dear FFA Members,

It is with great excitement that we welcome all of you with a standing ovation for engaging yourself in a program that promotes premier leadership, career success and personal growth to all who seek the challenge.

As this program continues to evolve and rise to the top, you will find yourself with numerous opportunities to strengthen your science education, leadership skills and above all, find a place where you not only belong, but also are also excited to be.

This years officer team is dedicated to changing the face of agriculture from that of just "cows, sows, and plows" to an educational opportunity that allows you to become successful lifelong learners who believe in the future of agriculture and the dedication of leadership for tomorrow's youth.

Thank you for helping us to promote a program, which will stand above all others. Welcome to Frontier FFA!

Sincerely Yours,

Julie Beechinor, Jennifer Downs and Mallory Harrison
FFA Advisors

preparation for exhibition. All State Fair rules apply. Transportation will be provided for students with projects.

BUDGETS FOR FAIR LIVESTOCK

The following budgets are provided as an estimate for livestock projects. These are an estimate only. There is not an exact amount that one should plan on spending when raising a project. Keep in mind that the purchase price of your animal can fluctuate based on quality of the breeder you are purchasing from. Also consider the initial start up cost for the equipment required to show the project. Although the first year can be expensive the payoff is using the equipment for the next 4 or 5 years and selling it to another agriculture student. One should also consider the estimated income on a project. Look at trends of past fairs and shows to consider what you might be able to sell your projects for. When available Frontier FFA will provide some equipment and Ag Boosters committee will provide financial support to fair projects.

Market Steer

Purchase Price	\$1200
Feed	\$1200
Insurance	\$90
Hoof Trim	\$50
Show Stick	\$18
Show Halter	\$35
Product	\$200
Total Expenses	\$ 2793.00
Est. Income (1250lbs @ \$3.75/lb)	\$4,687.50

Market Lamb

Purchase Price	\$300
Feed	\$100
Insurance	\$25
Lamb Halter	\$20
Lamb Sock	\$20
Entries	\$20
Product	\$50
Total Expenses	\$585
Est. Income (140lbs @ \$5.00/lb)	\$700

Market Hog

Purchase Price	\$350
Feed	\$250
Insurance	\$100
Medical	\$20
Show Cane	\$20
Product	\$10
Total Expenses	\$750
Est. Income (240lbs @ \$5.00)	\$1,200



CAREER DEVELOPMENT EVENTS

Why do we have FFA occupational skills contests? All FFA contests are to be a natural outgrowth of the instructional program in vocational agriculture. The contests help to make classes more interesting and give students an additional reason for doing their best to develop skills. These skills include (1) the technical knowledge attained in the classroom, (2) the ability to make sound judgments, (3) the ability to defend their decisions by giving a convincing set of reasons, and (4) to build self-confidence and leadership.

The excitement and challenge you experience on an FFA judging team can be compared to the excitement of participating on an athletic team. Like any sporting event, study and practice almost always pay off a winning team. Time and preparation, in addition to classroom education of the basics, will be necessary if the students expect to place high in a FFA contest. The extra time in preparation not only helps produce a winning team, but also helps one prepare for a career in agriculture.

Frontier FFA is very active and competitive with our teams. All FFA members will be encouraged to participate in one or more of the following teams:

AET Farm Records
Agriculture Computers
Agricultural Sales
Banking
Best Informed Greenhand
Cotton Judging
Co-Ops
Creed
Extemporaneous Public Speaking
Floral Design
Prepared Public Speaking
Job Interview
Impromptu
Natural Resources
Novice Farm Records
Open & Closing Ceremonies
Light Horse Judging
Livestock Judging
Parliamentary Procedure - Novice and Advanced
Veterinary Science

Practices are held after school two or three times a week and contests are held on Saturdays. Junior and State Colleges provide most contests during the spring semester. Public Speaking, Marketing, Horse Judging, Natural Resources, and Creed are also national contests. In order to participate, a team must first win the California State title, and then in November the team will be flown to Indianapolis, Indiana for the National competition.

LEADERSHIP

Objectives: Provide opportunities for FFA members to participate in activities
Which improve their leadership abilities.

Goals

Ways and Means

I. Enjoyable leadership activities, Build leadership and develop new opportunities.	1. FFA Week, Idea Box, Leadership Class, Activity Nights.
II. Encourage every member to be on at least one committee or involved in some kind of activity per quarter.	2. Pass out POA early, master check off list of committees, committee sign

COOPERATION

Objective: To encourage chapter to work cooperatively and learn to work
together.

Goals

Ways and Means

I. Sponsor cooperative purchasing and/or sales activities.	1. Work with FFA members in finding buyers for the members projects
II. Provide agricultural services and / or equipment for members	1. Provide supplies and/or equipment of Frontier High FFA for the use of all members
III. Cooperate with other school organizations and local organizations	1. Work with student council, Booster club and all other school organizations in planning and executing school activities
IV. Conduct a demonstration in the community to promote good agricultural practices	1. Food for America
V. Sponsor activity to promote a better understanding between residents with in service area of the school district	1. Have displays and demonstrations at Frontier High School, county fair and Freshman recruitment

COMMUNITY SERVICE

Objective: Serve our community to let them know what the FFA is all about.

Goals

Ways and Means

I. Donation Dog Wash.	1. Officers organize where members come in local community dog wash.
II. Food for America	1. Educate students in Ag literacy on campus
III. Caroling for Cans	2. Collections of canned food for the homeless

RECREATION

Objective: To provide recreation and entertainment to members community.

Goals

Ways and Means

I. Sponsor a recreation program to include chapter members.	1. Hold a summer retreat for executive committee to organize up-coming events.
Sponsor annual picnic	2. Activity nights with FFA members
II. Have social activities that include members, parents and community.	1. Potluck dinner for Greenhand/Chapter Farmer ceremony.
	2. Hold annual awards banquet
	3. Dinner Dance Fundraiser

CONDUCT AT MEETINGS

Objective: To develop the ability in FFA members to properly organize, conduct and Participate in an orderly democratic organization.

Goals

Ways and Means

I. Have well organized and well Conducted meetings.

ceremonies.

paraphernalia.

order at meetings.

whiteboards 3 days in advance.

3 days prior and day of meeting.

II. Increase pride and knowledge in the FFA.

jackets, black pants and skirts at all general meetings.

III. Hold regular chapter meetings.

prior to the new school year.

reports at meetings.

the year.

as scheduled.

meetings.

IV. Have FFA speakers above the local level.

1. Have executive committee meet and plan an agenda prior to each meeting.

2. Use all appropriate official

3. Use all official chapter

4. Assist the president in maintaining

5. Put announcement on all class

6. Put announcement over P.A system

1. Maintain a current file of official materials.

2. Have all officers wear official FFA

1. Hold one FFA meeting each month throughout the entire year.

2. Hold officers retreat during the summer

3. Have committee chairman give progress

4. Have committee meetings throughout

5. Have meetings start and adjourn

6. Arrange with school the dates of planned

1. Invite sectional, regional, state, and national officers for speaking arrangements.

PARTICIPATION IN THE STATE AND NATIONAL ACTIVITIES

Objective: To have as much participation as possible above the chapter level

Goals

Ways and Means

I. Judging teams and Parliamentary Procedure	1. Give teams opportunities to compete at state level.
II. Participate in State Convention	1. Send two delegates each year, and pay registration cost
III. Participate in National Convention	1. Pay registration and housing fee of delegates.
IV. National activities	1. Pay \$125 of two highest officers or first two members who want to go. 2. Have work experience
- abroad (WEA).

PUBLIC RELATIONS

Objective: Maintain the FFA's good standing with the community by Communication through the members.

Goals

Ways and Means

I. Emphasize member participation in public relations.	1. Appoint committees 2. Maintain a scrapbook 3. Have members speak to incoming Freshman about our Ag incentive program and opportunity in the field of Agriculture.
II. Various forms of media.	1. Regularly provide local newspapers with chapter activity information.
3.	2. Provide FFA pictures Bulletin boards 4. Community monthly calendar

FRONTIER FFA

OFFICERS RESPONSIBILITIES

I. General Rules:

1. FFA meetings will be held each Tuesday at lunch for the entire year
2. Missing three meetings or FFA activities will result in removal from office
3. Must attend officer-training contest COLC.
4. Must attend all activities developed on FFA Calendar

II. Penalties:

1. Official warning – one from president for each time.
2. Three warnings will result in loss of officer position

III. Specific Duties of Office:

1. President

- a. Preside over meetings
- b. Appoint committees and serve on them as an official member
- c. Official representative of chapter
- d. Coordinate activities
- e. Responsible for notifying everyone of meetings by putting on whiteboard 2 days prior to FFA meeting and announcements
- f. To have an executive meeting prior to FFA meetings
- g. To make sure each officer is fulfilling his written and unwritten

2. Vice President

- a. Assume responsibilities of President if necessary and his/her written commitments.
- b. Supervise chapter commitments
- c. Responsible for food and utensils
- d. Responsible for bulletin boards decorations
- e. Responsible for announcements

3. Secretary

- a. To keep official chapter secretary's book up to date and present at executive meetings, completed, when asked by the president
- b. Attend to chapter correspondence
- c. Issue membership cards
- d. Keep member attendance and activities records
- e. Have on hand for each meeting:

1. Official secretary's book; including minutes of the previous meeting
2. Copy of the program of activities including all standing and special committees.
3. Official Manual

FRONTIER FFA 2019-2020 CHAPTER OFFICER APPLICATION

Name: _____ Grade: _____ Current GPA: _____ Phone # _____

First Choice Office: _____

Second Choice Office: _____

Qualifications: Check yes or no for each of the following

	Yes	No
Do you hold the Greenhand Degree?	_____	_____
Do you hold the Chapter Degree?	_____	_____
Are you enrolled in Ag Communications for next year?	_____	_____
Do you have an SAE Project?	_____	_____
Do you play a sport?	_____	_____
Can you commit to Officer Retreat July 31 – August 2?	_____	_____
Do you plan on being on a competitive CDE/LDC team?	_____	_____

Please check all that apply and/or write the number of times you have participated in that activity. To be eligible for selection you must be able to check off something from each **bold** category.

Highest Degree Earned:

- _____ Greenhand
- _____ Chapter
- _____ State Degree

SAE's:

- _____ Has a current SAE project as evident by the agreement printed in the AET record book
- _____ Kern County Fair
- _____ California State Fair
- _____ Desert Empire Fair
- _____ Other fairs and shows: _____

Frontier FFA Activities – Must be able to check of at least three (Must Be Shown in the AET)

- _____ FFA Meetings
- _____ Activity Nights
- _____ FFA Banquet 2019
- _____ GH/CH Ceremonies
- _____ FFA Week
- _____ Tulare Farm Show
- _____ Faculty Breakfast
- _____ Poinsettia Sales
- _____ Drive Thru BBQ Sales

Leadership – Must be able to check off two here. (Must Be Shown in the AET)

- _____ Opening/Closing
- _____ Advanced Leadership Academy

The undersigned student and parent understand that by signing this application the student is agreeing to participate in FFA activities necessary to run the Frontier FFA Chapter with parental support. It is understood that Officer Retreat is MANDATORY and will take place on July 31-August 2; numerous activities will also take place after school and students will be required to attend some weekend events. The undersigned is also aware of eligibility requirements, the strike system that will be in place and that if slated, a minimum; two-minute speech will be required of all candidates.

_____
Student Signature

_____
Parent Signature

_____
Date

Go to the office and request a copy of your transcript and your attendance record.

Log into the AET

Go to Reports

Once at Reports Click on – Under Journal & Resume Reports

1. Journal Details – Start Date 8/16/19 End Date 5/4/20

- Other FFA Related Activities (PRINT)

- FFA Competition Activity (PRINT)

2. Resume Report (PRINT)

Attach these reports to the back of your application.

LOCAL CHAPTER CONSTITUTION FOR THE FRONTIER FFA CHAPTER

ARTICLE I - Name, Mission and Strategies

Section A. The name of this organization shall be the Bakersfield-Frontier FFA Chapter of the National FFA Organization

Section B. The mission and strategies for this chapter are as follows:

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.

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

ARTICLE II - Organization

Section A. The Frontier Chapter of FFA is a chartered local unit of the California Association of FFA which is chartered by the National FFA Organization.

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

Section B. Greenhand FFA Degree. Minimum qualifications for election:
(Refer to National Constitution)

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the meaning of the FFA Creed, Motto, and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter Program of Activities.
6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit a written application for the Greenhand FFA Degree.

Section C. Chapter FFA Degree. Minimum qualifications for election: (Refer to National Constitution)

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agricultural experience program, and be enrolled in an agricultural education course.
3. Must have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. Must have earned and productively invested at least \$150 by the member's own efforts or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agricultural experience program.
5. Must have effectively led a group discussion for 15 minutes.
6. Must have demonstrated five procedures of parliamentary law.
7. Must show progress toward individual achievement in the FFA award programs.
8. Must have a satisfactory scholastic record.
9. Must submit a written application for the Chapter FFA Degree.

Section D. State FFA Degree. Minimum qualifications for selection:

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

Section E. American FFA Degree. Minimum qualifications for selection.

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

Section B. Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and 7 bylaws of either the state association or the national organization.

I. SUPERVISED AGRICULTURAL EXPERIENCE PROJECTS

Ownership/Placement Projects-Projects recorded in your record book score as listed (Max 200)

- A. Market Steer 50 points each _____
- B. Market Lamb/Hog/Goat 25 points each _____
- C. Dairy Heifer 50 points each _____
- D. Breeding Heifer 75 points each _____
- E. Breeding Hog/ Lamb/Goat 50 points each _____
- F. Breeding/Dairy Goats/pygmy goat 50 points each _____
- G. Rabbit/chinchilla 15 points each _____
- H. Poultry 15 points each _____
- I. Work Experience Project (paid or unpaid) score 30 point _____
- J. Other (garden, home project) _____

Record Book Totals

- A. For each hour of Self-Labor score 1 point (300 points max) _____
- B. SAE Income: 1 point for every \$5 (250 points max) _____
- C. SAE Plan/ Budget/ Annual summary is completed for all projects (100 points total) _____

II. LEADERSHIP

If you own an **FFA jacket** 50 points _____

If you own a current year **chapter t-shirt** 25 points _____

For each **Chapter Meeting** attended 30 points

- A. August 31st- Freshman Ice Cream Social _____
- B. September 14th – John's Incredible _____
- C. October 26th - Zombie Zumba _____
- D. November 30th - Game Night _____
- E. December 5st - Camelot _____
- F. January 23rd – Roller Rama _____
- G. March 22nd – Easter baskets _____

For each **Sectional or Regional Meeting/Activity** Attended 25 points each (100 point max)

- A. December 5th- Meeting at Camelot Park _____
- B. COLC Training – August 19th, 2017 _____
- A. August 11th – 12th Boot Camp Training _____
- B. February 24th - Spring Regional Meeting at Mission Oaks _____

For each **leadership conference** you attended 50 points

- A. Greenhand Conference _____
- B. MFE/ALA _____

- B. Banking/ CoOps/ BIG/ Novice Records _____
- C. Computers _____
- D. Meats/ Horse/ Livestock/ Poultry/ Vet _____
- E. Parliamentary Procedure Advance or Novice _____
- F. Speaking – Creed, Impromptu, Prepared, Extemp, and Job Interview _____
- G. Ag Sales _____
- H. Cotton Judging _____

TOTAL POINTS PAGE 2 _____

For each event listed above that can go beyond, mark below. Mark highest Participation Only

- A. Chapter Level 25 points _____
- B. Sectional Level 50 points _____
- C. Regional Level 100 points _____
- D. State Level 200 points _____
- E. National Level 400 points _____

For any of the above Events if you placed 5th or higher 150 points _____

Field Days mark 50 points for each

- A. Corcoran- October 21st 2017 _____
- B. Modesto- October 28 2017 _____
- C. UC Davis- March 1-3 2018 _____
- D. Dinuba March _____
- E. Modesto Junior College Field Day – March 24th , 2018 _____
- F. Pomona Field Day – April 7th , 2018 _____
- G. Reedley College- April 14th 2018 _____
- H. Fresno State Field Day – April 21st, 2018 _____

V. FAIRS AND SHOWS

For each **county or state fair** you attended with an FFA project score 25 points

- A. California State Fair _____
- B. Kern County Fair _____
- C. Ridgecrest Fair _____

Championships – list title & show (max 100 points)

- a. Champion 50pts _____
- b. Reserve 25pts _____

Championships- list title & show (200 points max)

- a. Supreme 75pts _____
- b. Reserve Supreme 50pts _____

Showmanship – For each Kern County/State Fair/ Ridgecrest Final round placing score as follows (100 points max)

- 1st place 50 points _____
- 2nd place 25 points _____

IX. PARENT ACTIVITIES

For each activity your **parents** attended score 15 points

- FFA Banquet 2017 _____
- Welcome back Potluck- September 9th, 2017 _____
- Kern County Fair 2017 _____
- South Valley Awards Banquet March 30th, 2017 _____

Boosters

- Parent is an **Active member of Ag Boosters** (attended 4 or more meetings)- 50 points _____
- You or your parents **Donated** an Item to the **Ag Boosters Spring Round Up** – 50 points _____
- Parents **Attended** the **Spring Round-Up March 17th** - 75 points _____

TOTAL POINTS PAGE 4 _____

PLEASE VERIFY THAT ALL YOUR TOTALS ARE ADDED UP CORRECTLY AND THAT EVERYTHING YOU GIVE YOURSELF POINTS FOR IS SHOWN IN YOUR RECORD BOOK.

TOTAL POINTS PAGE 1 _____

TOTAL POINTS PAGE 2 _____

TOTAL POINTS PAGE 3 _____

TOTAL POINTS PAGE 4 _____

*TOTAL POINTS FOR THIS CHART _____ *

2009-2010

President-	Chelsea Morris
Vice President	Gina Holmes
Vice President	Thomas Banducci
Secretary	Megan Silva
Treasurer	Tino Rossi
Reporter	Shannon Barnett
Sentinel	Matthew Darr
Historian	Sarah Scheer

2010-2011

President	Tino Rossi
Vice President	Erin Hayden
Vice President	Sarah Scheer
Secretary	Kelcie Jones
Treasurer	Nick Hastin
Reporter	Sarah Clark
Sentinel	Chad Bloom
Historian	Mallory Harrison

2011-2012

President	Kelcie Jones
Vice President	Mallory Harrison
Vice President	Sarah Clark
Secretary	Kayla Manning
Treasurer	Chad Bloom
Reporter	Hannah Capetillo
Sentinel	Madison Zittel
Historian	Taylor Gatlin

2012-2013

President	Sarah Clark
Vice President	Madison Zittel

Sentinel
Historian

Nick Hudson
Hannah Hawkesworth

2016-2017

President
Vice President
Vice President
Secretary
Treasurer
Reporter
Sentinel
Historian

Kara Stark
Haley Bruce
Hannah Hawkesworth
Sage Clay
Trenton Carter
Presley Cortez
Nick Hudson
Katey Diniz

2017-2018

President
Vice President
Vice President
Secretary
Treasurer
Reporter
Sentinel
Historian

Sage Clay
Presley Cortex
Trenton Carter
Katelyn Diniz
Israel Higareda
Holly Cecil
Colten Hurley
Amanda Wilson

2018-2019

President
Vice President
Vice President
Secretary
Treasurer
Reporter
Sentinel
Historian

Katelyn Diniz
Amanda Wilson
Hannah Wilcocks
Kellie Clark
Tyler Perry
Alexis Diniz
Isiah Ramirez
Daniel Bartel

2019-2020

Past California State FFA Officers

2012-2013

Kelcie Jones – Secretary

Honorary Chapter FFA Members

2009

Robert Beechinor
John Antongiovanni
Jeff and Tami Marsh

2010

Brent and Traci Banducci
Chuck Sear Laura Hudson/Valley
Ryan Gievet
Vicki Morris
Kathy Yantis

2011

Bill and Julie Barnett
Susan Rutledge
David and Maryanne Church

2012

Michael and Susan Spickler
Terrie Crane-Finch
Gordan “Tom” Dole

2013

Claudette Johnson
Patty Clark
Angela Capetillo
Billy and Shannon Goldsberry

2014

Crimson Resource Management
Dwight Plank
Dan Shannon
Mike and Christy Ford

2015

Sabrina Moccardini
Brian and Bonnie Hall
Linda McPheeters
Nancy Keown

2016

Dan Shannon - retirement
Paul and Kristine Hudson
Robert and Shary Smith
Rabobank – Deanna Blaise

Frontier FFA State Degrees

2008

Brittney Barnett
Robert Beechinor
Samantha Church
Leah Hicks

Rachel Hicks
Jayke Knight

2009

Hollie Bruce
Amanda Rudnick
Gina Holmes
Megan Silva
Thomas Banducci

Chelsea Morris
Lee Yantis
Brandie Hall
Tiffany Pennington
Amber Marsh

2010

Tino Rossi
Nick Hastin
Juan Bonilla
Kristen Silva
Shelby Bayne
Sarah Scheer

Marina Taylor
Johanna Rutledge
Shannon Barnett
Maranda Cantrell

2011

Karah LaVerne
Kayla Manning
Shelby Forster
Morgan Love
Mariah Giddings

Justine Magallon
Cheyenne Safely
Sarah Schuler
Luis Carmona
Brooke Spickler

Hall, Bailey
House, Madison
Howard, Taylor
Judd, Kelsey
McCoy, Mike
McCoy, Nick
Moccardini, Aaron
Montellano, Claire
Munoz, Jianna
Rogers, Grant
Silva, Haylie
Smith, Kristyn
Smith, Lexie
White, Amy
2015
Huyck, Cara
Blackford, Savannah

Burton, Averi
Cateno, Harleigh
Denny, Parker
Garcia, Arceli
Holden, Alyssa
Hutchinson, Emily
Jones, Zane
Manning, Sydney
Palmer, Micaela
Parris, Alorah
Pritchard, Samantha
Storar, Isaiah
Guerra, Mathew
Schumacher, Katie
Streiff, Hannah
McWhorter, Kailey

Brizik, Haylee

2016

Riley Barrera
Kody Beisel
Madeline Branford
Haylee Bruce
Taylor Cargill
Karina Coe
Cassidy Delattre
Raquel Escalante
Kaitlyn Garcia
Grant Harrison
Hannah Hawkesworth
Adelyn Hawkins
Starr Hibbits
Jianna Horn
Brad Hudson

Nick Hudson
Tristan Hurley
Jenelle Karney
Koleby Keeland
Christopher Love
Laci Lowry
Madalyn Luter
Cassidy Mazzei
Sarah McClure
Joshua McHenry
Dominic Patino
Katelyn Priddy
Baylie Ruiz
Kara Stark
Dru Sutherland
Breanne VanNeman

Ryan Thoennes

Eric Trujillo

Clayton Wanagitis

Jack Whitaker

Amanda Wilson

Chloe Wilson

2019

Avery Appleton

Kaleigh Butler

Alaini Cadena

Torrance Carpenter

Kellie Clark

April Darling

Payton DeRevere

Tayler Duncan

Molly Espera

Hannah Gambill

Pressley Gann

Jency Gates

Taylor Germanetti

Tiffany Gibbs

Catlin Hopper

Brain Jobe

Kayla Johnson

Rylan Johnston

Sheridan Knight

Kristen Leach

Caitlyn Long

Brianna Mello

Madison Moses

Emily Powers

Gabryel Rice

Savannah Salters

Shane Smith

Taylor Stewart

Emily Sweet

Hayley Tuttle

Delayni Umfress

Karley Wanagitis

Hannah Wilcocks

Shelby Wren

2020

Daniel Bartel

Samantha Barton

Laci Beierle

Jenna Billington

Addison Blinn

Ryan Bozanich

Isabell Campbel

Bryce Carter

2019

Sarah Bartel
Trenton Carter
Holly Cecil
Israel Higareda
Nichole Leach
Jacob Osenbaugh

Top Boy/Girl

2007

Jayke Knight
Brittney Barnett

2008

Jayke Knight
Samantha Church

2009

Thomas Banducci
Chelsea Morris

2010

Tino Rossi
Shannon Barnett

2011

Nick Hastin
Madison Zittel

2012

Chad Bloom
Kelcie Jones

2013

Andrew Beard
Madison Zittel

2014

Madison Zittel
Cameron Ford

2015

Grant Rogers
Bailey Hall

2016

Isaiah Storar
Hannah Hawkesworth

2017

Nick Hudson
Kara Stark

2018

Trenton Carter
Katey Diniz

2019

John Montellano
Katey Diniz

2020

John Montellano
Alexis Diniz

SIGN UP FOR AN AGRICULTURE CLASS TODAY

.....
Follow the link or scan the
QR code below to enroll in
an Agriculture class today!



<https://frontierffa.org>

Questions?

Contact an Ag Teacher:

julie_beechinor@kernhigh.org
jennifer_downs@kernhigh.org
mallory_harrison@kernhigh.org
frontierfabakersfield@gmail.com

Contact Counselors:

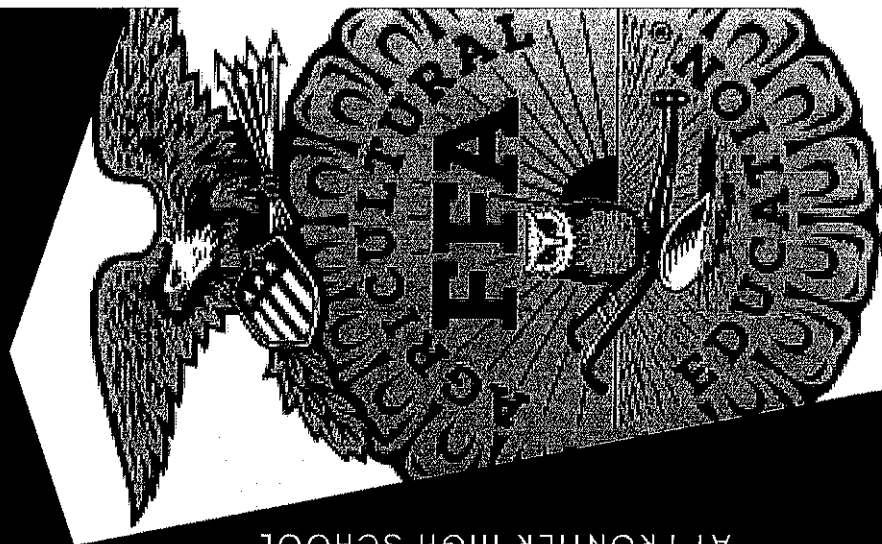
carly_shannon@kernhigh.org

FRONTIER AGRICULTURE

INSPIRING SINCE 2006

Welcome to Frontier!

The Agriculture Department
would like to welcome the class
of 2024! As you begin enrolling
in classes for the upcoming
school year consider taking an
agriculture class. Look inside for
exciting info on our program!



Agricultural Education
AT FRONTIER HIGH SCHOOL

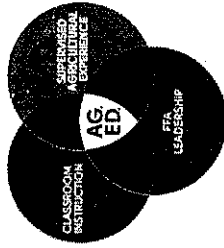
FRONTIER AGRICULTURE
6401 ALLEN ROAD
BAKERSFIELD, CA
93314

Classroom Opportunities

This co-curricular program provides students with a four year Career

Technical Education path in agriculture science that involves classroom and hands-on laboratory curriculum in one of the most technical science areas; agriculture.

Courses are dual enrolled with Bakersfield College and students can be multiple pathway completers.



Supervised Agricultural Experiences

All students have the unique opportunity to develop an individual agriculture project. Projects may include anything in the field of agriculture. A few projects might include an agriscience research project, a paid or unpaid work experience, raising a livestock project for the county fair or even starting their own business in agriculture.

FFA & Leadership

Our mission is to develop students potential for premier leadership, personal growth, and career success through Agricultural Education.

Agricultural Education provides students the opportunity to travel, earn money, gain skills, grow as a leader, and much more!

Check out our students
Hands - On Labs!
Competition! Travel!
Real World Skills!



Frequently Asked Questions

"Do I get the same credits in Ag as regular science?"

Yes! You will receive the same science and UC Lab Credit in our courses.

"So what does it mean to be in Ag?"

Students experience hands-on learning in the classroom, gain relevant experience through their SAE's and develop leadership skills through FFA. All three areas work together to develop a student's potential for after high school.



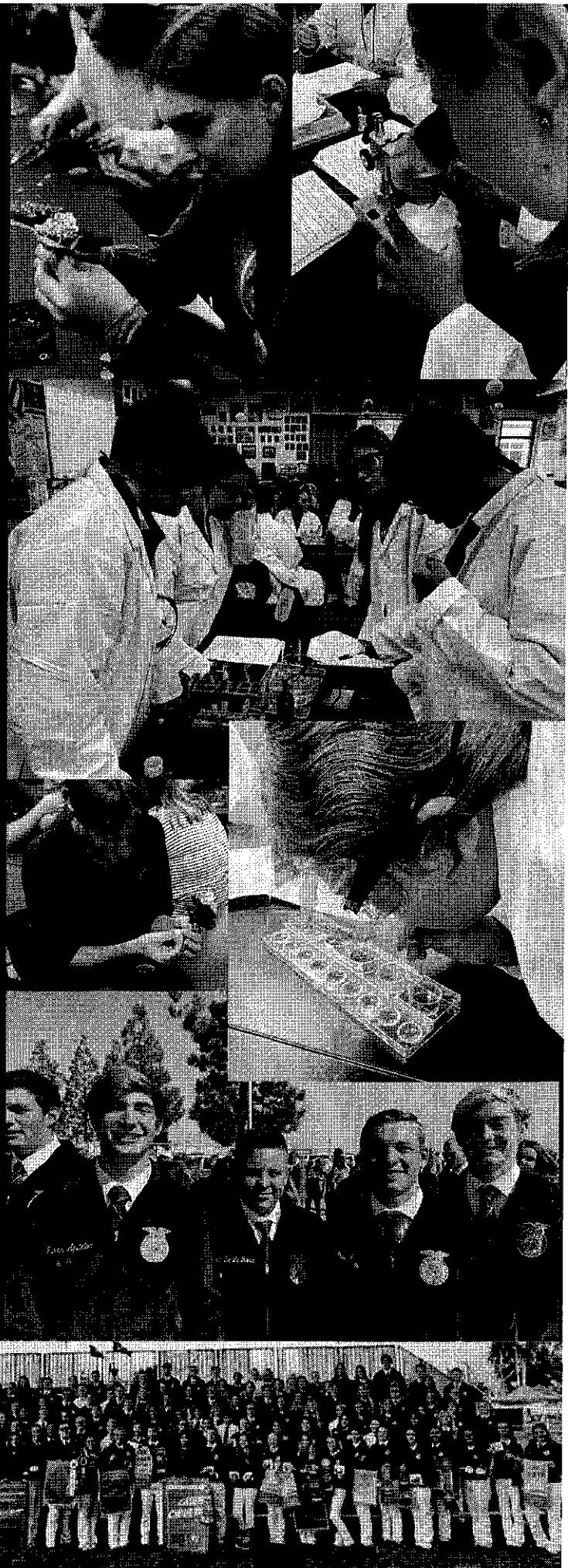
FRONTIER HIGH SCHOOL

CAREER TECHNICAL EDUCATION

AGRICULTURE EDUCATION
A PROGRAM OFFERING:

- INNOVATION
- TECHNOLOGY
- CAREER SKILLS
- SCIENCE CURRICULUM
- HANDS-ON LABORATORY SKILLS
- STUDENT LEADERSHIP
- A-G COLLEGE PREP COURSES
- CAREER READY CERTIFICATION
- DUAL ENROLLMENT COURSES

© WWW.FRONTIERFFA.ORG



Order your official FFA Uniform today!

As a student enrolled in the Agriculture Department at Frontier High School, you will have the opportunity to participate in numerous FFA activities that will promote leadership development, personal growth and career success.

To participate in these professional activities all FFA students must be in uniform. From fairs and shows to public speaking events, the official FFA Jacket shows your professionalism.

If you plan on participating in FFA Activities I highly suggest you order yours today!



To Order go to www.ffa.org and go to shop
Select the **Official Dress** and click on then select **men's** or **ladies** jacket
Select a jacket size from size chart and
Follow the instructions for ordering

Information You Will Need:

Front: Line 1: Your Name (first and last)

Back:

Line 1 State: California

Line 2: Bakersfield

Line 3: Frontier

Chapter Number: CA0535

Advisors Name: Julie Beechinor

Jackets should be embroidered with students full name

You will also need to order a scarf (girls) or a tie (boys).

Jackets are priced at \$50.00 plus S&H

Plus tie or scarf \$10.50

Total order of about \$70.00

(remember it can be worn for 4 years)

Problems ordering: Email: ffaunlimited@ffa.org Phone: 888-332-2668



Agriculture Program Enrollment Form

Questions Responses 49

Frontier High School Ag Science Program Enrollment Form

Welcome Class of 2024! This is where you will sign up for your SCIENCE coursework at Frontier High School. We need some information from you to make sure you are enrolled in our classes for the fall.

Student: Last Name, First Name *

Short answer text

Parent: Last Name, First Name *

Short answer text

Home Address, please include zip code *



☐ Sheep

☐ Goats

☐ Swine

☐ Beef Cattle

☐ Dairy Cattle

☐ Dairy Goats

☐ Horse

☐ Rabbit

☐ Cavies

☐ Other: _____

☐ I did not select yes above :)



Chapter Scrapbook

In the past fourteen years our Chapter's Reporter and Historian have worked together to create a physical scrapbook. These are so fun to look through and see how activities and events have changed since the program began. At our Agriculture Expo Night in February we brought them out and our Chapter Historian had never seen them before, he began asking how or what the process was to create a scrapbook. He is currently working to finalize a Shutterfly scrapbook for our FFA Chapter this year. The advantage of creating a digital scrapbook is that both our Reporter and Historian can work together on this project rather than it falling just on one person. We have had Ag Boosters parents create a memory book similar for our fundraiser dinner and we can not wait to have our Chapter scrapbook on the same platform. Included are a few photos of the previous year's scrapbook.

2020

JUNE

Ms. Harrison's
Summer Calendar

CALENDAR MONTH

SUNDAY



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	01	02	03	04	05	06 Home Visits & Farm Checks
07 Home Visits & Farm Checks, CASE Training Orientation	08	09	10	11	12 <i>All Goats must be on School Farm Grounds</i>	13 Home Visits & Farm Checks
14 Home Visits & Farm Checks	15	16	17	18 Classroom Preparation and CASE Set Up	19 New Exhibitors Meeting at Farm 7AM	20 Classroom/Farm Checks
21	22	23	24	25	26	27
28	29	30	01	02	03	04
05	06	07	08	09	10	11

April 22nd - Livestock DNA Kits available at Kern County Fair Grounds

Ms. Harrison's Email -

Ms. Harrison's Cell Phone -

2020

JULY

Ms. Harrison's
Summer Calendar

CALENDAR MONTH

SUNDAY



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	01	02	03	04
	Harrison - Master's at Cal Poly San Luis Obispo				MUST HAVE DNA KIT	Return from Masters
05	06 DNA Goats - Offsite 6:30 AM (Bring DNA KIT)	07 DNA Goats at Farm 6:30 AM (Bring DNA KIT) Goat Showmanship 6 AM	08 Home Visits, Farm Checks & Classroom	09 Home Visits, Farm Checks & Classroom	10 Home Visits, Farm Checks & Classroom	11 Farm Checks
12 Farm Checks	13	14 Goat Showmanship 6 AM	15 Home Visits, Farm Checks & Classroom	16 Home Visits, Farm Checks & Classroom	17	18 Harrison on Vacation
19	20 Rabbit & Poultry Practice 3 - 5 pm	21 Goat Showmanship 6 AM DNA KITS DUE 5PM	22 Home Visits & Farm Checks	23 Home Visits & Farm Checks	24 Market Goat Entries & Kern Bred & Fed Entries Close online by 11:59 PM	25 Chapter Retreat Preparation
26 Chapter Retreat Preparation	27 Chapter Retreat Preparation	28	29	30	31	01
			Harrison gone to Chapter Officer Retreat			
02	03	04	05	06	07	08

*** Fill out your DNA Packets prior to date of DNA off site or at Farm. Ask Ms. Harrison if you have questions,
Advisors signature will take place when we pull DNA. ***

Ms. Harrison's Email ->

Ms. Harrison's Cell Phone

2020

AUGUST

Ms. Harrison's
Summer Calendar

CALENDAR MONTH

SUNDAY



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27 Chapter Retreat Preparation	28	29 Harrison gone to Chapter Officer Retreat	30	31 Farm Checks & Home Visits	01 Farm Checks & Home Visits
02 Farm Checks & Home Visits	03 Rabbit & Poultry Entries Room 1201 5 - 6 pm	04 Goat Showmanship 6AM	05 Animal Checks & Classroom Checks	06 Classroom Prep	07 Classroom Prep	08 Animal Checks
09	10	11 Goat Showmanship 6PM	12 School Starts	13	14	15
16	17 Rabbit & Poultry Practice 3 - 5 PM	18 Goat Showmanship 6PM Wether Dam Goats & Pygmy Goats, Rabbit, Cavy & Poultry Entries Close Online - 11:59PM	19	20	21	22
23	24 Rabbit & Poultry Practice 3 - 5 PM	25 Goat Showmanship 6PM	26	27	28	29 Harrison Gone
30	31	01	02	03	04	05

Ms. Harrison's Email

Ms. Harrison's Cell Phone



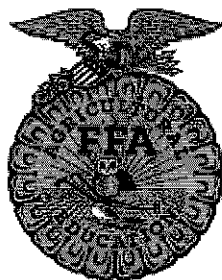
Frontier FFA Graduate Form

Questions Responses

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.

Image title



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

Short answer text

What is your expected high school graduation year? (Ex: 2020) *

Short answer text



If you are planning to attend college or a trade school, please tell us what college/trade school * you are planning to attend and the city and state it is located in.

Short answer text

What degree are you working towards while in college?

Short answer text

What are your career plans? *

Long answer text

What is your email address you will be using after you graduate? *

Long answer text

What is your phone number you will use after you graduate?

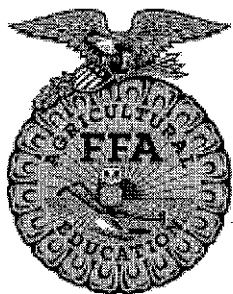
Short answer text

Please consider becoming a member of the FFA Alumni and support the next generation of Ag Leaders.



Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: _____

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Bakersfield College

What degree are you working towards while in college?

AS

What are your career plans? *

Vet tech

What is your email address you will be using after you graduate? *

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: _____

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Bakersfield College

What degree are you working towards while in college?

Plant Science

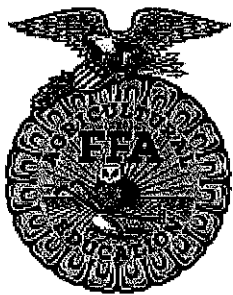
What are your career plans? *

I want to be a plant breeder

What is your email address you will be using after you graduate? *

Frontier FFA Graduate Form

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CALIFORNIA
FFA ALUMNI

Last Name, First Name *

John Smith

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Bakersfield College for 2 years and then transfer to fresno state

What degree are you working towards while in college?

Ag business

What are your career plans? *

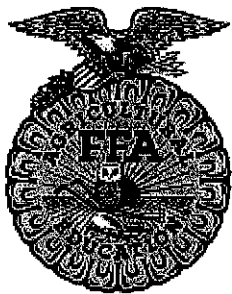
Something related to agriculture

What is your email address you will be using after you graduate? *

frontier@frontier.edu

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

_____

What is your expected high school graduation year? (Ex: 2020) *

2020

_____

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Bakersfield College, California
.....

What degree are you working towards while in college?

Associates maybe Bachelors

What are your career plans? *

I want to become a registered nurse (RN) in labor and delivery.
.....

What is your email address you will be using after you graduate? *

.....

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

John A. Smith

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

BC then I will transfer out from there to finish my BA

What degree are you working towards while in college?

my BA in psychology

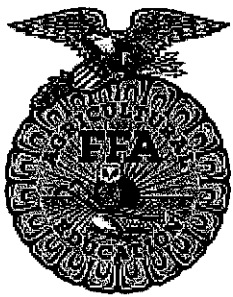
What are your career plans? *

maybe a school psych or something with child development

What is your email address you will be using after you graduate? *

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



Last Name, First Name *

Jonathan Apple

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

☒ Attend a 4 year university

☐ Attend a 2 year community college

☐ Attend a trade school

☐ Become gainfully employed

☐ Other:

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Oklahoma Panhandle State University

What degree are you working towards while in college?

Animal Science

What are your career plans? *

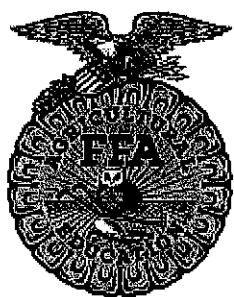
I would like to become an equine veterinarian.

What is your email address you will be using after you graduate? *

.....

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

FFA

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☐ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☒ Other: Military

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

After 5 year military contract, Montana State Bozeman for Ag business

What degree are you working towards while in college?

Bachelors

What are your career plans? *

Navy then run a business

What is your email address you will be using after you graduate? *

*****@*****.com

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

.....

What is your expected high school graduation year? (Ex: 2020) *

2020

.....

What are your plans after you graduate from Frontier? *

- ☒ Attend a 4 year university
- ☐ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Oklahoma State University - Stillwater, Oklahoma

What degree are you working towards while in college?

American

What are your career plans? *

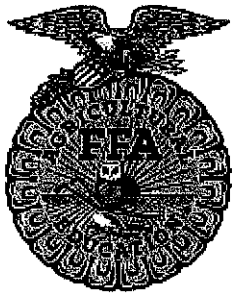
Go into sales and marketing in the Ag industry

What is your email address you will be using after you graduate? *

.....

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

What is your expected high school graduation year? (Ex: 2020) *

2024

What are your plans after you graduate from Frontier? *

☒ Attend a 4 year university

☐ Attend a 2 year community college

☐ Attend a trade school

☐ Become gainfully employed

☐ Other:

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

California State University-Fresno

What degree are you working towards while in college?

Agricultural Education

What are your career plans? *

A High School Ag Teacher

What is your email address you will be using after you graduate? *

Frontier FFA Graduate Form

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CALIFORNIA
FFA ALUMNI

Last Name, First Name *

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Bakersfield college
.....

What degree are you working towards while in college?

Kinesiology then attend and or school

What are your career plans? *

Occupational therapist
.....

What is your email address you will be using after you graduate? *

.....
frontier@com

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

- ☒ Attend a 4 year university
- ☐ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Adams State University located in Alamosa, CO

What degree are you working towards while in college?

Nursing- BSN

What are your career plans? *

I want to become a nurse and get my BSN and then eventually get my Master's degree in nursing.

What is your email address you will be using after you graduate? *

.....@.....

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

_____
_____
_____

What is your expected high school graduation year? (Ex: 2020) *

2020
_____

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Bakersfield College

What degree are you working towards while in college?

Nurse

What are your career plans? *

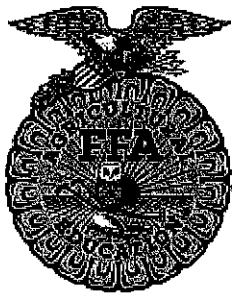
Nursing

What is your email address you will be using after you graduate? *

.....

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

_____
_____

What is your expected high school graduation year? (Ex: 2020) *

2020
_____

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Bakersfield College
.....

What degree are you working towards while in college?

Sociology

What are your career plans? *

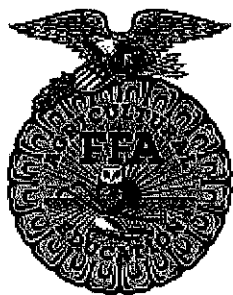
I plan to get my degree in sociology and work in programs within our community.
.....

What is your email address you will be using after you graduate? *

.....

Frontier FFA Graduate Form

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CALIFORNIA
FFA ALUMNI

Last Name, First Name *

_____

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

☐ Attend a 4 year university

☒ Attend a 2 year community college

☐ Attend a trade school

☐ Become gainfully employed

☐ Other:

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Im going to be going to Bakersfield College

What degree are you working towards while in college?

My art teacher degree

What are your career plans? *

I want to become a art teacher or a artist.

What is your email address you will be using after you graduate? *

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

_____

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

bakersfield college , CA
.....

What degree are you working towards while in college?

Nursing

What are your career plans? *

Becoming an RN
.....

What is your email address you will be using after you graduate? *

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

.....

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☐ Attend a 2 year community college
- ☒ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Northwest Lineman School Meridian Idaho

What degree are you working towards while in college?

Electrical lineworker certs

What are your career plans? *

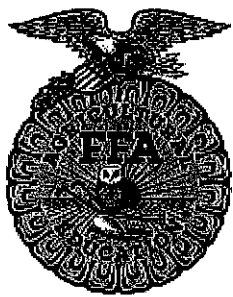
Electrical lineman

What is your email address you will be using after you graduate? *

.....

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

_____

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☐ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☒ Other: Trade school

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Northwest lineman school

What degree are you working towards while in college?

Na

What are your career plans? *

Linemen

What is your email address you will be using after you graduate? *

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

.....

What is your expected high school graduation year? (Ex: 2020) *

2020

.....

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Bakersfield
.....

What degree are you working towards while in college?

What are your career plans? *

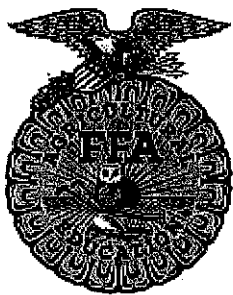
become a forensic pathologist
.....

What is your email address you will be using after you graduate? *

.....

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

Augustine, Salvador

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

- ☒ Attend a 4 year university
- ☐ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Baylor University, Texas

What degree are you working towards while in college?

BS

What are your career plans? *

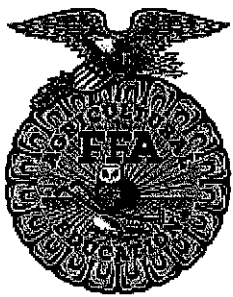
become a neurosurgeon

What is your email address you will be using after you graduate? *

.....

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

.....

What is your expected high school graduation year? (Ex: 2020) *

2020.....

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: _____

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Weatherford College in Weatherford, Texas

What degree are you working towards while in college?

Ag Media and Ag Communications

What are your career plans? *

Sports Reporter for Rodeo

What is your email address you will be using after you graduate? *

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

_____

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☐ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☒ Other: Attend a 2 year then transfer to a 4 year

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Los Medanos College in Pittsburgh, CA

What degree are you working towards while in college?

Bachelor's

What are your career plans? *

To be a preschool or kindergarten teacher

What is your email address you will be using after you graduate? *

5082

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

_____
Last Name, First Name *

What is your expected high school graduation year? (Ex: 2020) *

2020
_____

What are your plans after you graduate from Frontier? *

- ☒ Attend a 4 year university
- ☐ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

CSUB

What degree are you working towards while in college?

Criminal justice

What are your career plans? *

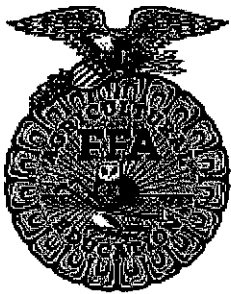
FBI agent

What is your email address you will be using after you graduate? *

.....

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

.....

What is your expected high school graduation year? (Ex: 2020) *

2020

.....

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Bakersfield California

What degree are you working towards while in college?

Agriculture Business

What are your career plans? *

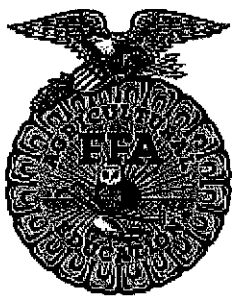
Learn business skills and either run my family's business or start my own

What is your email address you will be using after you graduate? *

.....

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

_____

What is your expected high school graduation year? (Ex: 2020) *

2020

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: .....

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Bakersfield Community College; Bakersfield, Ca
.....

What degree are you working towards while in college?

N/A

What are your career plans? *

Biologist
.....

What is your email address you will be using after you graduate? *

.....

Frontier FFA Graduate Form

On behalf of Frontier High School Ag Program and FFA we are so excited for you to take the skills and knowledge that you have gained from our program to help you succeed in the next step of your future. Please tell us what your plans are for continuing your journey in the agricultural industry.



CALIFORNIA
FFA ALUMNI

Last Name, First Name *

.....

What is your expected high school graduation year? (Ex: 2020) *

2020

.....

What are your plans after you graduate from Frontier? *

- ☐ Attend a 4 year university
- ☒ Attend a 2 year community college
- ☐ Attend a trade school
- ☐ Become gainfully employed
- ☐ Other: _____

If you are planning to attend college or a trade school, please tell us what college/trade school you are planning to attend and the city and state it is located in. *

Bakersfield College

What degree are you working towards while in college?

Kinesiology

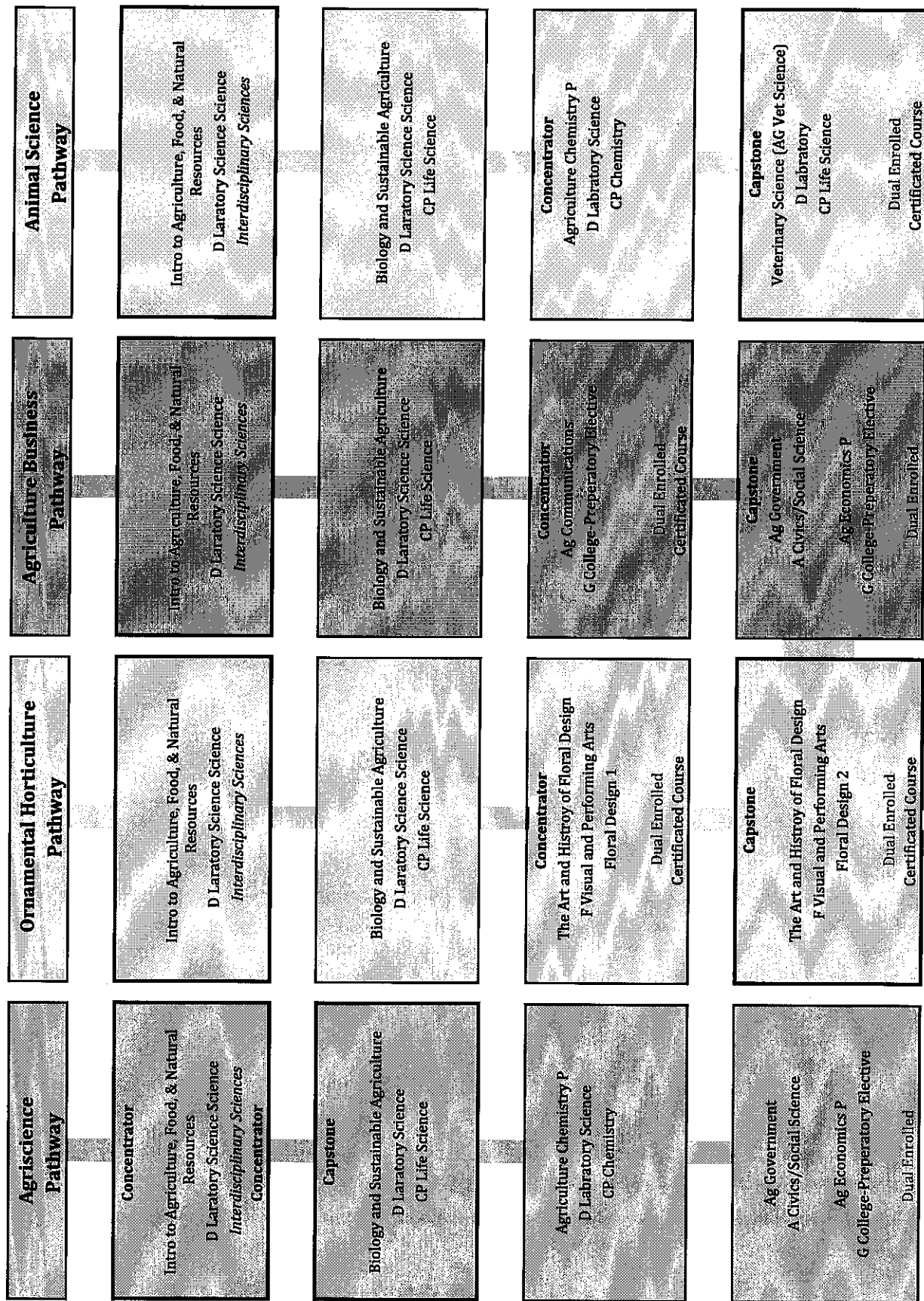
What are your career plans? *

Become a chiropractor or veterinarian

What is your email address you will be using after you graduate? *

_____

Agriculture Career Pathways



Freshman

Sophomore

Junior

Senior

Advisory Minutes

The meeting of the FHS Agriculture Advisory Board was held at Woolgrowers on February 12, 2020. It was called to order at 6:00 pm by Jennifer Downs, FHS Agriculture Instructor. There were 3 teachers and 10 advisory members present:

- Billy Barnes   Animal Science Professor Bakersfield College
- Mark Valpredo   Self Employed Ag Business
- Dr. Catrina Luca   Large Animal Veterinary
- Sarah Smith   Business owner and Flying S Livestock
- Marko Zaninovich   Sunview Vineyards
- Joe Mendonca   JG Boswell Company
- Michael Poncetta   Local Farmer and business owner - Maggenti Show Goats
- Jason Haught   Wonderful Farms
- Mr. Ono   Professor Bakersfield College - Floral Dual Enrollment Advisor
- Dominic Patino   Agribusiness and Crop Management
- Lindsey Tulloch   Tasteful Selections
- Lacey Hagar   Uniquely Chic Florists

Jennifer welcomed everyone to the second meeting of the year. The agenda was reviewed and no additional topics were added.

New Business:

A program update was presented. Items of discussion included:

1. The expansion of the Floral Design course and program on campus
  - a. Walk up floral shop on back side of campus
  - b. New walk in floral cooler
  - c. Revamp of Downs classroom to include chemical hood for science too
2. Preparation of the upcoming CDE teams, projected State FFA Degrees, and fair projects for the summer.
  - a. Teams offered: Traditional with addition of Floriculture and Agronomy
  - b. 39 students are eligible based off of R2 - need to check books
  - c. Fair projects will be offered, Boosters is changing financing process from prior years
3. Plan for 2020 - 2021 school year -
  - a. Pathways - How can we expand? Patino - portable welders on trailer
  - b. Using iCEV for certifications in - Vet Science, Floral and Ag Communications
  - c. Budget concerns - CTEIG, used more than prior years
  - d. Enrollment and class size
    - i. Current freshmen = 129 higher than past 2 years
    - ii. Current sophomores = 89 lowest ever

Frontier Agriculture
Advisory Committee
Members

Billy Barnes	Animal Science Professor Bakersfield College
Mark Valpredo	Grimmway Farms
Dr. Cattrina Lucas	Large Animal Veterinary
Sarah Smith	Business owner and Flying S Livestock
Marko Zaninovich	Sunview Vineyards
Joe Mendonca	JG Boswell Company
Jason Haught	Wonderful Farms
Mr. Ono	Professor Bakersfield College - Floral Dual Enrollment Advisor
Dominic Patino	Agribusiness and Crop Management
Lindsey Mebane	Tasteful Selections
Terry Hibbitts	Titan Oil
Chris Garmon	Business
Lacey Carter	Florist- Uniquely Chic
Allie Cushnyer	Syngenta
Matt Madrano	Wegis & Young

AGRICULTURE ADVISORY

Functions:

The creation and establishing of an advisory body is to assist the agriculture education teacher, the administration and the school board in carrying out the objectives of the agriculture program. It is strictly advisory in its capacity and has no administrative authority. This philosophy must be clearly understood if the committee is to function properly. Formation of advisory committees is not intended to usurp the prerogative of the Board of Education or its administrative staff.

1. Advisory committee should be used to help the agriculture education teacher determine what kind of program should be offered.
2. The advisory committee can be used to assist the teacher in finding suitable workstations for students in both on-farm and off-farm occupations.
3. The committee can help the instructor establish a curriculum that possesses a practical approach and one that will attract capable students into the program. The committee can also be helpful in finding and providing opportunities for the disadvantaged and handicapped.
4. An advisory committee can be an effective public relations instrument. Community interest and support of vocational education can be increased when members of the committee can help coordinate the work in the Agriculture department with that of other agencies within the community. This may include a strong working relationship with such groups as service clubs, the Farm Bureau, the Grange and the National Farmer's Organization, the Chamber of Commerce, Farm Implement Dealers, the Extension Service and other agriculturally related agencies.
5. Advisory committees, if requested to do so, can be very useful in helping to evaluate the effectiveness of the vocational agriculture program. Regularly planned evaluations of the curriculum and the department should be made. Key members of the advisory committees should be involved in this process. Guidelines for the evaluation should be developed cooperatively with the administration, the Board of Education and members of the Bureau of Agriculture Education.
6. The advisory committee can help gain support for legislation and appropriations. Here again, it is necessary for work of this kind to be checked carefully with the administrative staff so that the greatest benefits can be derived without running into opposition from the school board and administrative staff. Many times improved facilities in the Agriculture department can be obtained by administration with the real needs of the department.
7. Properly structured committees can perform a real service in helping the teachers develop a list of capable resource persons that may be used for the following purposes: Key speakers for both in-school and out-of-school tests and parliamentary procedure contest.
8. Advisory committees can be used to help obtain sponsors for appropriate awards that are useful in carrying out the FFA program. Industry representative will be more inclined to contribute equipment, livestock or cash if they feel that an adult advisor group is supporting an effort of this kind.

These are a few ways that an advisory committee may be useful to vocational agriculture teachers

Proficiency Standards

Frontier High School's Positive Behavioral Interventions and Supports, PBIS is Titan Quest. Titan Quest challenges and pushes students to possess all four pillars: be respectful, be responsible, be safe and be productive. Each week our Assistant Principal shares a Titan Quest mini lesson to show during our third period class on Titan Tuesday's. In the Agriculture Department we ensure to showcase these videos and capitalize on these lessons to help diversify students' access to leadership and positive behaviors not just on campus but in life.

We also closely follow and monitor student's progress towards the CTE Model Curriculum standards for Agriculture and Natural Resources. Our students meet criteria related to the following :



- All coursework offered in the Agriculture program follows the Agriculture and Natural Resources standards related to Academics, Communications, Career Planning and Management, Technology, Problem Solving and Critical Thinking, Health and Safety, Responsibility and Flexibility, Ethics, Leadership and Teamwork, Technical Knowledge and Skill, Demonstration and Application.
- Ag Science: AFNR, Ag Biology and Ag Chemistry → Agriscience Pathway
- Veterinary Science → Animal Science Pathway
- Floral Design → Ornamental Horticulture Pathway



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.

Proficiency Standards



- 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.

Proficiency Standards



- 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.



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.

Proficiency Standards



- 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.

Proficiency Standards



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.

Proficiency Standards



- 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.

Proficiency Standards



- 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.

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.

Proficiency Standards



- 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.

Proficiency Standards



- 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.

California Commission on Teacher Credentialing

By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools

MALLORY HARRISON

is hereby awarded the

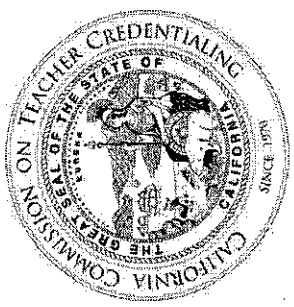
Single Subject Teaching Credential

together with all the rights, privileges, and responsibilities appertaining thereto.

valid: 05/04/2020 to 06/01/2025

Jim Han

*Jim Han
Chair, Commission on
Teacher Credentialing*



Mary Vixie Sandy

*Mary Vixie Sandy
Executive Director,
Commission on Teacher
Credentialing*

California Commission on Teacher Credentialing

*By virtue of the authority vested in the Commission on Teacher Credentialing and in
recognition of preparation for service in California Public schools*

MALLORY HARRISON

is hereby awarded the

Specialist Instruction Credential (Agriculture)

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 07/18/2018 to 08/01/2023

Tim Gleason

*Tim Gleason
Chair, Commission on
Teacher Credentialing*



Mary Vocio Sandoz

*Mary Vocio Sandoz
Executive Director,
Commission on Teacher
Credentialing*

FRONTIER FFA ACTIVITIES CALENDAR

2019-2020

August

- 14 – School Starts
- 24 – SV COLC, Independence 8:30am-3pm
- 26 – FFA Officer Meeting 3-5pm
- 27 – Freshmen Ice Cream Social, Cafeteria 7pm

September

- 3 – Ag Boosters Meeting 7pm room 1206
- 4 – Greenhand Conference Bakersfield 6am-5pm
- 5 – Kern County Fair Meeting and Potluck 5:30pm
- 7 – 4th Annual Frontier Showmanship Classic 7am-2pm
- 8 – Dairy Potluck Showmanship 6pm
- 11 – FFA Officer Meeting 6:45am
- 12 – FFA Meeting and Activity Night John's Incredible 5pm
- 14 – Kern County Fair Clean Up Day 7am-noon
- 17 – 29 – Kern County Fair

October

- 1 – Ag Booster Meeting room 1206 7pm
- 8 – Advisory Committee Meeting 6pm
- 10 – KCF Steer Meeting 6pm room 1206
- 15 – Opening/Closing Practice starts 3-5pm
- 16 – FFA Officer Meeting 6:45am
- 17 – FFA Meeting and Activity Night 5pm
- 23 – BC Farm Bureau Career Show
- 25 – Drive Thru BBQ 3-5pm
- 28 – 31 – National FFA Convention

November

- 4 – Creed Practice Begins 3-5pm
- 5 – Prepared and Impromptu Practice Begins 3-5pm
- 5 – Ag Boosters Meeting 7pm room 1206
- 6 – Extemporaneous and Job Interview Practice Begins 3-5
- 9/10 – Proficiencies and State Degree Workshop 9-12
- 12 – Novice Parliamentary Procedure Begins 3-5
- 13 – FFA Officer Meeting 6:45am
- 14 – FFA Meeting and Activity Night 5pm
- 15 – 16 – CATA Regional Roadshow and Meeting
- 19 – Opening and Closing Contest Independence 4pm
- 22 – 23 – Stierwalt Show Cattle Camp, Porterville
- 25 – 29 – Thanksgiving Break

December

1 - ALL FFA State Applications DUE

- 2 – Advanced Parliamentary Procedure Begins 3-5
- 3 – Officer Meeting 6:45am
- 3 – Ag Booster Meeting room 1206 7pm
- 3 – SV FFA Meeting and Activity Night 5pm
- 4 – Banking Contests ROC 5pm
- 10 – 11 – Christmas Caroling Canned Food Drive 7-9pm
- 10 – 11 – Officer Fall Banquet Practice 3-5pm
- 12 – **Fall Awards Banquet PAC 6PM**
- 13 – 14 – Holiday Classic Steer Show KCF
- 19 – Project Competition Ag Communications Final
- Dec 23 – Jan 6 – Christmas Break

Professional Growth and Development

Frontier High School's Agriculture Department members are all active members of California Agricultural Teachers Association and National Association of Agricultural Educators. We believe it is valuable for us to be actively engaged in these organizations to not only strengthen our skills but also help us create professional relationships with others in our profession. We all participate and attend Summer CATA Conference, San Joaquin Region CATA - Fall Meeting and Roadshow, San Joaquin Region CATA - Spring Meeting, and South Valley Section CATA - Spring Planning Meeting. On our school site we have an active professional learning community, PLC with the science department that we meet with one to two times monthly and we meet as an Agriculture PLC each Tuesday morning. This summer each of us are participating in CATA Summer Conference, the Germinate Virtual Conference, Supporters of Beginning Agriculture Teacher Digital Conference, and various digital training provided by our district.

Teacher	Summer CATA Conference 2019 & 2020	SJR Fall CATA Meeting & Roadshow 2019	SJR Spring CATA Meeting 2020	SV Section CATA Planning Meeting 2020	School Site PLC 2019 - 2020	District Agriculture PLC 2019 - 2020
Julie Beechinor	X	X	X	X	X	X
Jennifer Downs	X	X	X	X	X	X
Mallory Harrison	X	X	X	X	X	X

Record Book   Contact Us

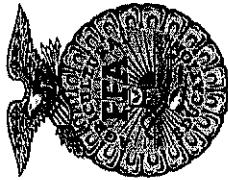
Welcome, Julie Beechinor

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State Chapter
Summaries

Bakersfield-Frontier (CA0535)

2019-2020

	Home
	Account Settings
	Account Balance
	State Balance: \$139.00
	Region Balance: \$0.00
	Student Roster
	Set Student Access Code
	FFA Membership
	Post Graduate Data
	Event Registration

Chapter Information

Bakersfield-Frontier
CA0535
6401 Allen Rd
Bakersfield, CA 93314
661-829-1107

Teacher Information

NAME	EMAIL
Julie Beechinor	julie_beechinor@kernhigh.org
Jennifer Downs	jennifer_downs@kernhigh.org



CDE Field Days Registration



Livestock Insurance



State Ag Ed Data Reports



State Course Summary



Application Center



Directory



Order Paper Record Books



Go to My FFA.org Account



Go to My AET Account



Go to Degree/Application Manager

NAME

EMAIL

Mallory Harrison Ford mallory_harrison@kemhigh.org

Course Information

COURSE	ADVISOR	PERIOD	STUDENTS
Ag Communications & Leadership	Julie Beechinor	3	48
Sustainable Agriculture	Julie Beechinor	1	35
Sustainable Agriculture	Julie Beechinor	2	23
Sustainable Agriculture	Julie Beechinor	7	22
Veterinary Science	Julie Beechinor	4	41
Ag Economics	Jennifer Downs	2	29
Agriculture and Soil Chemistry	Jennifer Downs	6	33
Agriculture and Soil Chemistry	Jennifer Downs	7	29
Floriculture & Floral Design	Jennifer Downs	3	27
Floriculture & Floral Design	Jennifer Downs	4	28
Graduate - American Degree	Jennifer Downs	1	21
Ag Economics	Mallory Harrison Ford	6	32
Introduction to Agriculture	Mallory Harrison Ford	1	35
Introduction to Agriculture	Mallory Harrison Ford	2	32
Introduction to Agriculture	Mallory Harrison Ford	3	31
Introduction to Agriculture	Mallory Harrison Ford	5	35

Students By Pathway

NAME

STUDENTS

NAME	STUDENTS
Agricultural Business	247
Agriscience	213
Animal Science	41

Students By Graduation Year

GRADYEAR	STUDENTS
2018	4
2019	17
2020	119
2021	146
2022	84
2023	131

Students By Years in Ag

YEARS	STUDENTS
6	4
5	16
4	104
3	132
2	94
1	151

Freshman Retention

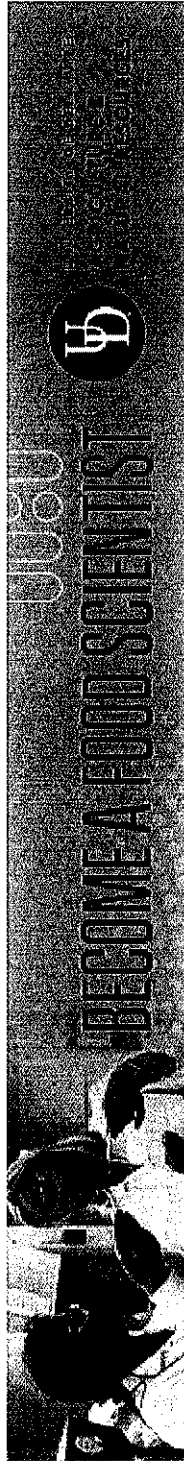
RETENTION %

49.61%

STUDENTS

0

3912

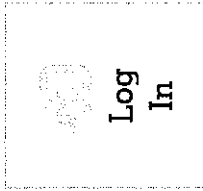
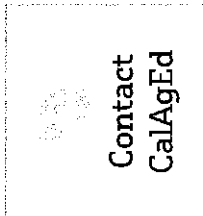
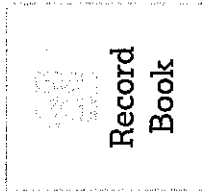
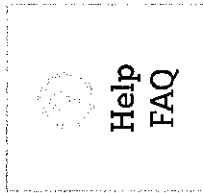


Our Mission

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

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Quick Links



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* No nurse needed

KERN HIGH SCHOOL DISTRICT REQUEST FOR APPROVAL OF FIELD TRIP, OUT-OF-AREA TRIP, AND/OR OVERNIGHT TRIP

THIS IS NOT A TRANSPORTATION REQUEST - LEAVE NO FIELD BLANK

☐ Local Field Trip or Co-Curricular Trip (School Site Admin. Approval Only)	* Submit this form to local school administration at least fifteen (15) school days in advance of trip
☒ Out of Area Trip <u>over 150</u> miles or overnight (Asst./Assoc. Supt./Director of Instruction approval)	* Complete form and return at least <u>twenty</u> (20**) school days in advance of trip
☐ Trip Out-of-State (incl. Mexico and/or longer than 3 school days) (Asst./Assoc. Supt./Director of Instruction approval)	* Complete form and return at least fifty (50) days in advance of trip. (Requires Board of Trustees Approval)
☐ Trip to foreign country (except Mexico) (Asst./Assoc. Supt./Director of Instruction approval)	* Complete form and return at least <u>nine</u> (9) months in advance of trip. (Requires Board of Trustees Approval)

* Trips earned in competition are exempt from the 20 day limit, but should be turned in as soon as possible
 * Overnight Trips: MUST provide no less than one adult to 15 students with chaperones representing the sex of students included on the trip, and MUST have chaperones that are cleared by KHSD. (AR 6153)

School: <u>Frontier</u>		Request Date: <u>11/12/2019</u>	
Person in Charge: <u>Julie Beechinor</u>		Group: <u>Agriculture</u>	
Destination: (Name Specific Location) City: <u>Monterey (Embassy Suites)</u> State: <u>Ca</u>		Distance/One Way: <u>208 Miles</u>	
Purpose of Trip: <u>MFE/ALA Leadership Conference</u>		Estimated Cost: <u>1500</u>	
Circle One: KHSD Car/Van ☐ Bus ☐ Charter Bus ☒ Other: ☐		# of Students: <u>55</u>	
Departure Date: <u>1/26/20</u>	Time: <u>7am</u> am/pm	Return Date: <u>1/27/20</u>	Time: <u>5pm</u> am/pm
Group Responsible for financing: Account String #: <u>Principal CTEIG (work w/ David)</u>			
Chaperones/Contact #s: Julie Beechinor (female) Mallory Hanson (female) Christopher Dinez (male) Cameron Ford (male)			
List any additional stops or indicate N/A: <u>Santa Nella Ca for lunch there and back</u>			

**Please make sure to submit the following information for overnight trips:

☒ Chaperone List w/phone #'s
 ☒ Hotel Information (address & phone #)
 ☒ Full Names & UID's of Students

Approved:

<u><i>[Signature]</i></u> (School) Director of Activities/Transportation	<u>11/18/19</u> Date
<u><i>[Signature]</i></u> (School) Principal/Assistant Principal	<u>11-20-19</u> Date

(District Office Use Only):

<u><i>[Signature]</i></u> Director/School Support Services, Athletics (if athletics)	<u>1-22-2020</u> Date
<u><i>[Signature]</i></u> Asst./Assoc. Superintendent and/or Director of Instruction	<u> </u> Date
<u> </u> Superintendent/Secretary, Board of Trustees	<u> </u> Date

MFE/ALA Conference
Sunday, January 26th - Monday, January 27th, 2020

Location: Monterey, Ca - Embassy Suites
1441 Canyon Del Rey Boulevard
Seaside, CA 93955
831-393-1115

Chaperones: Julie Beechinor (female)
Mallory Harrison (female)
~~Christopher Diniz (male)~~
Cameron Ford (male)

Travel Itinerary Details:

Sunday January 26, 2020

8am - Depart Frontier High School Bus Loading Zone at
10am-11am - Stop in Santa Nella, CA for breakfast/lunch
12pm - Arrive Monterey Ca - Embassy Suites, hotel check in
1pm-8pm - Conference is in session
10pm - lights out

Monday, January 27th, 2020

7am - Breakfast at Hotel
7:30 am - Students load luggage on Bus and check out of rooms
8am-11:45 - Conference in Session
12 Noon - Depart monterey, Ca Embassy Suites
1pm-2pm - Lunch Stop in Santa Nella, Ca
4pm - Arrive back to Frontier

Students Registered:

ADVANCED LEADERSHIP ACADEMY

Conference Schedule

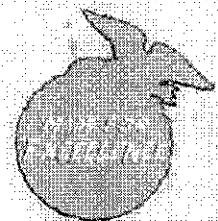
12:00 - 12:45 pm	Conference Registration, T-Shirts (Official Dress) <i>Shirts are available immediately for pick up. Rooming is done by the chapters and keys can be picked up at the front desk.</i>	
1:00 pm	Session 1 - "The Agency"	<i>Opening & Welcome</i>
2:00 pm	Session 2 - "Forming Purpose" Break	<i>Phase 1: Forming</i>
3:30 pm	Session 3 - "Creating Synergy" Break	<i>Phase 2: Storming</i>
5:00 pm	Session 4 - "Practicing Synergy"	<i>Phase 2: Storming</i>
6:00 pm	Dinner - 60 minutes	
7:15 pm	Session 5 - "Develop Strategy"	<i>Phase 3: Norming</i>
8:30 pm	Hotel Room Break/ Change for Dance	
9:00 pm	Dance - 90 minutes (FFA/ Chapter T-shirts)	
11:00 pm	Curfew	
7:00 am	Breakfast - 45/60 minutes (Conference T-shirts) Luggage out of rooms	
8:15 am	Session 6 - "Establish Influence" Break	<i>Phase 4: Performing</i>
10:30 am	Session 7 - "Agents of Change!"	<i>Final Challenge</i>
11:45 am	Adjourn Conference	



MADE FOR EXCELLENCE

Conference Schedule

12:00 - 12:45 pm	Conference Registration, T-Shirts (Official Dress) <i>Shirts are available immediately for pick up. Rooming is done by the chapters and keys can be picked up at the front desk.</i>
1:00 pm	Session 1 - "Welcome to Adventure!" <i>Opening & Welcome</i>
2:00 pm	Session 2 - "Courage - Leadership!" <i>Introduction to Leadership</i> Break
3:15 pm	Session 3 - "Courage - Integrity!" <i>Choices & Integrity</i> Break
4:30 pm	Session 4 - "Power - Strengths!" <i>Strengths-Based Living</i>
6:00 pm	Dinner - 60 minutes
7:15 pm	Session 5 - "Power - Opportunities!" <i>Interests & Opportunities</i>
8:30 pm	Hotel Room Break/ Change for Dance
9:00 pm	Dance - 90 minutes (<i>FFA/Chapter T-shirts</i>)
11:00 pm	Curfew
7:00 am	Breakfast - 45/60 minutes (<i>Conference T-shirts</i>) Luggage out of rooms
8:15 am	Session 6 - "Wisdom - Goals!" <i>Goal Settings & Plan of Action</i> Break
10:30 am	Session 7 - "A Successful Journey!" <i>Celebration & Final Challenge</i>
11:45 am	Adjourn Conference



CATA Membership Card

Below is my CATA Membership proof from 2017 - 2020. I did not receive a membership card, Kerry Stockton was able to provide the screen clip of my membership.

Member Payments

Last Name **Harrison** First Name **Mellory** ID **3475** Member Data

Payment Transactions

Year	Type	Date	Amount
17-18	Dues	1/22/2018	\$2.00
17-18	NAAE	1/22/2018	\$10.00
18-19	Dues	11/17/2018	\$70.00
19-20	Dues	7/1/2019	\$140.00

Payment Year	Membership
17-18	S
18-19	N
19-20	R



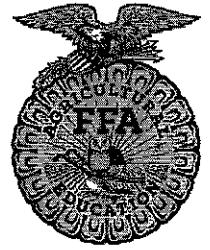
Frontier High School Agriculture Department

Frontier FFA Chapter

6401 Allen Road Bakersfield, CA 93314

Phone 661-829-1107 Fax 661-829-1185

Agriculture Science Department – Julie Beechinor, Jennifer
Downs, and Mallory Harrison



Mrs. Thompson,

I wanted to say thank you again for allowing me to attend the New Professionals Conference last week in Fresno. I know our district provides a lot of professional development, but allowing us to attend this content specific professional development has such a great takeaway for us. At this conference both Jennifer and I were able to refuel and gather new ideas to bring home to our agriculture program. We began planning social media posts for our new fall banquet happening soon, while also refining our SAE Project supervision forms.

This is a three year conference for beginning agriculture teachers, I am sad that next year will be my last year in attendance. My hope is that I will be able to share some of the great things we do in our mighty Titan agriculture program with other agriculture teachers around the state in the next few years.

It is because of your willingness to allow us to attend these conferences that we can continue to make Frontier SPARK!!

Best,


Mallory Harrison

5 year Acquisition Schedule
Bakersfield - Frontier

Current acquisition schedule items:

1.	Greenhouse Growing facility	\$ 175,000.00
2.	School Farm Development	\$ 20,000.00
3.	Lincoln Electric Virtual Welder	\$ 50,000.00
4.	John Deere Virtual Combine	\$ 30,000.00
5.	Drone and Precession Ag Course Technology	\$ 20,000.00
6.	Microphone Lapels	\$ 4,000.00
7.	Screen Printer	\$ 3,500.00
8.	Book Binder	\$ 300.00

Total Acquisition items \$302,800.00

Items received from previous acquisition requests:

2019	Lab Science tables received	\$ 25,000.00
2018	School Farm New development	\$ 75,000.00
2018	Surface Pros Dell Computers	\$ 6,000.00
2018	Phantom 4 Drones for Precision Ag Tech Class	\$ 11,000.00
2017	Livestock Popper	\$ 1,700.00
2017	New Livestock Trailer Purchased	\$ 35,000.00
2017	Floral tables received	\$ 12,000.00
2016	New Ag Van	\$ 45,000.00
2015	ChromeBooks (140)	\$ 48,000.00
2015	Honda 7000is Generator	\$ 5,000.00

District and Department Budget Process

Frontier High School is part of the Kern High School District, home of eighteen high schools, making our budgeting process a bit unique. The High School District's Superintendent of Business disperses funds to each school site and our Assistant Principal of Instructions allocates it to each eligible department. Our Agriculture Department receives various funding throughout the school year, including: Agriculture Incentive Grant, Carl Perkins, FFA-ASB funds, Career Technical Education Incentive Grant (CTEIG) and Frontier Agriculture Boosters. At the beginning of each year we sit down as a department and organize the funding received and where we plan to use it, but sometimes we allocate that money to other areas if necessary. We plan to purchase consumable supplies at the beginning of each year and keep track of what needs to be reordered, most of our budget goes towards student registration for CDE or LDE competitions or leadership conferences.

Activity	Beechinor	Downs	Harrison	Student teacher
Department Chair	X			
FFA Advisor	X			X
Student Teacher prep	X			
Greenhand Advisor			X	
Ag Advisory Committee		X	X	
Sectional Advisor				
Frontier Ag Boosters	X	X	X	X
Animal Species				
Beef	X			X
Sheep		X		
Swine	X			
Mkt/Pygmy/dairy Goats			X	
Dairy Cattle	X			
poultry			X	X
rabbits			X	
Horse		X		X
Harvest Hall Entries	X			X
CDE/LDE Teams				
Cotton				X
AET Farm Records	X			X
Banking		X		
Co-Ops		X		
Opening/Closing	X	X	X	
BIG			X	
Creed			X	
Job Interview		X		
Impromptu	X			
Prepared	X			
Extemp	X			
Novice Parli Pro			X	
Advanced Parli Pro	X			
Horse		X		
Ag Sales				
Ag Communications			x	
Vet Science	X			
Ag Computers				DINIZ
June				

Activity	Beechinor	Downs	Harrison	Student teacher
Drive-thru BBQ	X			X
Fall CATA/FFA Mtg	X	X	X	X
Stierwalt Clinic	X			
Poinsettia sales		X		X
December				
SLE applications			X	
SV Skateland	X	X	X	X
Holiday Classic	X			
Christmas Caroling	X	X	X	X
Project Competition Ag Comn	X			X
Proficiencies	X			X
State degrees	X	X	X	X
January				
Fresh Record Books			X	
Record Book Scoring	X	X	X	X
Sierra Winter Classic	X			
Drive Thru BBQ	X			X
Activity Night/MTG	X	X	X	X
State Conference App	X			
Regional Offcier Application	X			
SV Public Speaking Contest	X	X	X	X
Sub Committee Application	X		X	
Talent/Choir/Band Apps	X	X	X	
February				
Fresno Red Wave	X	X	X	
FFA week General	X	X	X	X
Tulare Farm Show		X		X
Staff Ranch Breakfast	X			X
ALA/MFE Chaperone	X	X	X	X
Western Bonanza	X	X	X	
CATA/FFA Reg Mtg	X	X	X	X
Ag Expo and Showcase Night	X	X	X	X
March				
UC Davis Field Day	X	X	X	X
SVParli-pro contest	X		X	X
Chico State Field Day	X	X	X	X
Regional Parli-pro contest	X		X	X
New Exhibitor meeting KCF		X		
Spring Round-up	X	X	X	X
State Candidate Training	X			

Mrs. Ford's

*Substitute
Binder*

*Classroom
Information
&
Substitute
Plans*

The following 5 pages are important, please read.







My Schedule:

1st Period - *Ag Soil Science*

2nd Period - *Ag Soil Science*

3rd Period - *Ag Soil Science*

4th Period - *Lunch*

5th Period - *Ag Soil Science*

6th Period - *Ag Economics/Government*

7th Period - *Prep Period*





General Procedure

1. Seating charts are located in a white attendance binder labeled, Ms. Harrison's binder on the blue desk. Use the marks-a-lot pen to identify who is absent.
2. At the beginning of each Ag. Soil Science class students know to complete their Daily Warm Up. Please write the warm up question or prompt on the board for students. Please initial or stamp their Warm Up, they will earn points for accuracy and completion on time.
3. Students are to sit in their assigned seats. If you need to move them because they are not completing work or are a distraction please feel free to move them.
4. There are absolutely NO cell phones allowed in my classroom, if you see it please turn it into the front office.
5. There is to be no food or drinks other than water in class.
6. Mark tardies and absences appropriately.
7. Send anyone to the office for being disruptive to the class.
8. Bathroom pass hangs on the hook of the blue desk at the front of classroom. Students have blue bathroom tickets that they must give you before leaving. Students must sign out and sign back in when they return. NO students are to use the restroom during the first 10 minutes or last 10 minutes of class.
9. Students MUST be in their seats when the bell rings in order to be dismissed from class by YOU! If students are putting away supplies or are out of their seat please require all students to sit in their seat before dismissing them.

Chromebook Procedure

1. Students are assigned a specific Chromebook to use.
  2. Please allow 3 minutes at the end of each class period for students to put their Chromebooks away before class ends.
  3. Students are not allowed to leave until you have checked that all Chromebooks are put back correctly and are all plugged in.
  4. Chromebooks need to all be plugged in at the end of the day and the cart must be locked.
- 

School Information & Schedules

School & Staff Info

Address:

6401 Allen Road Bakersfield, CA 93312

Phone Number:

661-827-1107

Principal:

Vicky Thompson

ext.68256

Dean of Students:

Bryan Easter

ext.68014 or 68013

School Secretary:

Helen Arvizu

ext.68031

Health Office:

Sarah Ohmstede

ext.68120

Helpful Teachers

Julie Beechinor - *Agriculture - Room 1206*

ext. 68091

Jennifer Downs - *Agriculture - Room 1202*

ext. 68089

Tamarah Hubble - *English/Psychology - Room 714*

ext. 68714

Regular Bell Schedule

Periods	Time	Minutes
1	7:35 - 8:32	57
2	8:38 - 9:35	57
3	9:41 - 10:42	61
4 Lunch	10:42 - 11:20	38
4	10:48 - 11:45	57
5 Lunch	11:45 - 12:23	38
5	11:26 - 12:23	57
6	12:29 - 1:27	58
7	1:33 - 2:30	57

90 Minute Late Start / PLC Schedule

Periods	Time	Minutes
1	9:05 - 9:47	42
2	9:53 - 10:35	42
3	10:41 - 11:26	45
4 Lunch	11:26 - 12:04	38
4	11:32 - 12:14	42
5 Lunch	12:14 - 12:52	38
5	12:10 - 12:52	42
6	12:58 - 1:41	43
7	1:47 - 2:30	43

A.M. Activity Schedule

Periods	Time	Minutes
1	7:35 - 8:22	47
2A	8:28 - 9:22	54
2B	9:22 - 10:16	54
3	10:22 - 11:13	51
4 Lunch	11:13 - 11:51	38
4	11:19 - 12:06	47
5 Lunch	12:06 - 12:44	38
5	11:57 - 12:44	47
6	12:50 - 1:37	47
7	1:43 - 2:30	47

Minimum Day Schedule

Periods	Time	Minutes
1	7:35 - 8:12	37
2	8:18 - 9:55	37
3	9:01 - 9:43	42
4/5	9:49 - 10:26	37
6	10:32 - 11:09	37
7	11:16 - 11:53	37
Lunch*	11:53 - 12:00	7

2 Hour Fog Delay Schedule

Periods	Time	Minutes
1	9:35 - 10:12	37
2	10:18 - 10:55	37
3	11:01 - 11:41	40
4 Lunch	11:41 - 12:19	38
4	11:47 - 12:24	37
5 Lunch	12:24 - 1:02	38
5	12:25 - 1:02	37
6	1:08 - 1:46	38
7	1:52 - 2:30	38

Single Lunch Schedule

Periods	Time	Minutes
1	7:35 - 8:32	57
2	8:38 - 9:35	57
3	9:41 - 10:43	62
4/5	10:49 - 11:46	57
Lunch	11:46 - 12:24	38
6	12:30 - 1:27	57
7	1:33 - 2:30	57

Frontier High School

EVACUATION PROCEDURES

**When the Fire Alarm Sounds, Please Hold and Wait for Further Instructions.

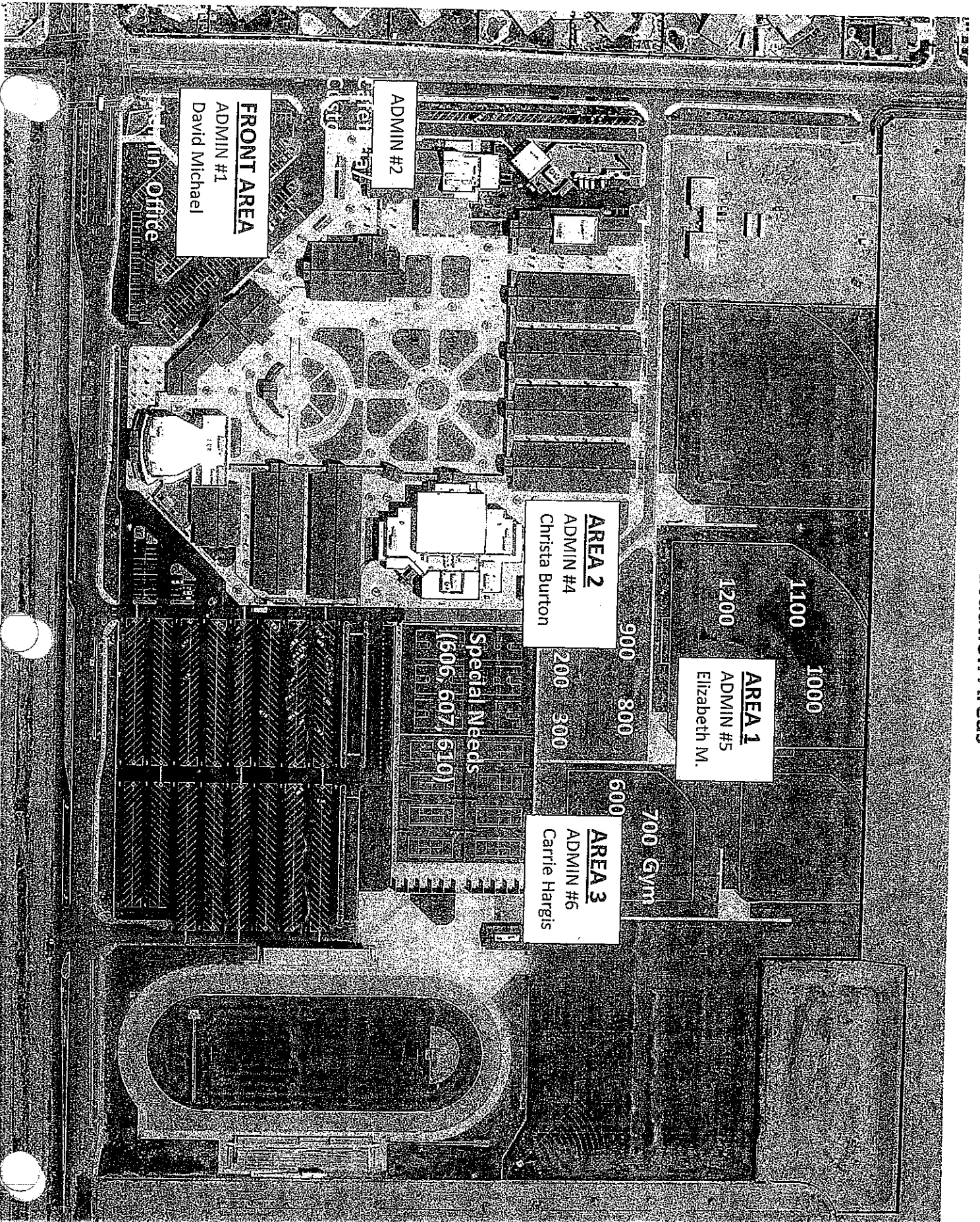
Upon receiving the instruction to evacuate, exit classrooms in an orderly fashion **towards the perimeter of campus and exit through the nearest gate (see attached map)**. All classes will travel down the fire lane toward the varsity baseball field, adjacent playing field, and varsity softball field. Form lines in the area specified on the "Evacuation Areas" map.

1. Please have student attendance book (roll book) when evacuating.
2. Lock the classroom upon exiting.
3. Remain with students as they exit the room and throughout the evacuation.
4. Move students quickly to the designated Evacuation Area (see map).
5. Move students through and across the fire lane quickly.
6. Organize students into close quarters. Do not allow students to roam about.
7. Take roll in the evacuation area.
8. Once roll has been taken, complete the **"Reporting Form"** giving the "All Clear" or identifying any unaccounted for students (if roll has not been taken prior to the evacuation, please include all students not present at the time of the evacuation). Send a student with the form to the administrator/staff member wearing the yellow vest in your designated area.
9. If the alarm sounds during a passing period, students should return to their previous classroom from which they were assigned.
10. A bell will signal the "All Clear" and the administrator/staff member in each area will inform teachers they are allowed to return to their classrooms.
11. After the "All Clear" is given, teachers should remain with their students and return to their room in an orderly fashion.

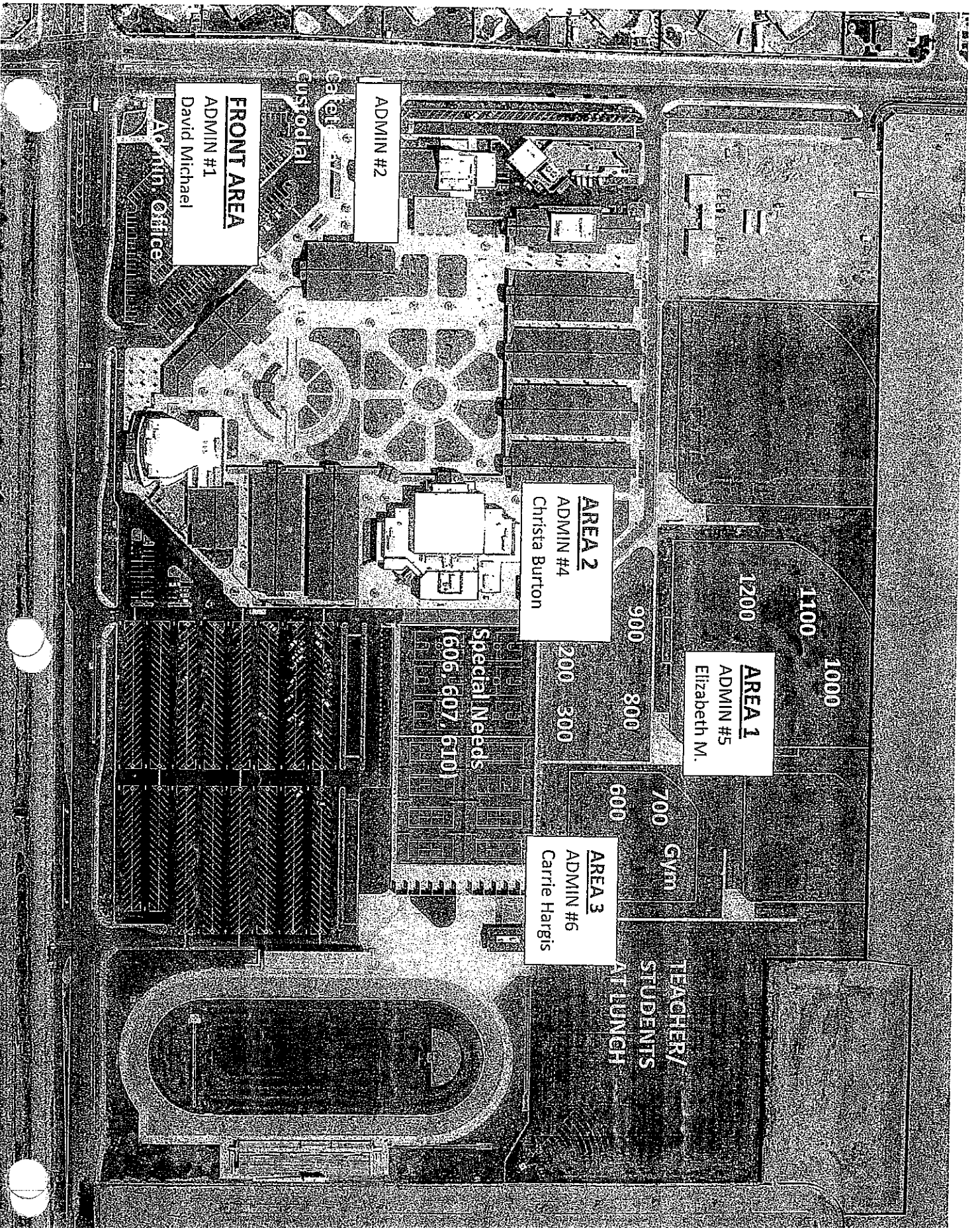
*If an office aide is in your class at the time of an evacuation, instruct them to follow your class to the evacuation area. You may release them to the administrator/staff member in your evacuation area.

** If the alarm sounds during a passing period, students should return to their previous classroom from which they were assigned.

Evacuation Areas



LUNCH EVCAUTION AREAS



Frontier High School

Emergency Evacuation / Fire Drill

Reporting Form

Teacher Name _____ Period _____

Room # _____ All present at check-in _____

Support Staff Accounted for _____

Teachers: List below the names and student numbers of those students who were present today, but cannot be located at this time. Give form to check-in supervisor.

Student Name

UID #

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

SEIZURES

Refer to person's **Emergency Care Plan**, if available, and follow instructions from person's guardian or physician.

A person with a history of seizures should be known to appropriate staff.

An emergency care plan should be developed containing a description of the onset, type, duration and aftereffects of that person's seizures. If there is a history of diabetes, check blood sugar. See "Diabetes" also.

- If person seems off balance, place on the floor (a mat) for observation and safety
- **DO NOT RESTRAIN MOVEMENTS**
- Move surrounding objects to avoid injury
- Protect head using a thin folded towel/cloth
- **DO NOT PLACE ANYTHING BETWEEN THE TEETH** or give anything by mouth

Observe details of the seizure for parent or legal guardian, emergency personnel, or physician. Note:

- Duration, movement of eyes & body parts
- Kind of movement or behavior
- Loss of urine/bowel control
- Loss of consciousness, etc.

- After seizure, keep airway clear by placing person on his/her side. A pillow should not be used.
- Seizures are often followed by sleep. The person may also be confused. This may last from 15 minutes to an hour or more.

NO

- Is seizure lasting longer than 5 minutes?
- Is person having multiple seizures following one another at short intervals?
- Is this person's first known seizure?
- Is person having any breathing difficulties after the seizure?

YES

After the sleeping period, the person should return to normal and be encouraged to participate in all normal class activities.

Contact responsible school nurse or administrator & parent or legal guardian



CALL EMS 9-1-1

Signs & Symptoms of Seizure

- Episodes of staring with loss of eye contact
- Staring involving twitching of the arm and/or leg muscles
- Generalized jerking movement of arms and/or legs
- Unusual behavior for that person (e.g., strange sounds, belligerence, running, etc)

First Aid for Seizures

(Convulsive, generalized tonic-clonic, grand mal)



Most seizures in people with epilepsy are not medical emergencies. They end after a minute or two without harm and usually do not require a trip to the emergency room.

But sometimes there are good reasons to call for emergency help. A seizure in someone who does not have epilepsy could be a sign of a serious illness.

Other reasons to call an ambulance include:

- A seizure that lasts more than 5 minutes
- No "epilepsy" or "seizure disorder" identification
- Slow recovery, a second seizure, or difficulty breathing afterwards
- Pregnancy or other medical diagnosis
- Any signs of injury or sickness

EPILEPSY FOUNDATION
Not another name for the seizure

epilepsy
 therapy project

STRONGER TOGETHER



Nursing Services
Kern High School District
5801 Sundale Avenue
Bakersfield, CA 93309
(661) 827-4532 Office (661) 396-2902 Fax

EMERGENCY PROTOCOL FOR SEIZURES

Student _____ DOB _____
Parent/Guardian _____ Phone _____
Allergies _____
Physician _____
Hospital of Choice _____
Current Medication _____

EMERGENCY PROTOCOL

- NOTIFY OFFICE TO SEND ASSISTANCE IMMEDIATELY
- Ease student to the floor, loosen any clothing around neck and protect the student from any sharp objects in the area or on the floor.
- Do **NOT** force anything into the student's mouth or try to restrain the student.
- Observe and record the nature and length of the seizure. After seizure has subsided, monitor airway and breathing.
- Roll student on their side to drain secretions.
- Notify parent immediately if child has any overall changes in breathing, color, or behavior. Report to parents the incidence of seizure with details before sending student home.
- **IF AN INITIAL SEIZURE OCCURS OR IF SEIZURE LASTS MORE THAN 5 MINUTES, or if another seizure starts within 10 minutes after the first seizure, CALL 911. Current extended permission form must be on file in students cum folder.**
- Stay with students until parents and/or paramedics arrive. If parents are unavailable, a staff member will need to accompany student to the hospital with a copy of the emergency card, and remain with the student until the parents arrive.

_____
Parent/Guardian Signature
Date

_____
District Nurse Signature

_____
Date

Sub Plans - Ms. Harrison

January 28, 2020

General Classroom Procedures:

1. Seating charts are located in a white attendance binder labeled, Ms. Harrison's binder on the blue desk. Use the marks-a-lot pen to identify who is absent.
2. At the beginning of each Ag. Soil Science and Ag. Economics class students know to complete their Daily Warm Up. Please write the warm up question or prompt on the board for students. Please initial or stamp their Warm Up, they will earn points for accuracy and completion on time.
3. Students are to sit in their assigned seats. If you need to move them because they are not completing work or are a distraction please feel free to move them.
4. There are absolutely NO cell phones allowed in my classroom, if you see it please turn it into the front office.
5. There is to be no food or drinks other than water in class.
6. Mark tardies and absences appropriately.
7. Send anyone to the office for being disruptive to the class.
8. Bathroom pass hangs on the hook of the blue desk at the front of the classroom. Students have blue bathroom tickets that they must give you before leaving. NO students are to use the restroom during the first 10 minutes or last 10 minutes of class.
9. Students MUST be in their seats when the bell rings in order to be dismissed from class by YOU! If students are putting away supplies or are out of their seat please require all students to sit in their seat before dismissing them.

My Schedule:

1st - Ag Soil Science
2nd - Ag Soil Science
3rd - Ag Soil Science
4th - Lunch
5th - Ag Soil Science
6th - Ag Economics
7th - Prep

Chromebook Usage:

1. Students are assigned a specific Chromebook to use. The list can be found on the top of the Chromebook cart.
2. Please allow 3 minutes at the end of each class period for students to put their Chromebooks away before class ends.
3. Students are not allowed to leave until you have checked that all Chromebooks are put back correctly and are all plugged in.
4. Chromebooks need to all be plugged in at the end of the day and the cart must be locked.

Sub Plans - Ms. Harrison

January 28, 2020

	Agriculture Soil Science - 1st, 2nd, 3rd, & 5th	Agriculture Economics - 6th
Tues. 1/28	- Daily Warm Up - Please write on the board for students. - How are organisms in an ecosystem influenced by humans? - Objective - Please write on the board for students. - I will review for my CFA. - Students will complete their GIZMO - Food Chain, the worksheet is in their packet and they have logged on before. Instructions if they have yet to log into the class is posted on Google Classroom. I am leaving a list of their usernames and passwords if they have forgotten. They began this yesterday. - Once completed with their GIZMO, please allow students to create a notecard for their CFA. A list of topics that will be covered will be posted on Google Classroom. Students may use both sides of the notecard. - Please collect the notecards, only students who turn them into you by the end of the class period may use them on their CFA. 1st period can take out the chromebooks and they can stay out on the desks until 6th period. - All students must stay in their seat until the bell rings.	- Daily Warm Up & Objective- Please write on the board for students. - What side would you take federalists or anti-federalists? - Objective - I will learn more about the United States Constitution. - Students will complete 3.1, 3.2, and 3.3 section worksheets using their Government book in the back of the classroom if they did not complete it yesterday. - Students will find a current event article online related to Agriculture and use the work page in their packet to answer and identify the required items. Students must upload the article digitally via Google Classroom. - Allow 3 -5 minutes for students to return chromebooks to the correct spot. - Please have students put their chairs up on the desk at the end of the class period.

Program Completer

At Frontier High School, a program completer is a student who has been enrolled in our Agriculture Program for all four years of high school. Prior to our end of the year Award's Banquet we use CalAgEd to help sort four year members and ensure they will attend the banquet. Each program completer receives a graduation cord that is approved by campus administration for students to wear at graduation.



BAKERSFIELD COLLEGE

SECONDARY-POST SECONDARY ARTICULATION AGREEMENT

Articulation Contract Date: 8/30/2016

BC College **ANSC B1**
Course: **Introduction to Animal Science**
Bakersfield College
Address: 1801 Panorama Drive
Bakersfield, CA 93305

Secondary **Ag Veterinary Science P**
Course Name & #: **3252**
School: **Frontier High School**
Address: **6401 Allen Rd**
Bakersfield, CA 93314

A. COLLEGE COURSE DESCRIPTION:

Survey of the livestock industry, supply of animal products and their uses; special emphasis on the origin, characteristics, adaptation and contributions of farm animals to the global Ag industry; analysis of the economic trends and career opportunities in animal agriculture. Nutrition, digestive systems, breeds, selection, and reproduction are included in course. Field trips may be required.

B. UNITS: 3

C. PREREQUISITES: None

D. REQUIRED CONTENT FOR ARTICULATION:

Lecture

- A. Natural selection vs. artificial selection
  - 1. Importance of domestic animals to the world and the United States
  - 2. Economic importance of animal agriculture
  - 3. Animal contributions to human needs
  - 4. Industry issues and challenges
  - 5. Ethnic and cultural contributions to animal domestication
- B. Unique adaptations of various species
  - 1. Meat animal use and production
  - 2. Fiber production
  - 3. Dairy production
  - 4. Recreational and companionship use of animals
- C. Anatomy and physiology
  - 1. Identification of external anatomy for various species
  - 2. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory
- D. Animal reproduction

1. Reproductive anatomy and physiology
2. Animal breeding systems
3. Fertility assessment
- E. Genetics
  1. Intro and review of genetic principles
  2. Gene modification and genetic interactions
  3. Genetic improvement and variation
  4. Inheritance and population genetics
- F. Nutrition
  1. Nutrients contained in animal feeds
  2. Feed identification and composition
  3. Digestive system adaptations
  4. Nutrient requirements for maintenance, growth and lactation
- G. Animal behavior (ethology)
  1. Behavioral qualities of domestic animals
  2. Behavioral modification
  3. Instinct, habituation
  4. Imprinting
  5. Conditioning
- H. Biosecurity
  1. Epidemiology
  2. Disease causing agents
  3. Indications of disease
  4. Prevention, treatment and cure
- I. The scientific method
  1. Research in animal agriculture
  2. Developing a research model
  3. Humane treatment of research animals
- J. Issues affecting animal agriculture
  1. Animal welfare issues
  2. Advances in biotechnology
  3. Governmental and environmental concerns
  4. Food safety and consumer awareness

Lab

- A. Introduction to Animal Agriculture – Tour Agriculture Laboratory
- B. Careers and Career Preparation in the Animal Science – Exercise using "Agcareers.com"
- C. Overview of the Livestock Industry – "Generations", produced by NCBA – Breed I.D.
- D. Evaluation and Performance Livestock – Conformation criteria of major livestock species
- E. The Animal Food Industry – Video of meat processing plant, I.D. retail market cuts, USDA Grading system
- F. Reproduction – Artificial Insemination lab
- G. Genetics – Punnett Square, Mendelian principles of genetics. Use coat color examples
- H. Nutrition – Pearson Square method to create ration balanced for TDN and Protein

- I. Animal Health – Administration of subcutaneous and intravenous injections, TPR of livestock.
- J. Issues Affecting the Animal Industry – Residue Issues, Quality Control methods

E. COMPETENCIES AND SKILL REQUIREMENTS REQUIRED FOR ARTICULATION:

- Review of written assignments
- Exams: MC, T/F, Matching, Essay questions
- Lab practicums evaluations
- Lecture discussion and lab participation

F. MEASUREMENT METHODS (include any industry certification or licensure):

- Discuss and compare the differences and contributions of different breeds within a livestock species, discuss animal contributions to the development of human civilizations.
- Design a plan for establishing and managing a commercial livestock operation.
- Recognize and evaluate desirable conformation/selection traits in market and breeding livestock.
- Demonstrate proper administration of vaccines and pharmaceuticals to livestock.
- Describe economically significant breeds of animals and their unique adaptations.
- Describe the function of the major body systems. Identify reproductive cycles and biotechnological principles of animal reproduction.
- Analyze genetic change through artificial/natural selection.
- Discuss nutritional needs of animals and for various body functions.

G. TEXTBOOKS OR OTHER SUPPORT MATERIALS (including Software)

- Taylor, R., Field & Field (2012) *Scientific Farm Animal Production*, 10th edition, Pearson
- Fields, T. Taylor, R. (2008) *Scientific Farm Animal Production*, 9th edition, Pearson
- Introduction to Veterinary Science 2nd Edition. MeeCee Baker and James B. Lawhead Thomson Delmar Learning, 2009

H. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:

Bakersfield College is committed to a comprehensive articulation program linking secondary and post-secondary instruction and learning outcomes to ensure high school students make a smooth transition from high school to college without experiencing delay or duplication of learning. Tech Prep articulated courses offer students the opportunity to earn college credit for eligible career and technical education (CTE) courses while still in high school. These courses are designed to give the student the same skills they would gain by taking a similar course at Bakersfield College. The articulated course applies toward high school graduation and a college degree or certificate while also preparing the student for a career.

This Articulation Agreement is approved based on the following criteria:

1. The College faculty in the appropriate discipline has determined this course to be comparable to a specific college course and have signed the agreement.
2. This agreement will remain valid for 3 years as long as there are no changes to course content by either party involved.
3. High school students must successfully satisfy all required course competencies at the "B" or better grade level as certified by the appropriate high school designee.
4. With respect to articulated high school courses, credit by examination will only be granted when the final examination for the high school course has the approval of knowledgeable college faculty in the same field, and the student passes this examination with a satisfactory grade ("A", "B", or "C" level).
5. The final exam requirement will be met by the high school final exam as approved by the College faculty in the appropriate discipline.
6. The student receives college credit using the high school grade, if a full year course the second semester grade will be posted to his/her college transcript.
7. The College credit will only be transcribed if a Bakersfield College application is completed when the student enrolls in the articulated course.
8. Articulated college credit may be awarded, up to three years after completion of the course, to those students that did not complete step 7.

In addition,

9. High school teachers teaching an articulated course will advise students to complete an on-line Bakersfield College application, so college credit can be awarded.
10. Students desiring college credits will identify themselves through the CATEMA system.
11. Bakersfield College will create CRN's for the BC courses to be awarded.
12. At conclusion of the course, semester or year depending on course duration, course grades are submitted to College via CATEMA system. Students who have met all course and the articulation requirements and whom high school teachers recommend will receive college credit.

Agreement was based on Statewide Career Pathway Project Template: ☐ Yes ☐ No

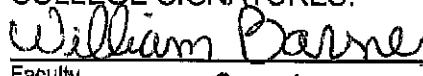
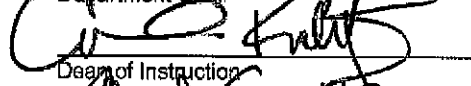
Name of Template Used: _____

This Articulation Agreement will be reviewed if there is a change to course content by either party and/or not to exceed 3 years.

HIGH-SCHOOL SIGNATURES:

 7-20-16
Teacher/Department Chair Date
 7-26-16
Assistant Principal/Designee Date

COLLEGE SIGNATURES:

 8-15-16
Faculty Date
 8-15-16
Department Chair Date
 8/16/16
Dean of Instruction Date
 8/19/16
Executive VP, Academic Affairs/Designee Date

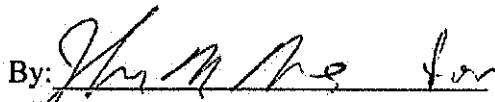
Instructor Agreement

Whereas, (**Julie Beechinor**) ("INSTRUCTOR") desires to teach a college course for the Kern Community College District (KCCD), and;

Whereas the KCCD desires that INSTRUCTOR teach a college course for KCCD as part of its dual enrollment program with the (Kern High) School District (DISTRICT);

Therefore KCCD and INSTRUCTOR (collectively known as the PARTIES) agree as follows:

1. INSTRUCTOR shall at all times during the term of this agreement be an employee of DISTRICT.
2. INSTRUCTOR represents that it all times during the term of this agreement INSTRUCTOR shall meet the minimum qualifications for teaching a community college course as provided in 5 CCR 53400-53430 and applicable KCCD policy.
3. INSTRUCTOR is not an employee of KCCD.
4. INSTRUCTOR agrees that when INSTRUCTOR is providing instruction for a college course, KCCD shall have the primary right to control and direct the instructional activities of INSTRUCTOR. INSTRUCTOR shall be considered an employee of KCCD for the limited purpose of rendering instructional services under the terms of this agreement.
5. INSTRUCTOR shall comply with all applicable policies and procedures of KCCD in rendering instructional services under this agreement. INSTRUCTOR shall also comply with all applicable state and federal statutes and regulations in rendering services under this agreement.
6. INSTRUCTOR understands and agrees that INSTRUCTOR's performance under this agreement shall be evaluated by KCCD as provided in California Education Code Section 87663 (a).
7. The Memorandum of Understanding for Dual Enrollment between KCCD and District ("MOU") is incorporated by reference as if fully set forth herein. In the event of a conflict between this agreement and the MOU the provisions of the MOU shall prevail.

By: 
Gertrude Gerald
Associate Vice Chancellor
Economic and Workforce Development
Kern Community College District

Date: OCT 28 2019

By: 
Instructor, Kern High School District

Date: 5/13/19

By: 
Dean McGee, Ed.D.
Associate Superintendent
Educational Services and Innovative Programs
Kern High School District

Date: OCT 24 2019

Frontier High School
Beginning Floral Design
CRN 32278
ORNH B36-3 Units
BC Dual Enrolled
M-F 10:50AM-11:40AM
Course Syllabus

I. General Information

Course Title: Floral Design

Grade Level: 11-12

Room: 1202

Instructor: Jennifer Downs

Email: jennifer_downs@kernhigh.org

Phone: #829-1107

Office Hours: 7am-4:30pm M-F

II. Course Description: Floral Design

Introduction to the fundamentals of theory, techniques and skills currently practiced in the floral industry. As a part of the Fine Art Requirement, Floral Design will incorporate all but not limited to the following standard areas; tool & material ID, plant physiology, retail floristry, art definitions, and elements of design, art history, principles of design, floral design shapes & styles, seasonal flowers, wedding flowers, permanent botanicals, and the focus & purpose of the color wheel. You will incorporate these principles in the following required labs; bud vase, fresh topiary, circular mass, theme design, horizontal centerpiece, tape/wire corsage, and single rose wraps, which meet industry standards

III. Required Items for this Class:

1. Each student will need to come to class daily with pencil, blue or black pen, and eraser.
2. One inch spiral binder- must bring each day!
3. **Required Textbook:** Hunter, Norah. *The Art of Floral Design*, 3rd, Delmar

VI. Late Work:

No Late work is accepted.

VII. Binder/Notebooks

Organization is the key to being successful in your education. Your binder/notebook will be checked on a regular basis and graded as part of your participation grade. Binders/notebooks must contain all agriculture notes in a proper and organized fashion.

VIII. Cheating Policy:

Cheating will not be tolerated in this class or at Independence High School. Any use of another student's thoughts or answers will be considered cheating. Giving your answers to other students will also be considered cheating on both student's parts and assignments for both students will receive a score of zero. Looking at another student's test, copying homework or labs is cheating and will not be tolerated. A student who is caught cheating will be dealt with by the dean and school officials.

IX. Class Expectations:

1. Students must come to class prepared and ready to learn daily.
2. Textbooks must be brought to school each day regardless of its use.
3. Binders, pencils and pens are expected to be out on your desk by the time the tardy bell rings.
4. Students must ask permission to leave their seat at any time.
5. Students are to remove all hats upon entering the classroom.
6. Restroom visits will not be allowed except in the case of an emergency. You have a 6 minute passing period and you should use the restroom then.
7. No food, drink or chewing gum will be allowed in the classroom.
8. Students will need to have their student ID with them at all times.
9. Borrowing materials from the teacher will require an ID that will be returned when borrowed items are returned.
10. Cell phones are to be off at ALL times.
11. All personal items which become a distraction will be confiscated by the instructor and handed over to the Dean's office where you can deal with their retrieval at the end of the day.
12. All students are expected to be respectful to classmates, guests and the instructor at all times.

5. Early 20th Century
6. Contemporary
7. Western
- d. Oriental flower designs
3. Care and handling of cut flowers
  - a. Container selection and sanitation
  - b. Water preparation
  - c. Cleaning and preparation of flowers
  - d. Refrigeration and storage
  - e. Sanitation and floral refrigerator maintenance
4. Materials and supplies used in floral design
  - a. Flowers and greens-identification and uses of floral design
  - b. Wire- sizes and uses
  - c. Ribbon- sizes, types, and uses
  - d. Nets, tulle, aqua net
  - e. Flower holders and fasteners
  - f. Corsage accessories and packaging
  - g. Containers- sizes, shapes, and uses
  - h. Other commonly used materials
5. The principles and elements of floral design
  - a. Design principles
    1. Emphasis
    2. Balance
    3. Proportion
    4. Harmony
    5. Unity
  - b. Design elements
    1. Line
    2. Form
    3. Texture
  - c. Basic floral arrangement shapes
    1. Vertical
    2. Horizontal
    3. Inverted T
    4. Right angle
    5. Hogarth curve or S- curve
    6. Oblique
    7. Crescent
    8. Symmetrical triangle
    9. Asymmetrical triangle
    10. Circular or oval
    11. Others
  - d. Color in floral design
    1. Color wheel
    2. Color vocabulary
    3. Neutral colors
    4. Emotional qualities of color
    5. Symbolism of color in design
    6. Color schemes in floral designs
  - e. Container
    1. Height/ container relationship

- d. Telephone and telephone options
- e. Internet
- f. Cash registers

15. Public image and personal appearance

Lab: Individual Lab Activities are designed to support course objectives.

Correctly condition and handle cut flowers, greens, foliage plants used in the floral industry

- Select and correctly use florist tools, equipment and materials
- Identify flowers, greens, and foliage plants used in the floral industry
- Demonstrate an understanding of basic floral design theory
- Construct basic floral products for display or resale
- Construct a minimum of five different kinds of floral arrangements
- Construct a minimum of five different corsages
- Describe floral designs and styles from different historical periods
- Describe influences of the use of flowers and floral designs upon society
- Select containers appropriate for flowers and floral design
- Decorate foliage plants in a manner that meet industry standards
- Demonstrate the correct care and handling of foliage plants
- Select materials and construct a terrarium/dish garden
- Calculate the cost of a floral design and apply appropriate mark-up to determine its sale price
- Successfully complete a telephone, wire, or walk-in customer
- Demonstrate the correct uses of business machines and wire services used in the floral industry

XIII. Projected Course Outline/Course Activities:

Unit	Topic	Time Frame	Dates
I.	Personal Flowers: Flowers to wear, flowers to carry, corsage design	1 week	January 8-12
II.	Floral History Time Periods: Introduction and Ancient, European, American, Oriental, Modern, Timeline	2 weeks	January 15-26
III.	Principles of Art: Intro, Balance, Scale & Proportion, Focal Point & Accent, Rhythm, Harmony, Unity	2 weeks	January 29-February 9

- 10. Laboratory
- 11. Lecture
- 12. Outside Reading
- 13. Problem Solving
- 14. Written Work

XV. Important Dates:

December 11, 2019	Enrollment Start date
January 10, 2020	Drop without a "W"
March 12, 2020	Drop with "W"
May 15, 2020	End Date

Reimbursement Process

In order to be reimbursed, we must fill out the triplicate form "Request for Payment and Disbursement Authorization" scanned on the following page. Any out of pocket expenses for FFA Activities or related events can be reimbursed through our ASB account. At FFA Officer retreat, our officer team reviews the budget from the previous year and takes note of any major changes to events or costs and approves our yearly budget. We must attach the receipt for proof of purchases and then will gather the required signatures: Chapter Treasurer and Advisor (other than who is asking to be reimbursed). The Athletic/Activities Director and Principal's signature is collected by our Financial Secretary before processing the check. Expenses over one hundred dollars must receive authorization from the site administrator.

Reimbursement for travel with students and professional development begins with an RTBA, a Request to be Absent. These can be completed digitally and are to be given to our school secretary who secures the signatures from on site administration and district approval when necessary. We must include and note all potential expenses that can occur such as hotel, meals, private car mileage, and registration. Meal reimbursement is \$9 for breakfast, \$11 for lunch, and \$20 for dinner.

Kern High School District
Business Office

PLEASE READ THIS CAREFULLY

RE: CONFERENCE ATTENDANCE AND TRAVEL REIMBURSEMENT

Your request to attend the professional conference indicated on the attached form has been approved. Please comply with the following directions.

1. The employee is responsible for conference registration, hotel reservations, and submitting expenses for reimbursement.
2. Claims for reimbursement with all supporting documentation must be made within 30 days of the last date of conference.
3. The employee must retain all receipts or tickets for registration, hotels, travel (including air and rental cars). All expenses other than meals and ground transportation must be verified by payment receipt. A copy of your registration form and payment receipt must be submitted with the reimbursement request. This is particularly important when any meals are included in the registration.
4. District will reimburse expenses for employees only.
5. Authorized expenditures:
  1. Lodging *
  2. Registration fee *
  3. Approved air travel and rental car *
  4. Meals on overnight travel only – no reimbursement for one day trips
  5. Ground transportation (taxi, shuttles)
  6. Gratuities and incidentals without receipts -- \$3.00 a day
  7. Bridge and freeway tolls
  8. Mileage – 56¢ per mile (effective January 1, 2014)

* Reimbursement for lodging, registration fees, air travel and rental car requires a copy of the statement showing payment.

6. Per diem allowance for meals.

Breakfast	\$ 9.00
Lunch	11.00
Dinner	20.00

Exception

Actual cost of official conference meals may be reported.

(Continued on back side of page)

Request

DISTRICT COPY

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 12.

Goal or Purpose of the Project: To create a digital version of our previous paper based graduate survey. With the data collected digitally, we will be able to keep track of graduates and their post-graduation goals.

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

1. Create a digital (Google Form) graduate survey
2. Create a Department folder to house data collected
3. Publish online for all graduating students
4. Keep Google Form open until beginning of summer
5. Resend form at the beginning of school year to all graduates personal emails to gather data from students who have yet to respond.

Estimated number of hours on this project: 5

Estimated expenditures (\$) on this project (your costs) 0.

Proposed timeline for completion of the project:

By the end of the year, a Google Form will be complete with a questionnaire for graduating students to complete.

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

I will submit the finalized Google Form with student data collected.

For Office Use Only:

Project Approved By: _____.

Date of Approval: _____.

Quarter student will enroll in AGED 539: _____.