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1. Curriculum and Instruction

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

Our program is unique in the fact that we are made up of three different high schools and students are bussed to the farm from their main campuses. The Three Circle Model is highly practiced within the department. Students are graded on all aspects of the model in each agriculture class they are enrolled in. 80% of a student’s grade is based on the classroom work, 10% of their grade is based on their SAE project, and the other 10% is based on their FFA participation. As a department, we have a checklist that covers what a student should have completed in their AET by the end of each semester. We require students to earn 25 FFA activity points in order to receive the full 10% of their grade. Each activity is worth a given amount of points. There are many opportunities for students to earn their points and they are informed of this requirement at the beginning of the school year. Parents are also given information on grading policies and expectations at the Welcome Freshmen meeting at the beginning of each school year. Announcements for FFA are posted on a program wide Google Classroom and multiple social media accounts. There is also information on our website regarding our program and expectations.

1B. A minimum of three sequential pathway courses consistent with the Career Technical Education Model Curriculum Standards of the Agriculture and Natural Resources Industry sector. Curriculum addresses both “Pathway and Anchor” standards.

Each course standards are consistent with the Career Technical Education Model Curriculum Standards aside from Ag Biology. Ag Biology is aligned with the Next Generation Science Standards as well as district aligned standards. Standards are provided on course outlines that are given to administration.

1C. Career Paths in agriculture have been identified and can be found on a chart of diagrams in the program plan.
1D. The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).

Due to our program including three different high schools, it can be difficult to get all counselors on the same page and follow our pathway sequence. It continues to be a challenge every year and it is something we would like to improve. We offer a variety of classes but counselors do not always ensure that the student follows the correct pathway.

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

Each class in the program includes career opportunities and are mentioned whenever appropriate to increase student awareness in agriculture career opportunities. Ag Science 1 specifically had an entire unit on agriculture careers and exploring them. Junior and senior level classes also require students to complete a resume and cover letter.

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

Each class has an SAE requirement for students to complete. They utilize AET for recordkeeping purposes. AET is covered in a whole unit in Ag Science 1 and Ag Mechanics 1 so that students understand the expectations of their future agriculture classes. Students must record their SAE projects and FFA activities in their AET to receive credit.

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

Each course offered in our program is A-G approved aside from two classes which are Livestock and Dairy Skills. They are currently being revised to meeting A-G requirements. In addition, Ag Biology meets the life science requirement and floral meets the art requirement for graduation.

1H. Instruction includes guest speakers and/or field trips.

The teachers in our program are committed to giving students as many opportunities for real-world experience as possible. This means bringing in guest speakers that are involved in the agriculture industry that are experts in their areas. We also highly value field trips and take as many opportunities as possible to take students on them.
Normally, the Ag Science 1 classes will take a trip to the College of the Sequoia to tour their agriculture facilities and listen to presentations by a few of their staff. The floral class also normally tours a wholesale flower seller to see more aspects of the industry. The veterinary science class also tours a veterinary clinic to observe what being in that industry entails.
2. Leadership and Citizenship

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

Tulare FFA is Chapter number 0288. The chapter is a part of both State and National FFA Organizations. Tulare FFA was chartered in 1928 and was rechartered in 1959 to combine both Tulare High Schools at the time.

2B. A Chapter Program of Activities is developed annually and a copy is made available to the Regional Supervisor by November 15th.

This year, Tulare FFA’s Program of Activities was redeveloped from scratch. This provided many needed updates. The FFA Officers assisted the advisors in creating the document. It is also in the process of being available on the chapter website. This will allow much more access to the document and information. Currently, the updated copy has been printed and given to each principal at each high school, the superintendent, the Advisory Committee and the Board of Trustees. Once the document is available on the website, it will be shared with the Regional Supervisor.

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

In each class’ syllabus it states that 10% of a student’s grade is based upon their participation in FFA. They are required to earn 25 activity points each semester to earn the full 10%. Activity points vary from activity to activity depending on the effort needed to participate. These 25 points can be counted in all agriculture classes that a student may take. Students record their activities in the Agriculture Experience Tracker (AET) and teachers can access these records. Students can also receive partial credit according to how many points they obtain. This is not an all or nothing grade.

2D. The program has a clearly stated department policy that identifies the criteria for a student to earn full credit for leadership development.

In every course syllabus, there is a description on the expectation of FFA involvement. Students are required to earn a minimum of 25 FFA Activity Points. These points can be earned from a variety of activities including conferences, leadership development events and career development events, as well as community service and monthly meetings. Parents and students must sign that they understand the expectations of the FFA Activity points. This is also covered at our Welcome Freshmen meeting with students and parents at the beginning of the year. Additionally, this is covered at each campus’s Back to School Night.

2E. All students enrolled in agriculture classes are affiliated with the State FFA Association.
In California, students that are members of a chartered FFA chapter, are automatically enrolled in the California State FFA Association. Students complete a student data sheet and the teachers update and share the FFA roster and R-2. Previously this was done through Calaged.org. This is now going to take place on AET.

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

Tulare FFA has participated in the following activities in the 2019-2020 school year:

- Sectional Opening/Closing
- Sectional Big
- Sectional COOP
- Sectional Creed
- Regional Creed
- Sectional Impromptu
- Regional Impromptu
- Sectional Extemporaneous
- Regional Extemporaneous
- Sectional Job Interview
- Regional Job Interview
- Sectional Prepared
- Regional Prepared
- Sectional Proficiency Applications
- Regional Proficiency Applications
- Sectional Parliamentary Procedure
- Regional Parliamentary Procedure
- State Leadership Conference
- National FFA Convention
- 2 Delegates at State Conference
- Fall Regional Meeting
- Spring Regional Meeting
- Regional Officer
- Greenhand Conference
- Made for Excellence
- Advanced Leadership Academy
- Sacramento Leadership Experience
- State FFA Degree Applications
- Fall Judging Contests
  - Cotton Judging
- Winter Judging Contests
  - Citrus Judging
  - Grapevine Pruning
- Spring Judging Contests
  - BIG
2G. A minimum of 80% of the students participated in at least three leadership development activities annually as verified by department records.

According to department records, 80% of our members participated in at least 3 activities throughout the school year. Largely attended events include: Chapter FFA Meetings, Tulare County Fair and the end of the year Banquet. Teachers keep individual records as backup verification but students must record their activities in AET and submit a report in each of their classes.
3A. Students participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every student in the program.

Every student in the Tulare High School Ag program is required to have an SAE that begins during their entry level course. This SAE is to be maintained throughout their years in the program. Their SAE project is worth 10% of their grade in all courses taken within the department. This is outlined in each of the course syllabi with expectations and requirements to meet the 10% of their grade. Students and parents are required to sign the syllabus stating that they understand the requirements. This is announced to students and parents at the Welcome Freshmen meeting at the beginning of the year as well as at Back to School night.

3B. The program has a clearly stated department policy that identifies the criteria for a student to earn full credit for their SAE.

As a department, we collectively established clear expectations and criteria for a student to receive full credit for the SAE component of their grade. During their first year, students are required to have an SAE plan in AET, their profile complete, and ten hours in their journal. Upper level students are required to have the same as first year that shows growth as they continue through the agriculture program. They must maintain an ongoing project with monthly journal entries.

3C. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student's AET Experience Manager.

First year students are required to have a plan in place by the end of their first semester and they must begin their SAE in their second semester. This includes journal hours and financial records when applicable. They must have ten hours logged in their journals as well as the profile complete and parliamentary procedure test passed.

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

This is a work in progress within our department. While it is covered in every class, there are still many students who choose not to have a SAE project in AET. We offer many opportunities for students to catch up and meet expectations. In our large department of 65/ students, nearly half are freshmen and have to become familiar with the expectations of agriculture classes and AET. Some simply do not get it or understand until their sophomore year. Removing the freshmen from the 80%, the upper levels meet the 80% with no problem. As we increase retention rates and solidify our Ag Science 1 courses, we are hopeful that the freshmen involvement in active SAE projects will increase.

3E. Students with SAE projects are visited by their agriculture teacher and the visits are documented in Department records. (ex: Ag. Experience Tracker)
All advisors use AET to track SAE project visits throughout the year and often include pictures. Off site students will be visited a minimum of two times per year over the course of their project. Students are visited more frequently as needed. On site students are visited on a weekly basis via a team meeting/practice. In the AET Tracker, advisors include any recommendations they have for the project and the status of the project. The mobile app for AET has increased our ability to keep a better track of student projects.

3F. Students apply for advanced degrees and/or awards above the local level based on their SAE.

This year we had 36 students receive their state degrees. This number is a bit lower than normal years due to distance learning and not having students on campus to complete applications. Many students strive to earn their state degrees as well as American degrees. Last year we had 6 students receive their American degrees. Each year we have met the required number of state degrees to receive full AIG funding in this area. As for proficiency awards, this is an area that our department needs to work on. We have many students with quality SAE projects that do not apply for proficiency awards simply because they do not want to take the extra step to complete the application. We as a department need to advocate more for the importance and value for taking their projects a step further and applying for a proficiency award. On the flip side there are also many students that only meet the minimum requirements for an SAE project to earn credit in the SAE grading category.
4A. Every teacher has an appropriate credential. (Single Subject Agriculture & Agriculture Specialist or a Designated Subject Agriculture) or has an approved variance request.

Every teacher in the department has the appropriate credential to teach agriculture classes. Six of the seven teachers have a single subject credential in agriculture as well as the agricultural specialist credential. One teacher has a designated single subject credential in agriculture. Three teachers currently have their masters degree in agriculture and two are currently completing a masters program in agriculture. Our site administrator has a copy of the corresponding credentials, however, it is currently not included in the program plan binder. The program plan includes a list of which credentials each teacher has. The credentials can also be found on the California Commission on Teacher Credentialing website.

4B. Based on the previous year’s records, every agriculture teacher at least 1/2 time agriculture, attends a minimum of four professional development activities.

All teachers are dedicated to the Ag department site within the district and teach a full schedule of agriculture courses. We are also required to attend all sectional and regional CATA meetings as part of our professional development activities. Each teacher attends a regularly scheduled PLC meeting to plan course pacing progress, plan curriculum based on standards and possible activities for their respective courses.

4C. The agriculture staff meets a minimum of twice a month. This is to be verified by minutes or records of action taken. The records of such meetings are shared with the principal.

Our agriculture department is not on a main campus, however, we have an on site administrator that coordinates and runs our department meetings. We meet on a weekly basis usually on Monday afternoons. If there is no school on a Monday, we meet on Tuesdays. Our administrator and department head prepare the agenda and minutes are also taken at each meeting. Minutes are taken on a google doc at every department meeting and are kept in a Google drive that is shared with the department.

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

The district has an online system for reimbursement requests that must be submitted with proof of expense and how it applies to our program. Once submitted our administrator approves it and it is sent to our business office to process the reimbursement request. For CATA in service and similar activities, we get housing and registration fees paid for. However, we do not get reimbursed for gas mileage or food expenses unless it is included in the registration fees.
5A. Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

In 2020, we were fortunate enough to build a new building with new classrooms, labs, office and restrooms. Since this was a new build, everything is ADA compliant. Our old building and shop are still being utilized but are not ADA compliant. Recently, our farm has been under quite a bit of construction. The sheep and goat barn is getting new gates, pens and other needed updates to be more efficient and usable. The dairy heifer barn and pens are also getting fixed to allow more students to house their heifers there safely. In addition, new fencing around the farm went up to create a more secure facility.

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

Having a new building greatly increased the amount of storage as well as still having the old building that is mostly not in use anymore aside from storage. Storage in the old building includes FFA storage and extra furniture. Each classroom has a wall of cabinets, there is a storage closet at the front of the building as well as a conference room with storage. Additionally, we have a copy room that stores office supplies. We have two fully equipped labs with cabinets around the entire room for storage. These labs also share a storage/prep room for extra space. We recently converted part of the sheep and goat barn into a veterinary supply room that can be fully secured from students and visitors.

5C. At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s): - School farm Laboratory!!! - Greenhouse - Growing Area - Agriculture Shop

This is an area that our program is very successful in. Since we are housed on a farm, there are many opportunities for students to keep SAE projects. We have a greenhouse that can be utilized for growing plants, the Ag Mechanics shop is available for students that are a part of the Ag Mechanics SAE Enterprise, additional sheep, goat and swine pens have been established and old ones repaired, and the dairy heifer pens have also been improved. Students are welcome to use the facilities with advisor and parent approval. They must also sign a behavior contract and if they do not meet expectations, they will be removed from the farm.
5D. The facilities are appropriately equipped for the courses being taught.

Since we have a new building, labs and classrooms are now up to date and appropriate for their uses. The labs include a computer lab, floral lab and a biology lab. We have three Ag Mechanics shops: Small Engines, Welding and Ag Mechanic 1. The sheep and goat barn is being updated to facilitate an expanding flock and class labs. We are also in the process of building a pasture so that the sheep and goats can be on pasture throughout the year to save feed costs. The OH unit is up and running for student projects, the OH SAE Enterprise and class use. We are also lucky enough to have a commercial dairy for students to utilize on a weekly basis.

5E. A school vehicle is readily available to each agriculture teacher for all SAE activities and transporting students associated with the program, or each teacher is adequately compensated for using their own personal vehicle. There is a replacement schedule for the vehicle.

Our program has three 10 person vans, two long bed trucks, one flat bed truck and a farm truck. The vehicles are kept at the farm and are maintained by district transportation. Since we are a large department, our administrator has a white board check out calendar so we can reserve vehicles when needed that reduces conflicts. Teachers are not required to use their own vehicles, therefore they are not reimbursed.

5F. The reviewer verified by visual observation that the agriculture facilities are neat, clean, and orderly. Facilities and equipment are regularly maintained, repaired, or replaced and are functional and operational.

Our administrator and department head work together to ensure facilities are taken care of. Each teacher has a unit or area that they are responsible for maintaining. We work hard as a staff to keep the farm orderly and this means helping others out from time to time. If an area does not meet expectations, it is discussed at a department meeting and determined how it will be fixed. This was a unique year as we did not have students on the farm and students are normally the ones to help maintain the facilities. Our transportation staff was kind enough to clean and maintain the farm so that students did not have a year's worth of work when they returned. This allowed them to get the right to work in labs and hands-on learning.
6A. The Advisory Committee is operational and reflects the committee membership as outlined in the “Agriculture Education Advisory Committee Manual”

Our Advisory Committee includes 16 members that are mostly alumni or have students in the program. Each of them have roles in the committee that relate to agriculture and business. The committee meets three times a year. The current committee chair is Danielle Avila who is the Chief Executive Officer at 4Creeks. 4Creeks is an agricultural engineering company. The Vice Chair is Doug DeGroff who is a dairy cattle nutritionist that has owned Diversified Dairy Solution for many years. He also serves as our dairy nutritionist. Our Secretary is Melissa Gomes who is the Vice President of Strategic Planning at Farm Credit West. The other 13 members are active members in our community and engaged in the agriculture industry. The committee is an important part of our program that advises the direction we go as well as informs us on industry expectations, recommendations and updates.

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

In a normal year, we would meet three times a year. However, this year we only met twice. At each meeting, minutes are taken and are shared with all committee members, staff and the regional supervisor. See minutes below.

Call to order at 6:07

I. Welcome and introductions - Melissa Gomes

a. Staff
   i. Jared Castle
   ii. Sannnie Slover
   iii. Debbie Silve
   iv. Hector Urata
   v. Mike Mederos
   vi. Delores Romans
   vii. Jennifer Sousa
   viii. Danny Dutto

b. Students
   i. Avery Coelho
   ii. Isabella Riberio

II. Approval of the previous minutes

a. Motion by Lorie Cardosa
b. 2nd by Jeff

III. Presentation by Tulare FFA Ag Issues Speaking Team - Sousa

a. Shark tank theme - Topic: cell-based meat
   i. Memphis meat(cell-based meat manufacturers) spokesman - Aidan and Duncan Champagne
   ii. "Sharks" - Avery Coelho and Emma Coelho
   iii. Announcer: Isabella Riberio

b. Questions from the audience
   i. Why are there antibiotics in cell based meat?
   ii. How do you foresee the impact from an environmental standpoint from the transitioning from ruminants to cell based meat?
   iii. Agriculture products have been for the choice of consumers(milk vs. almond milk). Why is there not a choice between real meat and cell based meat?
   iv. How is the process of using the word meat being used? Will they be able to continue using it?
   v. Is there any data that shows that there is a possibility that these cells turn into cancer cells? If so can those cells be in the cell-based meat?
   vi. Have there been any studies in real meat vs cell based meat(Macros)?
   vii. Is there something specific about the cells that causes them to rapidly divide?

IV. FFA Update (State Required) - Mike Mederos

a. 2022 will be 100 years of Tulare AG
b. Sponsors of Tulare FFA have lawn signs
   c. There are future goals of having fundraisers
d. Most Zoom meeting this year have been on zoom
   i. We have transitioned to drive through
6C. The Agriculture Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidence in the Ag Advisory Committee Minutes.
- Job market Description - Targeted occupations
- Total Program Goals & Objectives - Program Description
- Course subject study matter outlines - Program Completion Standards
- 5 year Facility and Equipment - Current Year Budget
- Graduate Follow Up - List of Active Placement Sites

Our Advisory Committee is vital to our program in many ways. It benefits students and the entire program. Each member is a professional with adequate experience in the agriculture sector. They offer advice on our goals set each year, budget and 5 year plan. Sometimes they are passionate about what they would like to see in our program and give solid recommendations. When we need to purchase large equipment, we usually seek their advice on what the industry is using and if it will be a good addition to our program and financially wise. Many of the members judge our success as a program on where our students end up after leaving our program. They like to see students working back in the community or in an agriculture related career.

6D. The Agricultural Advisory committee minutes clearly reflect programmatic recommendations made by the committee.

Our student teacher takes minutes at the advisory meetings so that all teachers can actively participate and engage in the meeting. The minutes are then reviewed by the department head to ensure quality and correctness. Normal minute items are time, date, location, approval of previous minutes, old business, new business, department and FFA update, discussions and recommendations made by the committee. The minutes are saved to our shared google drive so that everyone has access to them when needed.

6E. The Agricultural Advisory Committee minutes are shared with the principal, superintendent, school board and Regional Supervisor.

The minutes are saved in our shared google drive folder in which all principals, the superintendent, school board and regional supervisor has access to. After the minutes are complete, they are also directly shared with these individuals.
7A. Evidence is provided that students are counseled regarding career opportunities in agriculture, agribusiness, and agriculture education.

Ag Science 1 and Ag Mechanics 1 are the first courses that students take in the agriculture program. In these classes, students complete an Ag Careers unit that walks them through many of the careers available that are agriculture related. Ag Science 1 goes more in depth in the California Agriculture unit to explore careers in agriculture. In each of the senior level classes and some junior level classes, students are required to create a resume and cover letter that relates to the area in agriculture that they wish to pursue. This requires them to search the careers out there and find something that interests them and helps prepare them for actually obtaining a career.

7B. All students have a completed career plan on their AET Student Profile and it is updated annually.

This past year, our department has utilized AET more than ever. All staff are determined to be consistent with requiring students to be proficient in using AET. Last summer we created checklists for what every student should have accomplished by the end of each year. A lesson is taught in every class and it is a graded component in each. In order for students to receive credit for FFA participation and SAE, it must be completed in their AET correctly.

7C. Progress has been made in developing Student Certification based on industry standards.

Student Certification is an area we have been trying to improve with additional opportunities. All students with fair projects are required to complete a certification in animal safety by Youth for the Quality Care of Animals (YQCA) before they can show their animal. The Ag Welding instructor offers a welding certification to students that are in his class and wish to become certified. The Livestock and Dairy Skills courses are in the beginning stages of offering an Artificial Insemination certification. It is hoped to be up and running fully next year. We have a goal of offering a forklift certification and floriculture certification in the following years as well.
8A. The Agriculture Education program has materials that can be used to promote the program to the community and/or future students.

Our program recently underwent several teacher replacements. Since Mike Mederos has taken over as FFA Advisor, we have begun the process of rebranding our department and chapter. We recently purchased a new backdrop and new signs to use at various activities. We purchased hats to sell to students and community members that will represent our program in public as well as other “FFA Swag”. One item that was outdated was our chapter website. I created an updated POA and used that information to update our website so that it is relevant and useful to students, teachers, parents, community members and future students. I redesigned it to be more aesthetically pleasing and in a way brought it up current technology standards. I also created a plan to keep it updated so that we do not have the same problem again in a few years. I have trained two officers on how to submit a request to update the website on a monthly basis. It will also highlight student accomplishments and activities. The department has been trying to decide on a new logo to rebrand our program as a whole with. When this is determined, we will put the logo on all department vehicles and letterheads. Right now, we are using the FFA design. However, we would like separation of the two.

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

Since we are such a large chapter, we have a large variation of students from many different backgrounds. Some students are very wealthy yet we have a large population of students that struggle financially. Each teacher agrees that a student’s financial situation should not determine their involvement. Most FFA activities are free to the students, including Greenhand Conference. The only FFA opportunity that students are required to pay for is the State Convention. However, our Ag Boosters help offset the cost of the convention. The Ag Boosters will also pay for the delegates to attend at no cost to the student. As for SAEs, we offer several enterprise projects that do not require any cost from the student. The students simply put in their hours and work and then potentially receive a profit at the end. Our current enterprises include: Pumpkin Enterprise, Sweet Corn, Ag Mechanics and Ornamental Horticulture.

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

We have recently added an Agriculture Leadership class that will take on all recruitment activities along with the Strengthening Agriculture committee. The Ag Leadership class
will take the lead on setting up recruitment days with the local feeder schools. Since we have three high schools, we have 13 feeder schools, making recruitment a large project. The class will meet with year school for about an hour and present students with opportunities available to them in the Tulare Ag Program. They provide students with ways of staying in touch with the program and give them contact information to reach advisors. The leadership class will play a leadership game with the 8th grade students and usually take example SAE projects. Next year the leadership class will create informational "hype" videos to show to 8th graders during the recruitment activities as well as to post to our social media accounts.
9A. A Comprehensive Program Plan has been provided electronically to the Regional Supervisor and is available for onsite review.

Our comprehensive program plan is kept in a binder within our department for easy reference when needed and is available to the regional supervisor for review during site visits. Recently, the plan has been scanned as a PDF and saved to our shared google drive. It is a goal to completely digitize this document in google drive so it can be easily edited and accessed. The plan is updated by the Director of Agriculture and our Department chair.

9B. Updates of the Program Plan are forwarded to the Regional Supervisor by November 15th. These updates must include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Activities; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.

All updates stated above are updated in our summer planning meetings. The updates are added to the binder by November 15th and shared with the regional supervisor, Shay Williams-Hopper. These documents are in the process of being digitized and saved in our shared google drive.

9D. The Graduate Follow Up is posted on the state database as required by October 15th.

In the past, the information that was collected from the graduate follow up surveys has been posted to the CalAgEd website. Because this process will be improved upon in the future and has been identified as an area of improvement for our program, the information will be more accurate and up to date when shared.

9E. The Agriculture Education Program provides evidence that student retention and graduate follow up data is reviewed and used for program evaluation and improvement.

At the department summer planning meeting, all teachers review the information on retention for the next school year and the implications this information has on class sizes, class offerings and funding. Our department has struggled in recent years with the retention of students after the introductory courses. A large portion of our students are freshmen that do not sign up for Ag courses during their sophomore years. This can be attributed to many different factors, such as scheduling issues, disinterest in courses offered to second year students and students who do not qualify to take the second year courses due to failing the introductory courses. Our program has created a leadership course that is set to launch next school year that will help with the recruitment and retention of students after their freshman year. Our graduate follow up data is an area in which our department can improve upon. We do not do a good job of collecting this data and using it for the betterment of our program like it should be used. The graduate follow up survey form needs to be digitalized and we need to make sure to reach out to our graduates.
in order to collect this data. The graduate follow up survey has been identified as a proposed project in order to improve upon the process.

9F. The FFA Roster and the Program and Teacher Profiles were updated on calaged.org and the AIG Expenditure Report was received; all by no later than October 15.

This year, this information was pushed into AFT and this is where it will continue to be updated. Calaged.org still exists, but not in the same way that it did before. It is mainly just a resource now, not a place to input information. Students will input their information directly into AET at the beginning of each year. Teachers also entered in their information to create their new profiles. This year it did not happen by October 15th due to the change. Next year, we have a plan to ensure that it does. The Director of Agriculture within our district ensures that the AIG Expenditure Report is submitted.
10A. Shop and laboratory-based classes have no more than 22 students enrolled. Classroom based classes have no more than 28 students enrolled. For a teacher to qualify for funding of Criteria 10 they must meet the requirement for each period. (Enter the number of teachers appropriate for each column.)

Nearly all classes meet the criteria for class numbers with 22 or less students in a shop or laboratory class and 28 or less in a classroom class. See the table below for detailed specifications on the number of students in each class. Our numbers are lower than normal this year because some students elected to transfer to our alternative education school that is solely online. This was due to Covid-19 and we hope to have our numbers back up next year.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Period</th>
<th>Course</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romans</td>
<td>1</td>
<td>Ag Biology</td>
<td>22</td>
</tr>
<tr>
<td>Romans</td>
<td>2</td>
<td>Ag Science 1</td>
<td>29</td>
</tr>
<tr>
<td>Romans</td>
<td>3</td>
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<td>20</td>
</tr>
<tr>
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11A. Indicate for each teacher if they are provided an extended contract and are paid at least $2,000. (Enter the number of teachers appropriate for each column.)

All seven teachers are full time and paid the salary corresponding to their units and years. In addition, each advisor receives a $3,600 yearly FFA stipend for FFA activities during the year. We also are given 255 hours to work for SAEs. 73 hours must be worked during the school year on a non-school day and the remaining 180 hours are to be worked in the summer. These hours must be centered around SAE and involve students. We are paid per hour worked and goes up as we have been in the district longer.

11B. Indicate for each teacher if they are provided a Project Supervision Period. To qualify, the project supervision period must be in addition to the preparation period assigned to all teachers in the school. (Enter the number of teachers appropriate for each column.)

All seven teachers in our department have been given a Project Supervision Period starting this next school year. We will be able to utilize this time period to set up visits, complete necessary paperwork and plan future visits. We as a department value the importance of SAE project visits.
12. The Agriculture Program meets the requirements of Program Activities (attach checklist).

12A. Our program participates in at least 80% of approved FFA activities each year. Normally we participate in more than 80%. This year, we participated in 25 of the 30 events activities offered which is lower than normal.

12B. This year there were 35 students that received their State FFA Degree. This year posed more challenges than normal since we did not have students physically on campus. Trying to convince a student to spend more time on their computer to update their AET and complete an application was less than easy. We needed 34 students to meet this requirement so we exceeded it by one student.

12C. We have 7 teachers in our department that attend more than five professional inservices. Each year we attend fall and spring regional CATA meetings, sectional CATA meetings, and the CATA summer conference.

12D. Each year we schedule and hold three Advisory Committee meetings. They are normally held at the school farm and food is normally provided. Our administrator prepares the agenda and shares it with the staff and committee members prior to the meeting to allow time for suggestions or additions. Our student teacher takes minutes and they are approved by the department chair. Once approved, they are saved in the shared google drive folder for all to access. Danielle Avila is the current president and she runs the meetings and ensures that the items on the agenda are covered.

12E. Retention is one of the areas that our program can improve on. Currently, only 21% of students have completed 3 or more years in the program. Therefore, our program does not meet this requirement.

12F. Last year, there were 52 program completers. Of the 52 program completers, 27 are employed in agriculture, in the military or continuing their education. This does not meet the 75% requirement. We are currently updating the way graduate information is collected in which we hope will increase this number.
539 Project
Website Redesign and Update

Quality Criteria Number Addressed:

Number 8A: The Agriculture Education program has materials that can be used to promote the program to the community and/or future students.

Goal of the Project:

The goal of this project is to put a new face to our chapter’s website. I am going to make the necessary changes and updates to ensure our website is relevant and useful to our students, parents and community members. In a sense, I will bring our website up to current technology standards.

Process:

Our previous website was outdated in many ways to the point that it was not very relevant. Many students did not know that we had one. There was also not really a plan in place for keeping it up to date. Our district contracts with a company called Webmasters to run all websites within the district. We are required to use their website services and cannot make our own. This posed to be a challenge because I had to create examples of everything I wanted and then send it to them. There was a ton of back and forth to get the results needed. To accommodate this, I established direct contact with Webmasters so I could work with one person and not just submit a general request for such drastic changes. To begin I asked the staff and officers what they would like to see on the website and stuff they utilize. I also searched other FFA websites to get an idea and came up with a list of topics that should be on the website. I then put them into categories and laid out where each topic would be located. Once I had an outline, I created a google doc and began collecting information for each topic. I then created a google slide presentation to show examples of how the information should be displayed. I also collected pictures and documents to include on the site. Once the site was complete, I launched the website with a webquest for
teachers to use in their classes to familiarize students with the resources. It was also shared on our social media platforms.

Next Steps:

In order to keep the website up to date, we have assigned the responsibility to our chapter reporter and historian. They will be trained on this at our officer retreat and given access to submit requests to webmasters. They will make a monthly update. Over summer I will also create a suggestion google form that parents, students, staff or community members can leave their input on what they would like to see on the website.

Before:
Website Link: https://ffa.tjuhsd.org/Home
After:
Evidence

Tulare FFA
Program: Tulare
Member Number: 602775527
Basic Profile Complete: 100%
Personal and Parent Contact Info: 100%
Emergency Info and Permission Forms: Edit

Password: 
Reset
Profile Pic: 
Upload

Demographics

HS Graduation:
Shirt Size: S
Gender: Female
Race:
Ethnicity: Non-Hispanic
Residence: City

Primary Mailing Address

Address:
City, State, Zip:

Contact Information

Email:
Home Phone:
Cell Phone:

Parents/Guardians

Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
Address: (Same as primary mailing address above)

Mother / Parent / Guardian:
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Occupation:
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Sentence: 
Sentence: 
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City, State, Zip: 

Contact Information
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Home Phone: 
Call Phone: 

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I. **BASIC FACTS CONCERNING THE COURSE:**

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Course Duration: 1 Year  
Credits: 10  
Elective/Req.: Elective  
Prerequisite: None

II. **BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:**

Agriculture I includes the study of a wide range of agriculture areas and careers. Basic areas of study include Careers in agriculture, Future Farmers of America, Plant Science, and Animal Science.

Students will be given the opportunity to explain hands on learning as it relates to skills used in Agriculture. Practical application of skills will take place at the High School Farm facilities.

III. **COURSE LEARNING OUTCOMES:**

Upon successful completion of this course the student will:

A. To identify the importance of production agriculture.

B. Identify the seven basic agriculture careers areas.

C. Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.

D. Demonstrate an understanding of Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.

III. **COURSE LEARNING OUTCOMES: (Continued)**

E. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.
F. Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.

G. Demonstrate an understanding of the terminology associated with each species of livestock.

H. Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.

I. Identify the common crops grown and understands their importance to California agriculture.

J. Identify plants parts and explain their function for a variety of common agriculture plants.

K. Explain the factors involved in plant growth and general production practices.

L. Students will understand and perform basic tractor operations and maintenance.

M. Identify basic parts of common agriculture equipment.

N. Demonstrate proper safety techniques used in the agriculture industries and in the classroom setting.

IV. **OUTLINE OF COURSE CONTENT:**

A. Seven Basic Agriculture Career Areas:

   1. Ag. Production (CLO B)
   2. Supplies and Services (CLO B)
   3. Mechanics (CLO B)
   4. Products & Processing (CLO B)
   5. Resources & Rural Recreation (CLO B)
   6. Ornamental Horticulture (CLO B)
   7. Forestry (CLO B)

IV. **OUTLINE OF COURSE CONTENT:** (Continued)

B. Future Farmers of America

   1. Aims and Purposes (CLO C)
   2. History (CLO C)
   3. Degrees and Awards (CLO C)
   4. S.O.E.P. (CLO C)
   5. Organizational Structure (CLO C)
   6. Leadership (CLO C)

C. Supervised Occupational Experience Program
1. Record keeping (CLO D)
2. Budget (CLO D)
3. Time Management (CLO D)
4. Financing (CLO D)
5. Career Choices (CLO D)
6. Exhibiting at fairs and shows (CLO D)
7. Proficiency and Project awards (CLO D)

D. California Vocational Ag, Record Book

1. Calendar of Events (CLO E)
2. Budget (CLO E)
3. Journal (CLO E)
4. Non-Depreciable Property (CLO E)
5. Depreciable Property (CLO E)
6. Net Income (CLO E)
7. Financial Statement (CLO E)

E. Breed Study

1. History (CLO F)
2. Origin (CLO F)
3. Identify Characteristics (CLO F)
4. Uses (CLO F)

IV. OUTLINE OF COURSE CONTENT: (Continued)

F. Management

1. Basic feeding requirements for livestock (CLO G)
2. Identification of feed stuffs (CLO G)
3. General maintenance of livestock (CLO G)
a. Dehorning (CLO H)
b. Branding (CLO H)
c. Vaccinating (CLO H)
d. Docking (CLO H)
e. Ear notching (CLO H)

G. Diseases of Livestock

1. Prevention and treatment of common diseases (CLO H)
2. Terminology (CLO H)
3. Symptoms of diseases (CLO H)

H. Reproduction of Livestock

1. Beef breeding program (CLO HG)
2. Swine breeding program (CLO HG)
3. Dairy breeding program (CLO HG)
4. Sheep breeding program

I. Crops grown in California

1. Cotton
2. Corn
3. Barley
4. Alfalfa
5. Wheat
6. Tree fruit
7. Grapes

J. Plant Growth

1. Soil
2. Irrigation
3. Fertilizer
4. Climate

IV. OUTLINE OF COURSE CONTENT (Continued)

K. Tractor Operations

1. Backing
2. Driving
3. Hitching
4. Preventive maintenance

L. Agriculture Equipment

1. Tillage tools
2. Wood working tools
3. Metal working tools
4. Livestock handling equipment

M. Agricultural Safety

1. Operate tractors and equipment safety
2. Work and handle livestock properly and safely
3. General farm safety practices

N. Production in Agriculture

1. Economic importance of crops in California
2. Economic importance of livestock property in California
3. Foreign trade of Ag. Products
4. Common Ag. Products grown and raised in Tulare County
V. METHODS OF EVALUATION:

A. Objective Evaluations

1. Classroom and lab participation.............................................40%
2. Tests and quizzes.................................................................40%
3. FFA participation, S.A.E. and Record Book..........................20%

B. Subjective Evaluations

1. Classroom participation
2. Classroom cooperation
3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

FFA Student Handbook, National FFA Organization, 1995
FFA New Horizons Magazine, National FFA Organization, 1995
I. BASIC FACTS CONCERNING THE COURSE:

Course Title: Integrated Agriculture Biology
Department: Agriculture
Grade Level(s): 9 - 12
Student Level: College Prep
Course Duration: One year
Elective/Req.: Life Sci. / Biology
Credits: 10
Prerequisites: 1) Ag. I & teacher permission, 2) Algebra I completed or concurrent.

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

Agriculture Biology is a one-year laboratory science course, designed for the college-bound student with career interests in agriculture. Principles, concepts and interrelationships of:
Plant and animal growth, reproduction, cell biology, genetics, taxonomy, evolution, behavior, nutrition, health, diseases and ecology, similarities between animals and humans are explored. The course is centered on the laboratory component linking life and biological science with agriculture applications. Earth, physical and general science principals will be used to link these applications. Written and oral reporting skills will be emphasized.

III. COURSE LEARNING OUTCOMES:

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

Unit A. Introduction to Agriculture Biology
1. Explain the importance of Agriculture Biology in our society. Provide evidence for and defend your explanation
2. Compare various careers in the area of agricultural biology. Report on careers that are held by persons in underrepresented populations?

Unit B. Agricultural Research
1. Explain the importance of research in agriculture.
2. Describe the process of scientific research methods in agriculture.
3. Develop a Supervised Agricultural Experience Project which involves the scientific method.
4. Formulate a term project focusing on one topic in agricultural biology. Relate it to other scientific disciplines.
5. Develop a research project that can be entered in the FFA Agriscience competition.

Unit C. Agriculture and the Environment
1. Identify the roles of plants and animals and their interactions in the web of life.
2. Describe the flow of energy through the biosphere.
3. Compare and contrast the oxygen and nitrogen cycles. Report on their importance in agriculture.
4. Define the term “ecosystem.”
5. Appraise at least three current issues in agriculture which biologically affect the environment.
6. Explain the impact of populations on the environment and the effect of the environment on populations.
7. Report on both the good and bad effects of the agricultural revolution on the environment.
8. Evaluate the economic effects of pollution and erosion on production agriculture.
9. Develop and defend a plan to preserve limited resources related to agriculture.
10. Compare and contrast five forms of energy used in agriculture.
11. Design and conduct an experiment that shows the relationship between soil characteristics and plant growth.
12. Describe how agriculture practices can modify soil to improve soil moisture relationships.
13. Conduct an experiment that involves water movement through soil.
14. Compare the internal systems of a single celled organism to those of multicellular organisms.
15. Describe the difference between plant cells and animal cells.
16. Identify blood, bone, fat, nerve, and muscle cells.
17. Identify and diagram male and female gametes in both plants and animals.
18. Compare and contrast the process of mitosis and meiosis.
19. Describe how cells respond to certain stimuli.
20. Explain the concept of cellular adaptation.
21. Discuss the development of the biological concept of “Kingdom.”
22. Discuss three reasons for the current use of the modern system of plant classification.
23. Apply taxonomy in three ways to the field of agriculture.
24. Prepare a phylogenetic tree for at least one domestic animal species.
25. Explain how the process of natural selection affects plants and animals. Include the impact of external conditions in the explanation.
26. Analyze the impact of increasing populations on the environment and its resources.

Unit D. Plant Physiology, Reproduction, Photosynthesis, and Growth
1. Compare and contrast the structures and functions of plants from different families.
2. Design and conduct an experiment that covers the entire lifecycle of a plant.
3. Defend the role of green plants in the maintenance of life.
4. Compare and contrast monocotyledons and dicotyledons with respect to leaf, stem, flower structure, and agricultural significance.
5. Analyze the interrelationships among the different systems within the plant.
6. Discuss abiotic environmental factors that affect plant growth (wind, temperature, solar radiation, soil conditions, humidity, pollution etc...).
7. Explain the difference between sexual and vegetative reproduction.
8. Demonstrate an application of both sexual and vegetative reproduction.
9. Discuss how sexual and asexual reproduction are used in agriculture.
10. Research and report on the significant uses of plants in nutrition and medicine.
11. Compare the lifecycle of simple plants, such as algae or moss to a complex plant.
12. Grow at least one indoor and one outdoor landscaping plant or vegetable. Chart the growth pattern and report the results of observations.
Unit E. Animal Physiology and Behavior
1. Demonstrate an understanding of the structure and function of the digestive system by tracing the pathways of food through the various types of livestock digestive systems, with emphasis on the function of organs in the digestive process.
2. Analyze the function of each mammalian body system.
3. Compare the interrelationships of each system within the mammalian body.
4. Compare and contrast the estrus cycles of cattle, sheep, and swine and the menstrual cycle in humans. Chart the process of fertilization in each species.
5. Explain the importance of cellular respiration to living organisms. Develop a flow chart outlining the process of cellular respiration.
6. Develop a flow chart outlining the development of an embryo from conception through parturition.
7. Describe how animal behavioral patterns affect management and handling practices of domestic animals.
8. Dissect various organisms and identify the organs and systems of each.
9. Compare and contrast the organ systems of different livestock species.
10. Analyze the nutrient requirements of various domestic species.
11. Analyze the nutrient content of several feeds.
12. Develop a low cost feed ration for one species of livestock for maintenance, growth and lactation, using concentrates and roughage’s available locally.
13. Describe the symptoms of five common nutritional disorders caused by vitamin or mineral deficiencies or toxicity and explain the treatment and prevention of these diseases.
14. Feed an animal through an entire production cycle, recording the types of feed used, rate of gain, and the lean to fat ratio. Report on observations and conclusions.
15. Develop a flow chart outlining the lifecycle of one internal and one external parasite.
16. Describe the impact of parasites on livestock and on the agricultural industry.
17. Design a disease prevention and health care plan for a project animal.
18. Appraise the results of human medicine in relation to livestock medicine.

Unit F. Plant and Animal Genetics
1. Compare and contrast the phenotypic traits of related breeds and varieties of animals and plants.
2. Explain the function of each of the following: gene, allele, DNA, and RNA.
3. Explain the role of enzymes in chromosome replication, and the implications of biotechnology involving these enzymes.
4. Discuss the contributions of Gregor Mendel to the field of genetics.
5. Conduct a simple experiment which exhibits dominant and recessive properties.
6. Evaluate the effectiveness of selection and heritability in production agriculture by comparing modern day crops and animals to their ancestors.
7. Develop an experiment which develops a trait through selection and heritability.
8. Analyze the effects of biotechnology on modern agriculture.
9. Report on the importance of natural selection as the driving force of evolution and its importance in production agriculture.
IV. OUTLINE OF COURSE CONTENT

A. Introduction to Agricultural Biology
   1. What is agricultural biology and why is it important? C1.1
   2. What are the career opportunities for the student in agricultural biology? C1.7

B. Agricultural Research
   1. Why is research important? C13.1,2
   2. What does an agricultural researcher do? C13.1,2
   3. How do researchers go about conducting research? C13.1,2
   4. What are the principles of research? C13.1,2
      a. Project formulation and development
      b. Project management
      c. Analysis of project results

C. Agriculture and the Environment
   1. What are the characteristics of living things?
      a. Cell Biology HS-LS1-1,4,5,6,7
         1) Plant and animal cell identification and functions (prokaryotic, eukaryotic, viral)
         2) Cell structures and functions
         3) Cellular respiration, photosynthesis
         4) Cellular transport
         5) Cell differentiation
         6) Enzymes
         7) RNA, ATP and proteins
   2. What are the inorganic characteristics that support life?
      A. Soil and Water: The Chemical Foundation C10.1
         1) Atom and molecule structure and chemical bonding C10.2
         2) Soil: What are the components of soil and why are different soil samples found where they are? C10.1,2,3,4,5
            a) basic soil components
            b) soil formation factors and horizons
            c) soil texture, and structure
            d) soil organisms and organic matter
            e) interrelationships of plants and soil
         3) Water C10.3
            a) water movement properties
         4) Soil and water management
   3. How do living organisms interact with the environment? Why do the weather and other abiotic factors affect living organisms? C2.1,3,4,5
      a. Structure and function of ecosystems
      b. The Food Web
      c. The “agricultural revolution” and the environment
      d. Demographics and the environment
      e. Modern agricultural practices and the environment
   4. How are plants and animals classified?
      a. Taxonomy of living organisms
      b. Evolutionary relationships with other major groups
c. Comparison of modern agricultural crops and livestock to ancestors
5. Evolutionary concepts: HS-LS4-1,2,4
   a. Natural selection
   b. The gene pool
   c. The Hardy-Weinberg equation.
   d. Genetic drift
6. Comparison of modern agricultural crops and livestock to their ancestors. C1.1

D. Plant Physiology, Reproduction, Photosynthesis, Health and Growth
1. What are the structures and functions of plants? C11.1
2. How do plants grow? C11.2
   a. Seed germination
   b. Photosynthesis and respiration
3. How do plants reproduce? C11.4
   a. Sexual reproduction
   b. Asexual reproduction
4. How have modern agricultural practices and biotechnology changed plants? C3.1
5. What is the role of plants in nutrition and medicine? C3.1,2,4
6. The immune response.

E. Animal Physiology, Reproduction, Nutrition, Health and Behavior
1. What are the internal systems of animals? How do these systems differ among species? How are they similar? C6.1,2
2. How do these systems interact to sustain life and promote growth? C6.1,2
   a. The digestive process
   b. The respiratory system
   c. The reproductive system
   d. The circulatory system
   e. The endocrine system
   f. The nervous system
   g. The muscular system
3. Why do animals interact with each other? How does behavior affect management and feeding strategies? C4.0, C8.0
4. What do we feed domestic animals? How is food processed within the body? What are the important characteristics of feeds? What are the animal’s nutrient requirements? C8.0,1,2,3
   a. Feed identification and nutrient evaluation C8.1
   b. Livestock nutrient requirements C8.3
   c. Ration formulation C8.3
5. What are the major diseases that affect animals? How do these diseases spread? How does the body prevent and fight diseases and infections? What management practices can reduce the incidence of health problems? C9.0, 1, 2
6. The immune response C9.3
F. Plant and Animal Genetics
2. How do cells reproduce?
   a. Mitosis HS-LS3-2
   b. Meiosis HS-LS3-2
   c. Fertilization HS-LS3-2, LS3.A
   d. DNA sequencing HS-LS3-2, HS-LS3-3
   e. Chromosomes HS-LS3-2, HS-LS3-3
3. What are the physical and chemical structures involved in genetics?
   a. DNA HS-LS3-1
   b. RNA HS-LS3-1
   c. Amino acids HS-LS3-1
4. Who were some famous geneticists? What were their contributions? HS-LS3
5. Why are genetics important in production agriculture? HS-LS3-2
6. What are some future careers in genetics and biotechnology? HS-LS-1,3
7. Genetic physiology HS-LS-1,3
8. Genetic predictability HS-LS3-1,2,3
   a. Genotype and phenotype
   b. Mendel's law
   c. Inheritance
   d. Genetic mapping

G. EXAMPLE LABORATORY ACTIVITIES
The laboratory activities are examples of general types of laboratory and field experiments that integrate many areas of life, physical, and earth sciences and agriculture. The purpose of general, rather than specific, experiments is to give students an understanding of the interrelationships among scientific disciplines.

Pollution and ecology activity #1:
Have the students set up a fish tank in the classroom and introduce small amounts of common pollutant chemicals, in order to increase the nutrient content of water over a period of time. Have the students regularly take and record measurements, including, water temperature, pH, water clarity, and visual observations of changes. Apply a heat source to the water to increase the algae growth. Visit a water treatment plant or irrigation district site. Have a water quality specialist speak to the class about his/her job and current problems and challenges facing California related to water quality. Have the students write a report on California water quality that includes experimental results as well as information from the guest speaker and field trip.

Cell identification and function activity #2:
Prior to lecture and textbook readings regarding plant and animal cell similarities and differences, have the students take check cell samples and plant cell samples from any common houseplant or vegetable. Place both samples on a single slide and observe under a microscope. Have the students diagram both the plant and animal cell, label each component of the cells and describe the differences between the two. Based on observations the students speculate why the cells differ in structure and function. Have available sample slides of blood, nerve, muscle, bone, and fat cells. Provide slice samples of single cell organisms (at least one plant and one animal organism) and have students compare and contrast the single cell organism to the other plant and animal cells. Take another check cell sample and place it in a petri dish. Incubate for one week and place the resulting bacterial cells on a slide to observe growth and splitting of the cells. Use viable, live organism eggs (i.e. sea urchins) and observe both the egg and the sperm under the microscope. Combine the two and allow each student to observe the fertilization through the first splitting of the egg. Have the students outline the process of meiosis. Apply a small amount of antibiotic to the sample in order to observe the cell response to stimuli.

Cellular environment and transport activity #3:
Use thin tubing or capillary tubes to demonstrate osmosis. Have the students experiment with the tubes using various solutions, ranging from pure water to a thick sugar and water solution. Have them describe the differences in transport.

**Demographics, living systems, and the ecosystem activity #4:**
Have the students draw a natural food web, including plants, insects, larger animal species, and humans. Compare the natural food chain to an artificial chain developed in production agriculture. The students will diagram the interrelationships of different systems in the food web, including the Nitrogen and Oxygen cycles, the effects of increasing populations, and the importance of plants to all participants in the food web. Use a trash can to make either compost or silage in order to demonstrate how the breakdown of organic materials leads to the production of beneficial elements.

**Taxonomy of living organisms activity #5:**
Have the students collect ten different plants and develop a key to determine the species of each. Given two similar plants of different species, have the students list the differences between the two, using a key. Perform the same activity using insect species. Have the students choose an animal species. Diagram the phylogenic tree of the animal and list the differences that have occurred over time due to evolution. Compare modern agricultural plants, such as oats, to their relatives that grow in the wild in order to show the differences due to selection, heredity and biotechnology.

**Plant physiology, reproduction and growth activity #6:**
Start a small garden that includes plants from seed as well as transplants. Provide plant samples with different root, stem, flower, and fruit types. Have students develop models and diagrams of the different plants to demonstrate comparisons and contrasts and have them report on their findings. Using containers, grow similar plants in different soils to show the affects of soil texture and structure on plant growth. Have the students identify the important characteristics of each soil type, where the soil came from and why it is located where it is, and explain how it is beneficial or detrimental to the plant. Germinate seeds in an aquatic environment to demonstrate hydroponics. Have students practice grafting and budding techniques to demonstrate an understanding of asexual reproduction.

**Animal physiology, nutrition and behavior activity #7:**
Have the students draw and identify the organs involved in the digestive, respiratory, reproductive, circulatory, endocrine, and nervous systems of different animals. Where possible, bring organs to class. Visit a packing plant to observe the entire digestive tract of a livestock species. Identify live animals with various nutritional diseases. Have the students develop a balanced ration for their SOEP, taking into consideration the animal’s nutrient requirements, availability of feeds in the area, cost, and the animals behavioral patterns which would affect consumption of the ration. Have the students keep accurate records regarding the feeding program and write a report that includes the development of the project, day to day management, and results on the animal’s growth or reproductive performance as it relates to the diet.

**Plant and animal genetics and reproduction activity #8:**
Use microscopes or slides to show the structure of chromosomes. Have the students diagram the processes of mitosis and meiosis. Start a small garden with different varieties of peas of different colors. Cross pollinate the plants to demonstrate dominance. Graft two varieties of plants together. Have the students draw a flow chart showing the development of an animal from the single egg stage, through fertilization, growth, and parturition. Use slides or films to show embryo transfer, artificial insemination, cell splitting, and cloning techniques. Have students write, or give an oral report describing the future possibilities of bioengineering including the ethical and moral concerns that may arise as a result. Show the videotape, "Garden of Inheritance: a Documentary on Gregor Mendell" to show societal and political pressures associated with genetic research.

**Term Research Project:**
Each student will design and carry out a year long research project. During the first quarter of the year, each student will select a topic, perform library research and form a hypothesis, or research questions. The second quarter will include the development of the methodology, and conducting of an experiment to test the hypothesis. Students can design a new project, or replicate one from past research, making appropriate changes to improve the research design. The third quarter will consist of the data analysis and a summarization of results. During the fourth quarter, the students will complete the research paper, prepare an exhibit and present an oral presentation of their research.

Revised 05/11/01
H. METHODS OF EVALUATION:

1. 80% of the grade will be based on classroom instruction, including:
   a. Exams
   b. Quizzes
   c. Work sheets – Lecture notes
   d. Homework and reading assignments
   e. Key classroom projects
   f. Major field and laboratory activities
   g. Written summaries of individual research projects

3. 20% of the grade will be based on:
   a. Participation in FFA activities and Supervised Agricultural Experience Projects
   b. Ongoing supervised agricultural experience project record books
   c. Summaries of FFA and leadership/personal development achievements and activities
VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items such as microscopes and video, audio visual materials, etc.)

**Primary text:** Freeman, T.E. *MODERN BIOLOGY* (1990 or latest edition available). Holt & Reinhart Publishers.


**Facilities:** Classroom, school farm, library, and computer laboratories.
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Student: Shante Escobar  
Teacher: Delilah Roman  
Date of Visit: 7/23/2020  
Extended Contract Hours: 1.0  
In-Contract Hours: 0.0  
Miles Traveled: 0  

Grading Period: 6/1/2020 to 8/3/2020
Overall Skill & Work Rating

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2020 Market Goat Project

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<td>AS.02.02 Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.)</td>
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<td>AS.06.03 Select and train animals for specific purposes and maximum production based on anatomy and physiology</td>
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Recommendation / Comments: Weighted goat, practiced showmanship. Goat sets up well but needs more practice walking. Student said the goat was sneezing quite a bit, advised to take temperature and monitor. If it persists, we will give an antibiotic.
**Student:** Isaac González

**Teacher:** Dakota Roehm

**Date of Visit:** 7/20/2020

**Extended Contract Hours:** 0.0  
**In-Contract Hours:** 1.0  
**Miles Traveled:** 0

**Grading Period:** 6/1/2020 to 7/23/2020

### Overall Skill & Work Rating

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**Market Goal 2420**

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**Recommendation / Comments:** Deal weighed 55.5. Goal is walking much better but needs a lot more practice bracing. Recommend to put the goal on a stand and practice moving legs.

**Photos:**
Student: Jacob Cahalane  
Teacher: Dalia Romnas  
Date of Visit: 7/23/2020  
Extended Contract Hours: 0.0  
In-Contract Hours: 1.0  
Miles Traveled: 0

Grading Period: 9/1/2020 to 7/23/2020

Overall Skill & Work Rating

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Market Goal 2020

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Recommendation / Comments: Goat weighs 46.5 lbs. Walking much better but needs practice moving legs for set up. Recommended putting the goat on a stand and practice moving legs.
Student Assessments

Student: Jacob Cahalane
Teacher: ........
Date of Visit: 7/13/2020
Extended Contract Hours: 0
In-Contract Hours: 0
Miles Traveled: 0

Grading Period: 6/1/2020 to 8/3/2020
Overall Skill & Work Rating

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Market Goal 2C20

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Recommendation / Comments: Worked on an AIT, advise to update AIT every week.
**Student Assessments**

**Student:** Isaac Gonzalez  
**Teacher:** student's name  
**Date of Visit:** 7/13/2020  
**Extended Contract Hours:** 1.0  
**In-Contract Hours:** 0.0  
**Miles Traveled:** 0

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**Recommendation / Comments:** Worked on AET, advised to update AET every week.

**Photos:**

---

https://drive.google.com/drive/folders/1OLo8T0RWNp2rclxBwP4dnPKRMDfhG?usp=sharing
Student Assessments

Student: Isaac Gonzalez
Teacher: Delicia Romans
Date of Visit: 7/6/2020
Extended Contract Hours: 1.0
In-Contract Hours: 6.0
Miles Traveled: 0

Grading Period: 6/1/2020 to 7/8/2020
Overall Skill & Work Rating

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Market Goal 2020

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Recommendation / Comments: Goat weighs 56 lbs. Administered Cydectin orally. Seeing a good amount of progress, but advised to be working the animal at least an hour a day.
### Student Assessments

**Student:** Jacob Cuhialisne  
**Teacher:** Dakota Romans  
**Date of Visit:** 7/8/2020  
**Extended Contract Hours:** 1.0  
**In-Contract Hours:** 0.9  
**Miles Traveled:** 0

**Grading Period:** 6/1/2020 to 7/8/2020

#### Overall Skill & Work Rating

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#### Market Goal 2020

A5.03.01 Analyze the nutritional needs of animals.  
A5.03.02 Analyze feed rations and assess if they meet the nutritional needs of animals.  
A5.04.01 Evaluate animals for breeding readiness and soundness.

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### Recommendation / Comments:
Goal weighs 42 lbs. Administered Cystadont orally. Sawing progress walking but this goal needs a lot of working. Advised to work the animal at least an hour a day.
Student Assessments

Student: Brooke Sousa
Teacher: Dakota Romans
Date of Visit: 6/29/2020
Extended Contract Hours: 1.0
In-Contract Hours: 6.0
Miles Traveled: 0

Grading Period: 6/1/2019 to 6/29/2020
Overall Skill & Work Rating

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Market Goat Project-Beg 2017

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Recommendation / Comments: Goat is doing well, advised student to weigh when possible.
### Student Assessments

**Student:** Taylor Sousa  
**Teacher:** Dakota Romans  
**Date of Vis.:** 02/29/2020  
**Extended Contract Hours:** 1.0  
**In-Contract Hours:** 0.0  
**Miles Traveled:** 0

#### Grading Period: 6/1/2019 to 6/29/2020

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<td>A5.01.02 Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.</td>
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**Student Assessments**

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**Grading Period:** 6/1/2019 to 6/30/2020

**Overall Skill & Work Rating**

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**2020 Market Beast Project**

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<td>AS.02.02 Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.)</td>
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<td>AS.06.03 Select and train animals for specific purposes and maximum performance based on anatomy and physiology.</td>
<td>1</td>
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</table>
Mrs. Romans

AGRICULTURE SCIENCE 1

Grade Level: 9-12
Course Duration: 1 Year
Credits: 10

Prerequisite: None
Elective/Req: UC Elective

Course Description:
Agriculture Science I includes the study of a wide range of agricultural areas and careers. Basic areas of study will include agriculture careers, Future Farmers of America, plant science, and animal science. Students will be given the opportunity to participate in hands on learning as it relates to skills used in agriculture. Practical application of skills will take place at the High School Farm.

Grading Policies:
Assignments/Quizzes/Tests/Participation - 80%
FFA Participation - 10%
SAE Participation - 10%

Grades:
90-100% ~ A
80-89% ~ B
70-79% ~ C
60-69% ~ D
59% - Lower ~ F

"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do."

You will need:
- CHARGED CHROMEBOOK
- PENCIL/PEN
- ACCESS TO A FFA HANDBOOK
Class Rules

- Be respectful and polite to all people.
- Log in on time and be ready to learn.
- Speak at appropriate times, using appropriate language on zoom and in the chat. Mute yourself when not talking.
- Silence phones before joining a zoom call.
- Refrain from eating during zoom calls.
- Dress appropriately.
- Check google classroom daily.
- All safety guidelines will be followed when given.
- Follow all school and farm rules.

E-Devices

Cell Phones will be used on occasion... unless you have permission to use it... put it away! Engage in the class and limit distractions!

Homework

Homework/Late Assignments
One hour a week of assignments will be given. If an assignment is not finished in class, it will become homework. I encourage each student to complete assignments in a timely fashion. Assignments will be due on the next day of class unless otherwise specified. Class assignments and homework will only be eligible for full points if they are turned in on time. Late assignments will be docked 30% of the final grade once the assignment is late. Assignment will not be accepted after the completion of the unit. Assignments late due to legitimate reasons (i.e.-absences) should be completed within one week of return in order to earn full credit. Warm-Up questions will not be accepted late.
Tests and Quizzes
Tests will be given at the end of each unit. Each test will be based on material covered during the unit. Quizzes will be given on a regular basis. Each quiz will focus on newer material, but all information covered during the unit will be eligible for testing. After your return from an absence, students should check for any quizzes or tests that might have been missed. You will be required to take the make-up quiz/test the following class period.

Google Drive Folder
Instead of binders, students will create a Google Drive folder with subfolders for each unit. Students will share the folder with Mrs. Romans so she may access work. Organization is key! Google Classroom will be used daily for Warm-Ups as well as other assignments. It is important for students to check it regularly.

FFA and SAE Policies

FFA Participation
Each student is required to participate in 25 FFA points per semester. FFA participation will count for 10% of your class grade! Check the website, Twitter, and Facebook for upcoming events!

SAEP Participation
Each student will be required to have an SAE Project. We will cover a unit on appropriate SAE Projects. SAEP participation may be paid or unpaid work experience, raising an animal, raising a plant crop, etc. SAEP will count for 10% of your class grade! Each student will be required to keep a California Agricultural Record Book. The record book is completed online! Periodically your record book will be checked for completeness.
ZOOM EXPECTATIONS

BE ON TIME
- Wake up early
- Log on a few minutes before class starts

BE IN A QUIET PLACE
- Find a quiet place
- Check your surroundings, use a table or desk

BE PREPARED
- Computer is charged
- Camera is on
- Use headphones if you have them

PRESENTATION
- Wear school appropriate clothing
- Be in camera

MUTE YOURSELF
- Mute yourself when your teacher or another student is talking or if there is background noise

PARTICIPATION
- Be focused
- Be attentive
- Be an active participant

CHAT RESPONSIBLY
- Raise your hand to speak
- Type your question in the chat box

COMMUNICATION
- Speak clearly
- Don't dominate the conversation
- Stay on topic (no side conversation)

BE RESPECTFUL
- R-E-S-P-E-C-T
- Be kind
- Be considerate

BE READY TO TAKE NOTES
- Take notes digitally or on paper regarding instructions
- Make sure you understand the assignment

KEEP UP WITH ASSIGNMENTS
- You will have time each day to work on class assignments
- Don't let work pile up

REVIEW NOTES & RECORDINGS
- Use your out of class time to review what was done in class
- Prepare questions for your teacher
Google Classroom

classroom.google.com
Get the Google Classroom App!
Period 2 Class Code: hsoh3fp
Period 6 Class Code: 6pt3w43
Period 8 Class Code: vowramm

WEBSITE

Keep up to date on all of the FFA Activities available at https://ffa.tjuhsd.org/

Social Media Accounts:
Tulare FFA Google Classroom Code - 56t2eda

Instagram - @tulareffa

Twitter - @tulareffa

Facebook - http://www.facebook.com/tulareffa

Youtube Channel - Tulare FFA

Contact Info:
Dakota Romans (Burns)
dakota.burns@tulare.k12.ca.us

I’m really looking forward to our semester together!
I, ________________________________, have read the following course syllabus for my Agriculture course. I have been informed of the course requirements, grading policy, rules, and consequences. By signing the following contract, I agree to obey the terms of this course.

______________________________________________
Student Signature

______________________________________________
Date

I have read and understand the course syllabus for my child’s Agriculture I course. I also understand that 20% of my child’s grade will be based on their participation in FFA activities and participating in an SAE project. I also approve for my child to participate in dissection laboratories as part of the curriculum for this course.

______________________________________________
Parent Signature

______________________________________________
Date

Parent Email Address ________________________________
TULARE FFA
PROGRAM OF ACTIVITIES
2020-2021
BREAKING BARRIERS
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SECTION 1

INTRODUCTIONS

&

GREETINGS
FFA is a dynamic youth organization that changes lives and prepares members for premier leadership, personal growth and career success through agricultural education.

FFA develops members’ potential and helps them discover their talent through hands-on experiences, which give members the tools to achieve real-world success.

Members are future chemists, veterinarians, government officials, entrepreneurs, bankers, international business leaders, teachers and premier professionals in many career fields.

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

The official name of the organization is the National FFA Organization. The letters “FFA” stand for Future Farmers of America. These letters are a part of our history and our heritage that will never change.

FFA is not just for students who want to be production farmers; FFA also welcomes members who aspire to careers as teachers, doctors, scientists, business owners and more. For this reason, the name of the organization was updated in 1988 after a vote of national convention delegates to reflect the growing diversity and new opportunities in the industry of agriculture.

FFA continues to help the next generation rise up to meet those challenges by helping its members to develop their own unique talents and explore their interests in a broad range of agricultural career pathways. So today, we are still the Future Farmers of America. But, we are the Future Biologists, Future Chemists, Future Veterinarians, Future Engineers and Future Entrepreneurs of America, too.

Today, the National FFA Organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education. Our members live the motto Learning to Do, Doing to Learn, Earning to Live and Living to Serve FFA members rise to the challenge of service embracing members of all walks of life united through FFA. We Are FFA.

This 2020-2021 Program of Activities was developed to explain the purpose of the FFA Organization and provide insight into the many opportunities available to all Tulare FFA members.
President Emma Coelho
Hello everyone! My name is Emma Coelho and I am currently serving as your 2020-2021 Chapter President. I am a senior at Tulare Western High school and am super excited to serve you this year. I have been involved in the agriculture industry my whole life and through FFA I have had the opportunity to raise and show market sheep and steers at a competitive level up and down the state of California, compete in many judging and speaking teams, as well as competing at the state and national level in agriscience and proficiencies. Joining FFA my freshman year, I never knew how many opportunities this organization has to offer. I quickly became aware of the tremendous role agriculture takes in everyone's daily life and the role it plays in feeding our world and supplying not only jobs but careers. This organization has taught me the many opportunities there are for students to grow in leadership and develop a strong work ethic. My biggest advice to you is to try new things and find what you are passionate about and to realize that success is not handed to you, hard work and dedication is required. This year my main goal is to create memories with many members and have the best year possible through the challenges we face with Covid-19.

Mission Oak Vice President Bryce Nagel
Hello, I am Bryce Nagel, and I’m a senior at Mission Oak serving as your 2020-2021 Mission Oak Vice President! I am very excited to help lead the chapter this year, especially with my love of agriculture. FFA has opened many opportunities for me and I love doing SAE’s where I work for Rib-Arrow Dairy, Robert E. Nagel & Sons Ranch, as well as raise Market Hogs. FFA has also pushed me to strive for my best and push family tradition in CDE teams like participating on the Welding Team, as well as Farm Power & Machinery. This is my second year on the Officer team and I loved serving this chapter so much, as we all feel like a family and push for each other to do our best! Being surrounded by the agricultural community I am excited to help keep pushing boundaries and for all of the members to do their best and to grow through this organization!

Tulare Union Vice President Emily Irving
Hello my name is Emily Irving and I am a senior at Tulare union high school currently serving as the Tulare Union chapter Vice President. Having no prior experience in agriculture, I was introduced to FFA through a friend and decided to show hogs. I didn’t realize how many opportunities FFA would later provide for me. Since my freshman year I have grown tremendously as a person through speaking teams, judging teams, and through my advisor’s guidance. I have also gained responsibility, leadership skills and many friendships along the way. If it wasn’t for FFA I wouldn’t have realized the critical role agriculture plays in our everyday lives. I am very excited for this upcoming school year, my main goal as an officer is to make personal connections with the members and make sure they find their place within this chapter.
Tulare Western Vice President Michaela Mederos
Hello, my name is Michaela Mederos. I am currently a senior at Tulare Western and have been an active member in Tulare FFA throughout my high school career and will be serving as this year’s Tulare Western Vice President for the Tulare FFA chapter. This year will be my third year serving our Chapter as a member of the officer team and I am beyond excited to work with my team this year to continue to improve our chapter. I am highly active within the chapter, competing on many speaking and judging teams and had the honor of being on the 2020 Grapevine Judging State Champion Team. My greatest passions that I am pursuing within the chapter are my Market Swine project and being a member of the Dairy Products judging team. I cannot wait to serve the chapter this year and help members to Break Barriers!

Secretary Isabella Ribeiro
Hello everyone! My name is Isabella Ribeiro and I am a junior at Tulare Western High School currently serving as your Chapter Secretary. Agriculture has been a large part of my life for as long as I can remember. I grew up on my family dairy farm and have since then developed a deep passion for the agriculture industry. FFA has allowed me to carry out the amazing tradition of agriculture. I raise dairy cattle, compete in the prepared public speaking contest, and am currently serving as a regional officer. Outside of FFA I love to spend time cheering at football games, baking, and being with friends and family. I am the oldest of 4 siblings which has given me the opportunity to learn the importance of leadership, responsibility and so much more. I hope in the coming year to make personal connections with each and every one of you! I can’t wait to see what opportunities the new year brings!

Secretary of Records Jillian Fernandes
Hello! My name is Jillian Fernandes. I am currently serving Tulare FFA as Chapter Secretary of Records. I am a junior at Mission Oak High School, where I am involved in SOPAS, a Portuguese club, and am in CSF. Tulare FFA has had a positive impact on my life. I have made many friendships here with the other students, my Ag teachers and other staff. I am active in our chapter by participating in our dairy judging team, citrus judging team and cotton judging team. I have also shown dairy for 4 years and enjoy being a part of Tulare FFA’s Dairy Show Team. I hope to make new friendships with our members and continue to give back to our community. I am excited for the 2020-2021 school year with this officer team and all of our members.
TULARE FFA

MEET THE 2020-2021 CHAPTER OFFICERS

Treasurer Corbett Vander Feer
Hi, my name is Corbett Vander Feer and I am a Junior at Tulare Western. I will be serving the Tulare FFA chapter this year as Treasurer. I have been a part of FFA for all my years in high school. Through my time in FFA, I have learned that agriculture is a cornerstone to the community of Tulare and the nation. Outside of FFA, I play sports, go hunting, and study history on my own. For my SAE, I have been working at a small bean plant called Cal-Bean and Grain Co-op. I have been involved on the Citrus Judging team and the Ag Mechanics teams from the start of my time in Tulare FFA. My goal this year is to serve the membership by recognizing their hard work and to build relationships with them.

Reporter Avery Coelho
Hello, my name is Avery Coelho and I am a Junior at Tulare Western High School, currently serving as the Chapter Reporter. FFA and agriculture have had a tremendous impact on my life, from showing sheep, participating in judging teams, competing in speaking competitions, and just being a part of this chapter. This being the case, I am extremely excited to give back to the chapter that has pushed me to become the person I am today by serving as an officer this year. Apart from FFA, I play water polo for my school and club team, I raise and show sheep at different shows around the state, and I am very dedicated to my education. Some of my hobbies include going to the lake, skiing, and spending time with my friends and family. I am very excited and proud to be a part of this year’s Tulare FFA’s Chapter officer team.

Sentinel Christian Gonzalez
Hello, my name is Christian Gonzalez. I’m currently a senior at Tulare Western and I’m serving as your 2020-21 chapter Sentinel. I am included with both sports and FFA. I currently play basketball for Western. My SAE project is swine, I raise hogs and show them at the Tulare County Fair. I’m also a part of the pumpkin enterprise at the farm. We grow pumpkins and sell them for fall and Halloween. I also am on the Agronomy team. I’m very fortunate to be a part of FFA for the opportunities it has for its members.
Parliamentarian Kurtis Ashford
Hello! My name is Kurtis Ashford and I will be your Parliamentarian for this 2020-2021 school year. For those of you who don’t know what my duties include, they entail knowing the parliamentary law and helping our chapter setup. I enjoy playing golf and going out with my friends to Sonic and other miscellaneous places. I also enjoy hanging out with my family and participating in my church’s youth group. My personal hope is that this year I will be able to make connections with many of you on a personal level and to help encourage you to be the best you can be. I look forward to this school year and the many good times that will come with it.

Historian Sophia Gomes
Hello, my name is Sophia Gomes and I am a sophomore at Tulare Western High School currently serving as the Chapter Historian. I am so excited for this upcoming year! I participate in a few teams as well as having a dairy heifer that I show at the Tulare County Fair. I keep myself busy between my responsibilities in my chapter and playing water polo. This year my goals are to make all members feel welcome and encourage them to be involved in our chapter!

Chaplin Liezel Casillas
Hello Tulare FFA! My name is Liezel Casillas. I am currently a sophomore at Tulare Western High School. I will be serving as the 2020-2021 Chapter Chaplain. I am actively involved in multiple extracurricular activities. Some activities I am involved in include being a cheerleader, showing and marketing a lamb, being an officer, and joining and participating in the Vet Science CDE judging team this past year. I am very eager to give back to our wonderful Tulare community, also to our advisors, and of course to our members and supporters of Tulare FFA.
Despite not being raised around an agricultural background, I have learned to love Ag and have seen how welcoming Tulare FFA is no matter your background. After seeing how many members have built relationships with Tulare FFA, that made me want to continue to be more involved and active in the organization. My goal for this year is to involve as many members as possible, and I also want to inspire all members to break down their barriers and try new activities. I am a very organized person that is able to complete tasks. I am very excited to help you grow, learn, and excel not just as an FFA member but as a person who is not afraid to take opportunities. I can’t wait to build a relationship with each and every one of you guys. Let’s make this school year great with lots of memories.
As the 2020-2021 Tulare FFA Officer team prepares for the year to come, we look forward to the opportunity to serve this unique chapter. This organization has the ability to impact and direct many lives. Our goal as an officer team is to help students develop a passion in life, advance into a well-rounded leader, encourage individuals outside their comfort zone and ultimately push students to their full potential. As our goal is to push beyond boundaries, our team has decided on the theme “breaking barriers”.

In order to break barriers, we will make it our priority to make personal connections with each member. By making special connections we will be able to create stories that will last a lifetime. In order to create stories and break barriers, we recommend that you always keep an open mind and try new things. While trying these new experiences it is important to work hard and remain focused through dedication and determination. Through this journey, we hope to show students the endless opportunities that this organization has for each and every student.

In our current situation, it is more important than ever to defy boundaries and get out of our comfort zones. The unprecedented events of 2020 have allowed for a unique season of growth and development. The changes have compelled us to get uncomfortable and face each challenge head on. In the coming year, we as officers hope to promote the adaptation of each and every member in this modern day of society. By breaking barriers they will have the tools necessary to become successful despite the challenges they may face.

Tulare FFA, it’s up to you to decide how you will face the coming year. We hope you will embrace the changes, create stories, and join us in breaking barriers.
Welcome to the Tulare FFA Chapter,

Tulare FFA has helped students exhibit Premier Leadership, obtain Personal Growth and pursue Career Success since its founding in 1928. Our former members have become leaders in our community, the agriculture industry and our nation. Each student who enrolls in our agriculture courses, embarks on their own unique journey through the plethora of opportunities through the FFA program. Whatever your interests or passions are; you will find it here in the Tulare FFA Chapter.

The National FFA organization is the largest youth organization in the world; comprising of 700,170 members in all 50 states plus Puerto Rico and the Virgin Islands. The three major components of the Agriculture Education are Classroom Instruction, FFA Leadership and Supervised Agricultural Experience Projects which all provide opportunities for you to pursue your interest in the agriculture industry. The Tulare FFA officers and advisors are ready to guide you through the vast opportunities that await you in our program.

This Program Of Activities is a guide and outline of what awaits you in the Tulare High School Agriculture Program and Tulare FFA Chapter. It is an outline of the activities, programs and opportunities that will help you to develop an individualized plan for your agriculture education experience. Additionally, within these pages you will find a 99 year record of the achievements of the Tulare FFA chapter and its members. As a member of Tulare FFA, this history now belongs to you as well.

This year, the Tulare FFA Officer team has chosen the theme Breaking Barriers. We look forward to advising you on how to identify the barriers and watching you break them to find success in our chapter. One of the biggest barriers challenging us all is the Covid-19 Pandemic. The officer team and advisors have planned a year of activities to combat the restrictions placed on us by the pandemic; allowing you the opportunity to participate in the activities of the Tulare FFA Chapter. We challenge you to join the 800+ members of the Tulare FFA Chapter in Breaking Barriers.
Welcome FFA Families,

It is an honor to be serving as the superintendent of the Tulare Joint Union High School District (TJUHSD). A district that provides an excellent award winning FFA program. As a district, we commit to the vision and mission established by the board of trustees:

**Vision:** Our vision is that students will have the 21st-century skills and knowledge through meaningful and relevant learning opportunities to empower them to contribute to a global society productively.

**Mission:** Our mission is to empower all students to graduate with college, career, and life readiness skills.

I would like to take this opportunity to praise our successful FFA program in the Tulare Joint Union High School District. FFA members are taking an active role in building a future that meets their needs and helps them realize their aspirations. They are developing the leadership skills and confidence to help the world move forward with direction and purpose. The FFA program provide knowledge and experience so students can make valuable contributions through agriculture and other industries. The FFA program currently faces the challenge of the COVID-19 pandemic. Yet, it will continue to provide opportunities through activities that are safe and healthy. I know that the students will be up for the challenge.

Thank you,
Tony Rodriguez
Superintendent
Tulare Joint Union High School District
Greetings,

"Agriculture is our wisest pursuit, because it will in the end contribute to real wealth, good morals, & happiness." - Thomas Jefferson

The Tulare FFA is currently in its 92nd year serving the communities of Tulare, Tipton, and Pixley. The Tulare Agriculture program is one of the premier agriculture education programs in the state of California with a history of both state and national championship speaking and judging teams and a curriculum that is based on experiential learning and making sure the students who leave our program have an understanding of and the skills needed to reflect current industry standards.

The Tulare Agriculture Campus houses the last full-scale Dairy lab in the Western United States. This dairy lab provides students with firsthand experiences in the management and day to day activities of an enterprise dairy. The campus also houses five acres of agronomy projects including both a sweet corn and pumpkin enterprise. The chapter also manages 60 acres of alfalfa and silage corn crops throughout the year.

The Tulare FFA and Agriculture Department is thankful to the community for all of the support it has provided throughout the years. Without the support of the Tulare agriculture community, we could not provide all of these opportunities to develop the skills and knowledge needed for students to take their next successful step after high school.

Daniel Dutto

*Director of Agriculture Education*
Each Tulare FFA Officer Team decides on a theme for the year that represents their goals for the year and lead the chapter.

THIS YEAR’S THEME IS

BREAKING BARRIERS
Tulare Joint Union High School Board of Trustees
The TJUHSD Board of Trustees is comprised of five elected members who freely dedicate their time and energy to serving our school community. Our board members know that the students should always come first; they make every decision with only the best interests of the students in mind.

The Board Members are:

Cathy Mederos
President

Frank Fernandes
Vice President

Craig Hamilton
Clerk

Laura Fonseca
Kelley Nicholson
Tulare Joint Union High School District Administration

The number-one priority of every administrator, teacher, and staff member at TJUHSD is to facilitate the success and growth of every student who enters our hallways. Our highly qualified teachers and staff take advantage of the latest curriculum guidelines and work together to provide our students with an educational experience that will prepare them for success in the 21st century.

Tony Rodriguez
Superintendent

Barbara Orisio
Assistant Superintendent- Human Resources and Business

Lucy Van Scyoc Ed. D
Assistant Superintendent-Curriculum Technology and Assessment

Tammy Aldaco
Assistant Superintendent- Student Services and Special Programs
Mission Oak High School

Isidro Carrasco
Principal

Stephanie Dietz
Assistant Principal

Rachel Chapman
Assistant Principal: Counseling

Armando Martin- Dean of Students

Richard Torrez- Dean of Students
TULARE FFA
SITE ADMINISTRATION

Michelle Nunley, Ed. D
Principal

Roger Robles
Assistant Principal

Chandalin Champlin
Dean of Students

Shanelle Herrera
Dean of Students

Terry Langlie
Head Counselor
Tulare Western High School

Kevin Covert
Principal

Sara Morton
Assistant Principal

Leandra Garcia
Assistant Principal: Counseling

Krishna Adams
Dean of Students

Angela Martinho
Dean of Students

Matthew Sozinho
Dean of Students
Daniel Dutto- Director of Agriculture 2018-present

Education: BS in Zoology University of California, Davis. MS in Educational Administration and Leadership, Brandman University
Credential: Administrative Credential, Single Subject Life Science, Single Subject Earth Science

Susanne Chavez- Secretary 2017-present

Mrs. Chavez is the Tulare Agriculture Complex’s secretary. She has worked within the school district for 20 years, formally at Tulare Union before coming to the Agriculture Department. Her and her husband own a small trucking business here in Tulare and are both proud supporters of Tulare FFA and our community. Mrs. Chavez is a little camera shy, but has a huge love for animals!

Jared Castle- Department Chair 2015-present

Education: BS in Ag Ed from Cal Poly SLO
Credentials: Agricultural Specialist from Cal Poly SLO
Classes: Ag Mechanics 1 and Work Experience
CDEs: Ag Mechanics and Agronomy
SAEs: Ag Mechanics Enterprise, Pumpkin Enterprise, Beef
Michael Mederos - Lead FFA Advisor 2007-present

**Education:** BS in Agriculture Science; minor in Agriculture Business, MS Agriculture- Cal Poly, SLO

**Credentials:** Single Subject Secondary Education: Agriculture, Ag Specialist, Cross-cultural, Language and Academic (CLAD), Cal Poly, SLO, Administrative Services Credential (MCOE)

**Classes:** Ag Science 1, Livestock, Ag Business, Ag Mechanics 1, Ag Mechanics 2

**CDEs:** Milk Quality and Dairy Foods, Grapevine Judging, Grapevine Pruning, Marketing-Cooperatives, PCA-Banking

**LDEs:** Prepared Public Speaking

**SAEs:** Hogs, Sweet Corn Enterprise

Dakota Romans 2019-present

**Education:** BS in Agricultural Education Fresno State. MS in Agriculture Education in Progress at Cal Poly

**Credentials:** Ag Specialist and Single Subject Teaching Credential in Agriculture from Fresno State

**Classes:** Ag Science 1, Ag Biology, Honors Ag Biology

**CDEs:** BIG, Citrus, Marketing Plan

**LDEs:** Job Interview

**SAEs:** Market Goats

Debbie Silva 2019-present

**Education:** BS in Agricultural Education from Fresno State. MS in Agriculture Education in Progress at Cal Poly

**Credentials:** Ag Specialist and Single Subject Teaching Credential in Agriculture from Fresno State

**Classes:** Ag Science 1, Dairy Skills, Floriculture

**CDEs:** Dairy Cattle Judging

**LDEs:** Parliamentary Procedure, Extemporaneous Speaking

**SAEs:** Dairy Cattle
Sammi Slover 2019-2021

Education: Colorado State -Animal Science, BS in Agriculture Education at FSU. MS in Agriculture Education at Cal Poly.
Credentials: Ag Specialist and Single Subject Teaching Credential in Agriculture
Classes: Veterinary Science, Ag Science 1 & 2, Ag Biology
CDEs: Veterinary Science
LDEs: Opening and Closing
SAEs: Market Lambs, Small Animal

Jennifer Sousa 2008-2021

Education: MA in Education / MA AG and Natural Resources
Credentials: Multiple Subject & Ag & Natural Resources
Classes: Ag Science 1 & 2, Ag Biology
CDEs: Cotton, Meats, Ag Issues
LDEs: Creed, Impromptu Speaking
SAEs: Horticulture, Agri-Science

Hector Urueta 2014-2021

Education: BS in Agricultural Education Fresno State. MS in Agriculture Education in Progress at Cal Poly
Credentials: Ag Specialist and Single Subject Teaching Credential in Agriculture from Fresno State
Classes: Ag Mechanics 2, 3, and 4, Small Gas Engines
CDEs: Agriculture Welding, Farm Power
SAEs: Small Animal, Ag Mechanics, Pumpkin Enterprise
SECTION II
THE NATIONAL FFA ORGANIZATION
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

To accomplish its mission, FFA:

- Develops competent and assertive agricultural leadership.

- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.

- Strengthens the confidence of agriculture students in themselves and their work.

- Promotes the intelligent choice and establishment of an agricultural career.

- Encourages achievement in Supervised Agricultural Experience programs.

- Encourages wise management of economic, environmental and human resources of the community.

- Develops interpersonal skills in teamwork, communications, human relations and social interaction.

- Builds character and promotes citizenship, volunteerism and patriotism.

- Promotes cooperation and cooperative attitudes among all people.

- Promotes healthy lifestyles.
FFA Code of Ethics

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

1. Develop my potential for premier leadership, personal growth and career success.
2. Make a positive difference in the lives of others.
3. Dress neatly and appropriately for the occasion.
4. Respect the rights of others and their property.
5. Be courteous, honest and fair with others.
6. Communicate in an appropriate, purposeful and positive manner.
7. Demonstrate good sportsmanship by being modest in winning and generous in defeat.
8. Make myself aware of FFA programs and activities and be an active participant.
9. Conduct and value a supervised agricultural experience program.
10. Strive to establish and enhance my skills through agricultural education in order to enter a successful career.
11. Appreciate and promote diversity in our organization.
Cross Section of an Ear of Corn signifies unity and has historically served as the foundation crop of American agriculture. The Rising Sun signifies progress and holds the promise that tomorrow will bring a new day, shining with opportunity. The Plow signifies labor and tillage of the soil and the historic foundation of our country’s strength. The Eagle symbolizes freedom and our ability to explore new horizons for the future of agriculture. The Owl represents knowledge and wisdom, the owl symbolizes the knowledge required to be successful in the industry of agriculture. The Words “Agricultural Education” and “FFA” signifies the combination of learning and leadership necessary for progressive agriculture.
FFA Official Colors
The official colors of the National FFA Organization are National Blue and Corn Gold. All FFA materials should display these colors.

FFA Motto
The FFA motto gives members 12 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”.

FFA Pledge
The Pledge of Allegiance is the official salute of the FFA organization. To properly conduct the salute, face the United States flag, place the right hand over the left part of the chest and, holding it there, repeat the Pledge of Allegiance.

“I Pledge Allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”
I believe in the future of agriculture, with a faith born not of words but of deeds – achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

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

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

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

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

*The creed was written by E.M. Tiffany and adopted at the Third National FFA Convention. It was revised at the 38th and 63rd Conventions.*
The uniform worn by FFA members at local, state and national functions is called “Official Dress”. It provides identity and gives a distinctive and recognizable image to the organization and its members. Official Dress has been worn with pride by millions of FFA members since 1933.

**Official Dress Guidelines:**
Official Dress for an FFA member includes:
• An official FFA jacket zipped to the top.
• Black slacks and black socks/nylons or black skirt and nude nylons.
• White collared blouse or white collared shirt.
• Official FFA tie or official FFA scarf.
• Black dress shoes with closed heel and toe.
The blue corduroy jacket is the most recognizable symbol of the organization. As a member, it is one of your responsibilities to ensure its proper use. Specific guidelines are outlined below.

- The jacket is to be worn only by members.
- The jacket should be kept clean and neat.
- The back of the jacket should have only a large official FFA emblem, the name of the state association and the name of the local chapter, region, district or area. The front of the jacket should have only a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.
- The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
- The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
- The jacket should only be worn to places that are appropriate for members to visit.
- School letters and insignia of other organizations should not be attached to or worn on the jacket.
- When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
- The emblems and lettering should be removed if the jacket is given or sold to a nonmember.
- A member should act professionally when wearing the official FFA jacket.
- Members should refrain from use of tobacco and alcohol when underage and at all times when representing FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception of a single State FFA Degree charm or American FFA Degree key. These should be worn above the name or attached to a standard degree chain. No more than three medals should be worn on the jacket. These medals, worn in no specific order, should represent

1.) the highest degree earned, 2.) the highest office held and 3.) the highest award earned by the member.
TULARE FFA

HOW TO ORDER A FFA JACKET

Steps to get your very own FFA Jacket!
1. Go to: www.ffa.org
2. Click: Shop FFA
3. Click: Official FFA Dress

Order One Each of the Following:
1. FFA Official Jacket
   a. Men’s or Ladies
      i. Use the sizing guidelines to measure and find your size
      ii. Go for the size that fits your biggest measurement
      iii. Consider a bigger size if you are still growing!
         1. Chapter Number: CA0288
         2. Advisor Name: Michael Mederos
         3. Front Line 1: Your first and last name only
         4. Front Lines 2-4: Leave blank unless you are an officer
         5. Back State Line 1: California
         6. Back Chapter Name Line 2: Tulare

2. Tie or Scarf
   a. Men: "404 Woven Dress Tie"
      OR
   b. Ladies: "GS-2 Woven Waterfall Scarf"

Proceed to Checkout: Double check ALL information before completing your order!
MALE JACKET GUIDELINES

This information should only be used if a student is between sizes or if you are unsure of what to order. Please note: The average height of a male is 5’10”.

The charts below provide you both actual body measurements and actual measurements of the finished jacket. The jacket measurements allow for ease throughout the chest/bust, hem and sleeve areas in order to make the jacket fit comfortably.

Please wear the Official Dress shirt and pant when measuring to ensure proper fit of the Official Jacket. Round up all measurements to the nearest quarter-inch.

HEIGHT: _______ Standing erect near a wall, without shoes and with heels together, eyes straight ahead. Place a ruler on top of the person’s head, level to the floor and mark where it touches the wall. Measure the height of the mark from the floor.

WEIGHT: _______ Weigh person, without shoes, using a standard bathroom scale. Round to the nearest pound.

MALE BODY MEASUREMENTS

<table>
<thead>
<tr>
<th>Measurements below are the actual average body measurements for each size. Use this chart to determine your size.</th>
</tr>
</thead>
<tbody>
<tr>
<td>JACKET ORDER SIZE</td>
</tr>
<tr>
<td>chest</td>
</tr>
<tr>
<td>seat 6” below waist</td>
</tr>
<tr>
<td>shoulder</td>
</tr>
<tr>
<td>back waist length</td>
</tr>
<tr>
<td>arm length</td>
</tr>
</tbody>
</table>

CHEST: With arms at sides, measure under your arms, around the fullest part of the chest and across the shoulder blades.

WAIST: Find the natural crease of your waist by bending to one side. Run tape measure around your natural waistline. Tie a string around your waist as a point of reference for this and other measurements.

SEAT: Using the string as your guide, measure 5 inches down from the waist. At that point, measure around the seat.

SHOULDER: Measure the distance from the bony end of one shoulder straight across to the bony end of the other shoulder.

BACK WAIST LENGTH: Measure the distance from the bone at the base of the neck to the waistline using the string at your waist as your guide.

ARM LENGTH: Bend arm as if to initiate a handshake. Measure the distance from bone at the base of the back of the neck out to the end of the shoulder and down the arm, going around the elbow and ending at the prominent bone at the outside of the wrist.

FINISHED MALE JACKET MEASUREMENTS

<table>
<thead>
<tr>
<th>Measurements below are the finished jacket measurements which provide room for comfort.</th>
</tr>
</thead>
<tbody>
<tr>
<td>JACKET ORDER SIZE</td>
</tr>
<tr>
<td>chest</td>
</tr>
<tr>
<td>hem (seat)</td>
</tr>
<tr>
<td>shoulder</td>
</tr>
<tr>
<td>center back length</td>
</tr>
<tr>
<td>sleeve length</td>
</tr>
</tbody>
</table>
**SIZING GUIDE**

**FEMALE JACKET GUIDELINES**

This information should only be used if a student is between sizes or if you are unsure of what to order. Please note: The average height of a female is 5’ 5”.

The charts below provide you both actual body measurements and actual measurements of the finished jacket. The jacket measurements allow for ease throughout the chest/bust, hem and sleeve areas in order to make the jacket fit comfortably.

Please wear the Official Dress shirt and skirt when measuring to ensure proper fit of the Official Jacket. Round up all measurements to the nearest quarter-inch.

**HEIGHT:** ____________ Standing erect near a wall, without shoes and with heels together, eyes straight ahead. Place a ruler on top of the person's head, level to the floor and mark where it touches the wall. Measure the height of the mark from the floor.

**WEIGHT:** ____________ Weigh person, without shoes, using a standard bathroom scale. Round to the nearest pound.

<table>
<thead>
<tr>
<th>FEMALE BODY MEASUREMENTS</th>
<th>Measurements below are the actual average body measurements for each size. Use this chart to determine your size.</th>
</tr>
</thead>
<tbody>
<tr>
<td>JACKET ORDER SIZE</td>
<td>26  30  32  34  36  38  40  42  44  46  48  50</td>
</tr>
<tr>
<td>bust</td>
<td>28  30  32  34  36  38  40  42  44  46  48  50</td>
</tr>
<tr>
<td>high hip 4” below waist</td>
<td>29.5 31.5 33.5 35.5 37.5 39.5 41.5 43.5 45.5 47.5 49.5 51.5</td>
</tr>
<tr>
<td>arm length</td>
<td>27.5 28.25 29 29.5 30 30.5 31 31.5 31.625 32.25 32.625 33</td>
</tr>
</tbody>
</table>

**BUST:** With arms at sides, measure under your arms, around the fullest part of the bust and across the shoulder blades.

**WAIST:** Find the natural crease of your waist by bending to one side. Run tape measure around your natural waistline. Tie a string around your waist as a point of reference for this and other measurements.

**HIP:** Using the string as your guide, measure 4 inches down from the waist. At that point, measure around the hips.

**SHOULDER:** Measure the distance from the bony end of one shoulder straight across to the bony end of the other shoulder.

**BACK WAIST LENGTH:** Measure the distance from the bone at the base of the neck to the waistline using the string at your waist as your guide.

**ARM LENGTH:** Bend arm as if to initiate a handshake. Measure the distance from bone at the base of the back of the neck out to the end of the shoulder and down the arm, going around the elbow and ending at the prominent bone at the outside of the wrist.

**FINISHED FEMALE JACKET MEASUREMENTS**

Measurements below are the finished jacket measurements which provide room for comfort.

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</tr>
<tr>
<td>bust</td>
<td>34  36  38  40  42  44  46  48  50</td>
</tr>
<tr>
<td>hem (high hip)</td>
<td>32.5 34.5 36.5 38.5 40.5 42.5 44.5 46.5 48.5 50.5 52.5 54.5</td>
</tr>
<tr>
<td>sleeve length</td>
<td>28.0 29.75 30.5 31 31.5 32 32.5 33 33.375 33.75 34.125 34.5</td>
</tr>
</tbody>
</table>
FFA is structured into a degree program that rewards active FFA members for progress in all phases of leadership, skills and occupational development. The Discovery FFA Degree, the Greenhand FFA Degree and the Chapter FFA Degree are awarded at the chapter level. State associations award top members with the State FFA Degree. The highest degree, the American FFA Degree, is conferred upon an elite group of members at the national level. For the most up-to-date degree requirements, visit FFA.org.

**Discovery FFA Degree**

To be eligible to receive the Discovery FFA Degree from a chapter, a member must meet the following minimum requirements:

1. Be enrolled in an agriculture class for at least a portion of the school year while in grades 7-8.
2. Have become a dues-paying member of FFA at local, state and national levels.
3. Participate in at least one local FFA chapter activity outside of scheduled class time.
4. Have knowledge of agriculturally related career, ownership and entrepreneurial opportunities.
5. Be familiar with the local FFA chapter’s Program of Activities.
6. Submit written application for the degree.

**Greenhand FFA Degree**

To be eligible to receive the Greenhand FFA Degree from the chapter, a member must meet the following minimum qualifications:

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the FFA Creed, motto, salute and FFA mission statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate a 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 Official FFA Student Handbook.
7. Submit written application for the Greenhand FFA Degree.
Chapter FFA Degree

To be eligible to receive the Chapter FFA Degree from the chapter, a member must meet the following minimum qualifications:

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 agriculture course.
3. Have participated in the planning and conducting of at least three official functions in the chapter’s Program of Activities.
4. A student after entering agricultural education must have:
   a. Earned and productively invested at least $150 by the member’s own efforts; or worked at least 45 hours in excess of scheduled class time; OR a combination thereof; AND
   b. Developed plans for continued growth and improvement in a supervised agricultural experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA award programs.
8. Have a satisfactory scholastic record.
9. Have participated in at least 10 hours of community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid supervised agricultural experience hours.
10. Submit a written application for the Chapter FFA Degree.

Other requirements may be established by the chapter and/or the state FFA association.
State FFA Degree

To be eligible to receive the State FFA Degree from the state association, a member must meet the following minimum qualifications:

1. Have received the Chapter FFA Degree.
2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
3. While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a supervised agricultural experience program.
4. A student after entering agricultural education must have:
   a. Earned and productively invested at least $1,000; OR
   b. Worked at least 300 hours in excess of scheduled class time; or
   c. A combination thereof, in a supervised agricultural experience program.
5. Demonstrate leadership ability by:
   a. Performing 10 procedures of parliamentary law.
   b. Giving a six-minute speech on a topic relating to agriculture or FFA.
   c. Serving as an officer, committee chairperson or participating member of a chapter committee.
6. Have a satisfactory scholastic record as certified by the local agricultural education instructor and the principal or superintendent.
7. Have participated in the planning and completion of the chapter’s Program of Activities.
8. Have participated in at least five different FFA activities above the chapter level.
9. Have participated in at least 25 hours of community service, within at least two different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid supervised agricultural experience hours. The percentage of the total state membership that may receive the State FFA Degree and other requirements may be established by the state FFA association.
American FFA Degree

To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following minimum qualifications:

1. Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in activities on the chapter and state levels.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program, or have completed at least the equivalent of 360 hours of systematic secondary school instruction in agricultural education and one full year of enrollment in a postsecondary agricultural program, or have completed the program of agricultural education offered in the secondary school last attended.
3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding supervised agricultural experience program, through which the member has exhibited comprehensive planning and managerial and financial expertise.
5. A student after entering agricultural education must have:
   a. Earned at least $10,000 and productively invested at least $7,500; OR
   b. Earned and productively invested $2,000 and worked 2,250 hours in excess of scheduled class time. Any combination of hours, times a factor of 3.56, plus actual dollars earned and productively invested must be equal to or greater than the number 10,000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree.
6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of “C” or better as certified by the principal or superintendent.
7. Have participated in at least 50 hours of community service, within at least three different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid supervised agricultural experience hours.
8. Applicants must complete and submit the current version of the American FFA Degree application authorized by the National FFA Organization.
The key to a successful FFA chapter is active members! When you become actively involved in your chapter, you strengthen the chapter. In return, a strong local chapter provides a solid foundation for your success in FFA and beyond. The experiences of thousands of former FFA members prove that the following features will contribute greatly to the success of your FFA chapter and to your success as well.

1. **FFA Knowledge**
   In a successful FFA chapter, the chapter advisor and all members are aware of and understand the opportunities FFA offers. With this knowledge, FFA members can fully reap the benefits that are available. Make the effort to learn more about the National FFA Organization by reading the Official FFA Student Handbook, the Official FFA Manual and FFA New Horizons magazine.

2. **Challenging Program of Activities (PoA)**
   Chapter goals and activities that build on members’ talents and meet community needs contribute to chapter success. Make sure every member has a role in your chapter’s POA.

3. **Membership Diversity**
   Successful FFA chapters make every effort to encourage a cross section of students to enroll in agriculture courses and join FFA. The goal is for agriculture students and FFA members to be representative of the diversity of the school population. Diversity encompasses everything from where students live and what subjects they’re interested in to their heritage and their activities in the school and community. When the agricultural education program and the FFA chapter reflect the school’s diversity, they can provide greater service to students, their parents and the community.

4. **Shared Responsibilities**
   When all members are active, the entire chapter benefits. In a successful chapter, each member – not just the officers – provides leadership. A member-developed Program of Activities (POA) ensures that each person has specific chapter involvement.

5. **Capable Officers**
   Students elected to officer positions must be qualified and have the dedication necessary to lead the chapter. Successful chapter officers serve as role models for other students.
6. Workable Constitution and Bylaws
A successful chapter’s constitution and bylaws provide the official guidelines under which the chapter operates. They also ensure structure and support, giving the chapter a firm foundation. All chapter decisions ultimately grow out of the chapter’s constitution and bylaws.

7. Proper Equipment and Records
Successful chapters obtain the necessary equipment and supplies to support chapter officers in fulfilling their duties – for example, keeping complete financial and membership records. For a complete list of the necessary equipment that a successful chapter should have, look in the Official FFA Manual.

8. Well-Planned, Regular Chapter Meetings
Before the start of the school year, successful chapters will establish a schedule for chapter meetings at a regular time. Chapter meetings operate with a clear agenda that allows chapter business to be handled efficiently, builds chapter unity and encourages involvement by all members.

9. Adequate Financing
Fundraising projects are essential in FFA. These monies are used to fund important activities, meetings and projects.

10. School and Community Support
A successful chapter strives to meet community needs and works with the local school system to achieve common goals. Many chapter activities depend on local support, so utilizing public relations activities that inform and build ties to the community is important.
SECTION III
TULARE FFA CHAPTER
1. By the end of the 2020-2021 school year Tulare FFA will host 3 more fundraising events, community service activities, charity events, and freshmen activities.

2. By the end of the 2020-2021 school year, Tulare FFA will host a CDE fair in order to raise CDE awareness and involvement.

3. By the end of 2020, Tulare FFA will develop a POA and prepare it for print and disbursement.
Mission: The mission of Tulare FFA is to provide students with premier leadership, personal growth, and career success to prepare them for college and career readiness through academically rigorous agricultural curriculum set by industry and state standards.

Vision: Tulare FFA will integrate both academic and technical preparation through classroom and laboratory instruction, supervised agriculture experience programs and leadership and interpersonal skill development to create students who are prepared for continued training, advanced educational opportunities or career entry. Curriculum will be driven by the industry standards, needed by students in order to be career ready as set forth by current trends in agriculture, based on data provided from industry professionals, and the agriculture education community.

Values:

1. Leadership: Leading through service to others
2. Safety: Providing safe environments
3. Traditions: Acknowledging the traditions of our past in planning our future.
4. Integrity: If it’s not right, we don’t do it
5. Commitment: Committed to student success
6. Relevance: Providing college and career-ready skills
7. Professionalism: Developing leaders of tomorrow by our actions today.
8. Service: Serving the community
9. Relationships: Developing meaningful relationships with all stakeholders
10. Equality: Embracing diversity and inclusion
11. Collaboration: Leverage collective genius
**Agriculture Science 1**
Agriculture I includes the study of a wide range of agriculture areas and careers. Basic areas of study include Careers in agriculture, Future Farmers of America, Plant Science, and Animal Science. Students will be given the opportunity to explain hands on learning as it relates to skills used in Agriculture. Practical application of skills will take place at the High School Farm facilities.

**Agriculture Science 2**
The animal/plant science course, which meets the life science graduation requirement, emphasizes a study of the structure and function of animal and plant system as they relate to agriculture. The various animal/plant systems, nutrition, disease and genetics are among taught. Emphasis is given to the importance of the environment and ecological issues.

**Agriculture Biology**
Agriculture Biology is a one-year laboratory science course, designed for the college-bound student with career interests in agriculture. Principles, concepts and interrelationships of: Plant and animal growth, reproduction, cell biology, genetics, taxonomy, evolution, behavior, nutrition, health, diseases and ecology, similarities between animals and humans are explored. The course is centered on the laboratory component linking life and biological science with agriculture applications. Earth, physical and general science principals will be used to link these applications. Written and oral reporting skills will be emphasized.

**Agriculture Biology Honors**
Honors Agriculture Biology is a one-year laboratory science course, designed for the college-bound student with career interests in agriculture. Principles, concepts and interrelationships of: plant and animal growth, reproduction, cell biology, genetics, taxonomy, evolution, behavior, nutrition, health, diseases and ecology, similarities between animals and humans are explored. The course is centered on the laboratory component linking life and biological science with agriculture applications. Earth, physical and general science principals will be used to link these applications. Written and oral reporting skills will be emphasized through the incorporation of a semester long Agri-Science Fair Project. This Agri- Science Fair Project will emphasize investigation and experimentation skills of the student.
Nursery & Landscape Technology
The Nursery Technology course will provide students the opportunity to gain knowledge and understanding of the horticultural industry. Horticulture is a vital and growing industry in California, one that offers many career opportunities. Course study will include such areas as modern nursery production operations, retail sales, landscape design and construction, landscape maintenance and pest control. Students will make use of greenhouses, shade houses, gardens, orchards and landscape areas.

Floral
This class is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. In addition, all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance and harmony within an arrangement, along with scale, color, and date. The historical and cultural past of the floral industry will be discussed as it relates to modern floral design and tradition

Livestock
This course provides students with the opportunity to explore the various segments of the total livestock industry. Students will learn basic managerial skills involved in the raising of those breeds of sheep, swine and beef that are important to the industry. Feeding practices, basic veterinarian skills, systems of breeding and a study of the various animal systems are among the more significant areas studied.

Dairy Skills
This course is designed for students who are interested in working with dairy cattle as a manager, herdsman, and dairy worker or milkier. Students will gain a knowledge of the basic skills as well as a theoretical basis as it relates to such major areas of study as herd health, nutrition, reproduction, artificial insemination, record keeping, fitting and showing, etc.
Veterinary Science
This class is designed to teach students advanced skills used in animal health and care, focusing primarily on the nutrition, behavior, psychology, handling of and identification of small animal species along with livestock species, prepare students for the animal health field as it relates to veterinary medicine, auxiliary animal health services and products. Students will learn to handle and safely restrain various animals, collect various lab samples, and do simple laboratory tests. Office procedures and records will be stressed as well as oral and written communication.

Agriculture Mechanics 1
The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Topics include technology, physical science principles, construction, mechanics and welding. Students also learn safety principles, electrical wiring, hydraulic technology, and farm power and equipment operation.

Agriculture Mechanics 2
This course includes the study of both arc, oxy-acetylene, TIG and MIG welding. In arc welding, safety procedures, rod identification and stresses of metals are emphasized, plus the student develops a sufficient level of skill to pass a basic industry welding test. The student becomes familiar with and able to weld different metals and alloys. Other skills, such as cutting, brazing, fusion welding, hard surfacing, vertical welding, cutting thick and thin metals, are applied to actual project work, such as trailers, loading chutes, and other agricultural equipment. This course prepares the student for a job in industry for specialized work on large farming operations, or for repair and fabrication work on the home farm.

Agriculture Mechanics 3
This course includes the study of both arc, oxy-acetylene, TIG and MIG welding. In arc welding, safety procedures, rod identification and stresses of metals are emphasized, plus the student develops a sufficient level of skill to pass a basic industry welding test. The Student becomes familiar with and able to weld different metals and alloys. Other skills, such as cutting, brazing, fusion welding, hard surfacing, vertical welding, cutting thick and thin metals, are applied to actual project work, such as trailers, loading chutes, and other agricultural equipment. This course prepares the student for a job in industry for specialized work on large farming operations, or for repair and fabrication work on the home farm.
Agriculture Mechanics 4
This course includes the study of SMAW (Shielded Metal Arc Welding), GMAW (Gas Metal Arc Welding) and GTAW (Gas Tungsten Arc Welding) welding. In SMAW, safety procedures, rod identification and stresses of metals are emphasized, plus the student develops a sufficient level of skill to pass a basic industry welding test. The Student becomes familiar with and able to weld different metals and alloys. Other skills, such as cutting, brazing, fusion welding, hard surfacing, vertical welding, cutting thick and thin metals, are applied to actual project work, such as trailers, loading chutes, and other agricultural equipment. This course prepares the student for a job in industry for specialized work on large farming operations, or for repair and fabrication work on the home farm.

Agriculture Business
This course is designed for advanced study of agriculture business opportunities and economics for the college bound students with interests in agriculture. Through the course, the students will understand and apply basic economic principles as they relate to individual consumers, production agriculture, and agribusiness management. Life skills such as resumes, job applications, interview skills, and college and scholarship applications will be included. The students will develop a “business” that will produce, package, determine prices, and market their products. Students will keep accurate records of expenses, receipts, and profit/loss. At the conclusion of the course, profits will be split equally between the partners.

Agriculture Work Experience
Agriculture Work Experience provides the opportunity for students to experience on-the-job experience in the world of work. Students are placed in agriculture or Agri-business jobs and must complete related instruction assignments as part of the program. The related instruction focuses on the development of proper job habits and attitude and includes individualized instruction, which is directly related to the job. School credit is given and is based on both the employer’s evaluation as well as that of the work experience supervisor.

Small Gas Engines
Small Gas Engines/Power Systems includes the study of basic engine operation principals as well as troubleshooting and the repair of small gas engines in a wide range of agricultural applications. Emphasis is placed on safety, tool and part Identification and engine systems. Students develop a sufficient level of skill to pass a basic industry small engines repair test.
Article I - Names and Purpose

Section A. The name of this organization shall be the “Tulare FFA Chapter”.

Section B. The purposes for which this Chapter was formed are as follows:

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

Article II – Organization

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

Section B. This Chapter accepts in full the provisions in the constitution bylaws of the California Association of FFA as well as those of the National Organization of FFA.

Article III – Membership

Section A. Membership in this chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

Section B. The regular work of this Chapter shall be limited to the Active Membership.

Section C. Honorary Membership in this Charter shall be limited to the Honorary Chapter Farmer Degree.
Section D. Active Members in good standing may vote on all business brought before the Chapter. An active member shall be considered in good standing when:

1. They attend 4 of the chapter meetings/activities during the year.
2. They show an interest in, and take part in the affairs of the Chapter.
3. Have all outstanding debts in financial order.
4. They are a positive representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by the Tulare Joint Union High School Board of Trustees.

Section E. Names of applicants for membership shall be filed with the chapter Secretary.

Article IV - Emblems
Section A. The emblem of the FFA shall be the emblem for the Chapter.
Section B. Emblems used by members shall be designated by the National Organization of FFA.

Article V - Membership Degrees and Privileges
Section A. There shall be four degrees of Active Membership in this Chapter. These degrees are: Greenhand, Chapter Farmer, State Farmer, and American Farmer
Section B. All “Greenhands” are entitled to wear the regulation bronze emblem pin, all members holding the degree of “Chapter Farmer” are entitled to wear the silver emblem pin, all members holding the “State Farmer” degree are entitled to wear the regulation gold emblem charm, and all members holding the “American Farmer” degree are entitled to wear the regulation gold emblem key.
Section C. Minimum qualifications for obtaining the four degrees of Active Memberships shall be those listed in the National FFA Constitution.
Section D. Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.
Section E. To receive the FFA letter, each FFA member must meet the following minimum qualifications:

1. Been enrolled for a minimum of 2 years in agriculture/FFA
2. Show participation in 2 of the following:
   a. 2 years of showing
   b. 2 years on a judging team
   c. 20 hours of community service
3. Show participation in one of the following leadership activities:
   a. 1 speech contest
   b. Served as a chapter, sectional or regional officer.
   c. attended 1 leadership conference
4. Have a minimum of a 3.0 G.P.A. in all agriculture courses.
5. Have an ongoing SAE.
6. Complete the necessary application for FFA letter

Article VI - Officers

Section A. The officers of the Chapter shall be as follows: President, Vice President (Tulare Union, Tulare Western, and Mission Oak), Secretary, Treasurer, Reporter, Sentinel, Historian, and Parliamentarian. The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The Officers shall perform the following duties:

1. The President shall preside over and conduct meetings according to accepted parliamentary procedure, call special meetings, keep members on the subject and within the time limits, appoint committees and serve on them as an ex-officio member to them, call other officers to the Chair as necessary or desirable, represent the Chapter and speak on occasions, coordinate Chapter efforts by keeping in close touch with the other officers and Advisor(s), keep Chapter Activities moving in a satisfactory matter, and represent the Chapter at the National Convention or designate a replacement.

2. The Vice President shall assist the President when needed, have charge of committee work, preside at meetings in the absence of the President be prepared to assume the duties and responsibilities of the president, and obtain end of activity reports from the committee chairpersons. Each vice president is chairmen of their own committees: Community Service, Student Development, and Chapter Development.
3. The Secretary shall prepare and read the minutes of meetings, have available for the President a list of business for each meeting, attend to official correspondences, send out and post notices, count and record rising votes when taken, prepare chapter records, keep the permanent records of the chapter, cooperate with the Treasurer in keeping accurate membership role, issue membership cards, call meetings to order in the absence of a presiding officer, read communications to the members at meetings, keep an updated point award chart with the assistance of the advisor (s), and post the meetings agenda at least 24 hours in advance of the meetings.

4. The Treasurer shall receive and act as custodian of Chapter funds, collect assessments, send in Sectional, State, and National dues, assist in preparing an annual budget, keep the financial statements of the Chapter, pay out funds as authorized, prepare financial statements and reports, build up the Chapter’s financial standing, and submit in writing a financial report at each meeting.

5. The Reporter shall gather and classify Chapter news, prepare news notes and articles for publication or broadcast, contact local newspapers, send news to State or National publication, arrange for FFA participation in local radio and/or TV programs, and keep an up to date Chapter Scrapbook with the assistance of the Chapter Historian. The Reporter shall submit the Chapter scrapbook for judging at the spring Regional Meeting and shall prepare a Chapter Newsletter for publication with the assistance of the Advisor (s).

6. The Sentinel shall set up the meeting room and care for Chapter Paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, and take charge of candidates for degree ceremonies.

7. The Historian shall develop and maintain a scrapbook of memorabilia in which to record the chapter’s history, research and prepare items of significance of the chapter’s history, prepare displays of chapter activities and submit stories of former members to the media, and assist the reporter in providing photography for chapter needs.

8. The Parliamentarian shall be proficient with parliamentary procedure, rule on all questions of parliamentary conduct at chapter meetings, serve as a participant or an ex-officio member of the parliamentary procedure team, conduct parliamentary procedure workshops at the chapter level, and chair observe as ex-officio member on the conduct of meetings committee.

9. The Chaplain shall deliver invocations at all Tulare FFA and Booster functions. The Chaplain will also work in cooperation with the Sentinel to setup meeting rooms and maintain order during the meetings.
10. The Advisor shall supervise chapter activities year round, inform prospective students and parents about FFA, and instruct students in leadership and personal development, build school and community support for the program, encourage involvement of all chapter members in activities, and prepare students for involvement in career development events and leadership programs.

Section B. Officers of the Tulare FFA chapter shall be elected annually at the May meeting. All chapter officer applicants meeting the requirements to serve, as a chapter officer will have their names placed on the ballot. The candidates will fill out and give an application to the chapter advisor by the given deadline. The application will be scored and will provide 25% of the total score for the election process. All candidates will go through an interview before the election meeting, which will count for an additional 25%. Additionally, the prospective members will go through an interview also counting for 25% of the total score with the final 25% of the score being generated from the popular vote. Prior to the election meeting two candidates from each comprehensive school will be slated for the position of vice president of their prospective schools. The balance of the officer team will be generated from those running for chapter office. Members in good standing will have the opportunity to vote for one candidate representing each school for the position of vice president, as well as seven other candidates for each of the chapter offices. The five individuals (grades 10-11) receiving the highest point total (application, interview, and vote) will be elected to the offices of Secretary, Treasurer, Reporter, Sentinel and Parliamentarian. The newly elected officer team will then decide their individual offices. For the offices of Historian and Chaplain, the election will be limited to freshmen candidates, the two candidates receiving the highest point total according to the election guidelines will be elected to office with the highest scoring freshmen candidate being elected to Historian and the second highest point total being elected to Chaplain. In the event there is not at least 2 chapter members, that are sophomores or juniors, for each office, the Tulare FFA chapter will open the election up to freshman members.

Section C. To be eligible to run for a Chapter Office the member must:
1. Sophomores and Juniors must hold the degree of Chapter Farmer. Freshmen candidates must have applied and been a candidate for Greenhand Office.
2. The chapter officer application must be filled out and turned in prior to the given deadline, to the chapter advisor.
3. Be in good standing with the Chapter as outlined in Article III, section D of the Tulare FFA Constitution.
4. Maintain a grade point average of 2.5 or better.
**Section D.** All officers’ vacancies during the term shall be appointed by the chapter officers under the approval of the Advisor.

**Section E.** An officer can be removed from officer team at any time for conducting themselves in a matter that is unbecoming of a chapter officer as determined by their fellow officers and advisor or by not fulfilling the requirements of the office as outlined in their contracts. Possible reasons for impeaching an officer include, but are not limited to: Not fulfilling duties as required by the constitution, not portraying the image of a FFA member as established by the chapter officers and constitution, loosing respect of fellow chapter officers, members, advisors and/or the community.

**Section F.** An officer missing a meeting, leadership conference, or other responsibility must provide a written explanation one day prior to the event, except in uncontrolled circumstances or extreme emergencies.

**Section G.** Any officer placed on academic probation shall, in writing, resign from office at the first appropriate chapter officer executive meeting. This vacant office shall be filled according to the constitution.

**Section H.** Any chapter officer who desires to be a candidate from Tulare for the San Joaquin Regional FFA must:

1. Have an ongoing SAE
2. Hold a degree of Chapter farmer
3. Be in good standing with the chapter
4. Maintain a grade point average of 2.5 or better
5. Be in active member and participate in two fall or one spring judging team
6. Be involved in Parliamentary Procedure, Prepared Public Speaking, Extemporaneous Public Speaking, or Job interview
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### TULARE FFA

#### STUDENT ROSTER

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TULARE FFA SCHOLARSHIP OPPORTUNITIES

The National FFA Organization, California FFA Association and Tulare FFA chapter award scholarships to provide students opportunities to pursue their career and educational goals. Through FFA programs, businesses and individuals sponsor scholarships that are awarded to students with a wide variety of higher education plans and career goals. Each year, students have the opportunity to apply for over 2.1 million dollars in scholarships. Through participation in FFA activities, students have an opportunity to be eligible for scholarships and program not offered through any other program. In fact, FFA offers more opportunities for scholarships than any other high school program. In 2020, 23 program completers in the Tulare FFA program were awarded a total of $377,000.00; of which $151,000 were ag specific scholarships.
ARTICLE I. NAME AND PURPOSE OF THE ORGANIZATION

Section A. The name of this organization shall be the Sequoia Section. This Section is composed of eleven chapters and is a member of the San Joaquin Region.

Section B. The primary aim of the Sequoia Section, is the development of agricultural leadership, cooperation, and citizenship.

ARTICLE II. ORGANIZATION

Section A. The following Chapters are members of the Sequoia FFA Section:

- Dinuba
- Exeter
- Farmersville
- Granite Hills
- Lindsay
- Porterville
- Monache
- Porterville
- Strathmore
- Tulare
- Woodlake
- Porterville -Summit Charter

ARTICLE III. MEMBERSHIP

Section A. Each active chapter in this section shall be entitled to two (2) voting delegates.

Section B. Sectional Officers shall be able to vote, except for sectional officer elections. If a tie should occur, the President shall cast one vote to break the tie.
ARTICLE IV. OFFICERS

Section A. The officers of the section shall be: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Regional Vice President (ex-officio) and Advisor.

Section B. The election of all officers shall be by secret ballot counted by the current and future section advisors as well as the current section officer team.

Section C. Those members wishing to be a sectional officer must submit an application to do so 6 weeks before the election meeting held in May.

Section D. Section officer candidates must have participated in at least 50% of the section activities the year preceding election; to be verified by the chapter advisor.

Section E. Elections

1.) Officer candidate interviews will be conducted by the current section officer team and both the current and incoming section advisors one month prior to the election meeting.

2.) Officer candidates will be selected and slated for offices as determined by the current section officer team.

3.) Only two candidates per office will be slated, totaling twelve (12). A standard “bio” including each candidates top 5 qualifications and picture will be compiled and distributed by the current section secretary two weeks before the elections.

4.) Any member not slated may be nominated to run “off the floor” on the election day provided they have participated in the interviews prior to elections.

5.) Candidates not selected for office may slide to a lower office of election only once.
6.) The President will be slated and voted upon at the same times as the other five constitutional offices.

7.) Officer candidates will give no longer than a two minute speech at the election meeting and will not be allowed to use props of any kind (i.e. posters, pictures, other members, etc.). Additionally, no promotional materials of any kind, by any person, may be used prior to the elections or at the election meeting (i.e. buttons, email, posters, flyers, etc.). Candidates may be available one hour prior to the election meeting for introductions and discussion. Any candidate who does not follow these rules, knowingly or not, will be removed from the ballot prior to election or from the officer team if a problem is discovered at a later time.

Section F. The chapter advisor of the President shall be the advisor of the section.

Section G. All elective officers shall hold the office for one year after election or until their successors are elected, unless removed from office for violation of the “FFA Code of Ethics”. All vacancies may be filled by the president until the next regular meeting.

Section H. A maximum of 2 officers per chapter shall be represented on the sectional officer team. If there are less than 15 members total that submit applications to be a sectional officer, then there may be more than 2 officers that are from the same chapter on the sectional officer team.

Section I. The Regional Vice President from the Sequoia Section will serve as an ex-officio member of the Sequoia Sectional Officer team to relay business between the sectional and regional officer teams. The Regional Vice President will not have voting rights as an officer.

ARTICLE V. MEETINGS

Section A. Meetings shall be called by the president at regular intervals to conduct business.

Section B. All section officers are required to be at every section meeting and/or function unless excused by the section advisor.
ARTICLE VI. DUES

Section A. Annual dues will be $50 per chapter. Dues are due to the permanent section treasurer by October 15th each school year. Dues will be used to offset activity costs, purchase awards, and section officer expenses; the section will pay half of the cost of section officer jackets.

Section B. Failure to pay section dues will result in the loss of voting delegates to the section elections and members being banned from running for sectional office along with the loss of participation at any sectional activities or competitions including but not limited to speaking contests and COLC. Once dues are paid the delinquent chapter may participate.

ARTICLE VII. PROCEDURE

Section A. Parliamentary Procedure used in all meetings will be in accordance with “Roberts Rules of Order” – Most current edition.

ARTICLE VIII. AMENDMENTS

Section A. Proposed amendments to this constitution of the Sequoia Section FFA for adoption shall be submitted in writing to the executive committee for consideration. After reviewing the proposed amendment the executive committee will send a copy to each chapter prior to the next sectional meeting. At the next meeting, following the completion of the above acts, the proposed amendments shall be presented to the voting delegation.

Section B. Amendments to this constitution may be adopted by a two thirds (2/3) vote of the voting delegates present at any regular or special meeting.
SAN JOAQUIN REGION FFA
CONSTITUTION
REVISED February 23, 2018

ARTICLE I. Name and Purpose of the Organization

Section A. The name of this organization shall be San Joaquin Region of the California Association FFA.
Section B. The purposes for which this organization is formed are as follows:

To promote and encourage the fulfillment, on a Regional level, of the FFA Mission and Strategies as outlined in the State Constitution, and, to provide and actively promote activities on a Sectional and Regional basis

Article II. Membership

Section A. The members of this organization shall be all active members in good standing of local Chapters of the San Joaquin Region as defined in the State Constitution.
Section B. To be eligible for office a member must hold the Chapter FFA Degree and have attained not more than a Junior standing in high school at the time of election to office.

Article III. Officers

Section A. The officers of the San Joaquin Region of the California Association, FFA shall be President, Vice Presidents (one from each of the sections who shall serve as liaison to the section), Secretary, Treasurer, Reporter, Sentinel, and Advisor.
Section B. The Regional officers shall have the authority and control over the organization, subject to only such regulations and by-laws as may be adopted by the Regional organization.
Section C. The elected officers of the Region shall be selected annually by a majority vote of the delegates present at a regular Regional Meeting held in the spring of each year. The Regional advisor is automatically elected by reason of his/her position in the State Department of Education as Regional Supervisor of the San Joaquin Region.

Section D. All elected Regional Officers shall hold office from their installation at the Spring Region Meeting of the year in which they are elected until the following Spring Region Meeting, unless removed from office for cause by the Regional Officer Team.

Section E. All elected Regional Officers must remain in good standing with their local chapter and follow the region officer contract during their year of service as a regional officer.

Section F. In replacing the Regional President, the first Vice President for that year shall be promoted to the office of Regional President.

Section G. All other Regional Officer vacancies shall be filled by appointment by the Regional President until the next election.

Section H. Elected Regional Officers shall not serve as a Sectional Officer during their year of service as a Regional Officer.

Article IV. Dues

Section A. Regional dues may be established annually by majority vote of the Regional Officer Team.

Section B. Regional dues, if levied, become delinquent on November 1 of each year. Chapters not submitting Regional dues by the Spring Regional Meeting are not eligible to participate in that meeting.

Article V. Meetings

Section A. In the spring of each year the Regional FFA officers shall conduct a regional meeting.

Section B. The Regional officers shall meet at a planning meeting prior to each scheduled Regional Meeting.
Section C. Special meetings may be called at any time by the President.

Article VI. Amendments

Section A. Amendments to the Regional FFA constitution shall be submitted by the Chapter in writing to the Regional officers for consideration. Also, the Regional officers may make recommendations for consideration. The recommendations submitted shall be prepared for voting at a Regional Meeting.

Section B. Amendments to this constitution may be adopted by a two thirds vote of the delegates voting at a Regional meeting.

Section C. Recommendations for constitutional revision must be submitted to the Chapters at least two weeks prior to the Regional Meeting.

Section D. The Regional Officers are empowered to annually review and revise these by-laws to eliminate conflict with the State FFA By-Laws.
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BY-LAWS

REVISED February 23, 2018

ARTICLE I. OFFICERS

Section A. Procedure of Election

1. Current members of the Regional Officer Team, sitting as a Nomination Committee, shall nominate two candidates for each office. In the case a section has no eligible Regional Officer Member the regional president shall appoint a sectional officer from that section to serve.
2. Members of the Regional Officer Team who are candidates for Regional Office may not serve on the Nominating Committee.
3. The Regional Officers will be elected by a majority vote of delegates present at the Spring Regional FFA Meeting.
4. Only persons who have been interviewed by the Nominating Committee may be nominated from the floor.
5. All Regional Officer candidates must be in Official FFA dress uniform at the Regional Officer screening and at the Spring Regional FFA Meeting. In addition, No campaign material will be allowed before, or at, the Spring Regional Meeting. This includes distribution, mailing, texting or exhibiting of business cards, flyers, posters, buttons, letters of support, emails, electronic posts, etc. Any Regional Officer candidate not complying to this rule will forfeit their opportunity to run for Regional FFA Office.
6. The No campaign material rule also pertains to other entities wishing to support a particular candidate.
7. To serve as a Regional Officer a student must hold the Chapter FFA Degree, must have cumulative GPA of 2.5 or better, and must submit a completed application by the date specified on the application.

Section B. Duties

1. President

   a. It shall be the duty of the President to preside over all meetings of the San Joaquin Region of the California Association, FFA and over all meetings of the Regional Officers.

   b. The President shall call two Regional Meetings each year on such a date and at such a place as shall be fixed by a majority vote of the Regional Officers.

   c. The President shall call special meetings of the Regional Organization or of the Regional Officers as necessary.

2. Vice President

   a. The Vice President shall assume the duties of the President in the event that the office becomes vacant by resignation or otherwise. The order of the acting Vice President shall be:

      2019-2020 Tulare-Kings Section
      2020-2021 Sequoia Section
      2021-2022 South Valley Section
      2022-2023 Kern-Inyo Section
      2023-2024 East Fresno-Madera Section
      2024-2025 West Fresno-Madera Section

   b. The Vice President shall preside over all meetings and shall assume other duties of the President as are assigned by the Regional Officers.

   c. In addition, the Vice President shall serve as ex-officio members of the Sectional Officer team to relay business between the section and region. The Regional Vice President, who shall be present at all sectional meetings and activities, shall not have voting rights as a sectional officer.
TULARE FFA

CALIFORNIA STATE CONSTITUTION

3. Secretary
   a. The Secretary shall perform the duties of the office such as keeping an accurate record of minutes of the Regional Organization and the Regional Officers.

4. Treasurer
   a. The Treasurer shall perform the duties common to the office and other duties as directed by the Regional Advisor or the regional officers.

5. Reporter
   a. It shall be the duty of the Reporter to prepare news notes suitable for publication, particularly in the California Association publication. Other duties may be assigned by the Regional Officers.

6. Sentinel
   a. It shall be the duty of the Sentinel to assist in the conduct of all Regional Meetings, by greeting guests, seating delegates, arranging equipment, and carrying out other duties as assigned by the President.

7. Regional Advisor
   a. The Regional Advisor serves as a member of the Regional Officer Team and an ex-official member of all committees. It is his/her duty to advise the Regional Officers and other committees on matters of policy and assist the Regional Officers in conducting meetings and programs.

ARTICLE II. VOTING DELEGATES

Section A. Each chapter in good standing is entitled to two voting delegates to represent their Chapter at all Regional Meetings.
National FFA Constitution

(As amended at the 92nd National FFA Convention, October 2019 and ratified by the National FFA Board of Directors, Nov. 11, 2019.)

Article I. Name

The Future Farmers of America organization shall be known and shall do business as the National FFA Organization. Recognized units of the organization may officially use the letters “FFA” and/or the words “Future Farmers of America” to designate the organization, its units and/or members.

Article II. Objectives of the Organization

The objectives of the organization shall be consistent with the organization’s federal charter, Public Law 116-7 (formerly Public Laws 105-225 and 81-740). The organization shall cooperate with national and state government agencies and officials in career and technical education to accomplish the following objectives:

1. To be an integral component of instruction in agricultural education, including without limitation, agriculture, food, and natural resources. As such, the corporation shall be intra-curricular to the agricultural education program, and will work with contextual classroom/laboratory instruction and work-based experiential learning in furtherance of a complete and comprehensive agricultural education program;

2. To be an integral component in agricultural education, to prepare students for successful entry into productive careers in agriculture, food and natural resources, or connect students to relevant postsecondary educational pathways, focusing on the complete delivery of classroom and laboratory instruction, work-based experiential learning and leadership development;

3. To be a resource and support organization that does not select, control or supervise state association, local chapter or individual member activities. The corporation will develop educational materials, programs, services and events as a service to state and local agricultural education agencies;

4. To seek and promote inclusion and diversity in its membership, leadership and staff to reflect the corporation’s belief in the value of all human beings;
5. To create, foster and assist subsidiary chapters in state-or ‘territory-approved agricultural educational programs and associations of those chapters in the States, territories, and possessions of the United States;

6. To build character and develop competent and assertive agriculture leadership;

7. To increase awareness of the global and technological importance of agriculture, food and natural resources and its contribution to our well-being;

8. To promote the intelligent choice and establishment of a career in agriculture, food and natural resources;

9. To make available to state associations, local chapters and members, all official supplies, equipment, programs and services of the corporation;

10. To cooperate with others, including state boards and officials for career and technical education, in accomplishing the foregoing purposes; and

11. To engage in other activities, consistent with these purposes, determined by the governing body to be for the best interests of the corporation.

Article III. Organization
Section A
The National FFA Organization is the organization of, by and for students enrolled in agricultural education programs. It shall consist of chartered state associations composed of not less than four chapters chartered by a state association and having a total student membership of not less than 125 members. In the event a state association falls below the 125 members and four chapters, it shall remain as a chartered state association of the National FFA Organization. More than one chapter may be chartered in a school when deemed appropriate by the state governing body.
Section B
Chapters of the National FFA Organization shall be chartered only in such schools where recognized systematic instruction in agricultural education is offered under the provisions of federal vocational education legislation. Such chapters shall operate as an integral part of the instructional program of agricultural education.

Schools with large enrollments and/or multiple programs in agricultural education may establish subsidiary chapters of the parent chapter. Each subsidiary chapter shall be organized and operated in accordance with all the provisions of the national, state and local constitutions. Subsidiary chapters shall be coordinated by the officers and advisors of the parent chapter.

Section C
Students enrolled in agricultural education may meet in state convention, adopt a constitution which shall not conflict with that of the national organization, elect officers, develop a Program of Activities and apply to the national organization for a state association charter. Upon receipt of a charter from the national organization, the state association shall be part of the National FFA Organization and shall be empowered to charter local chapters.

Article IV. Procedures for Determining Standing of State Associations and Chapters

Section A
A state FFA association shall be in good standing with the National FFA Organization when the following conditions are met:

1. All annual national dues or program affiliation fees have been paid to the National FFA Organization or shown by postmark or other reliable evidence to have been mailed to the national FFA treasurer on or before May 15.

2. All reports have been submitted to the national organization as requested by the National FFA Board of Directors.

3. Provisions of the state FFA constitution do not conflict with the National FFA Constitution and association activities are in harmony with the ideals and purposes of the National FFA Organization.
The National FFA Board of Directors shall have the power to suspend the charter of any state association which violates the National FFA Constitution and Bylaws. A report of all suspensions shall be presented by the Board to the delegates at the next succeeding national convention. In the event a state association is not in good standing at the time of the opening of a national convention, the delegates in session at that national convention shall have the power, upon recommendation of the National FFA Board of Directors, to withdraw the charter and refuse such association official representation at the annual national convention. When such action is taken, the association in question and the chapters and members thereof shall be denied the privileges of membership in the organization. Upon meeting the requirements for good standing, a state association may be reinstated by action of the National FFA Board of Directors.

Section B
A chapter shall be in good standing with the state association when the following conditions are met:
1. All annual, state and national dues or program affiliation fees have been paid by the date determined by the state association.
2. All reports have been submitted as requested by the state association.
3. Provisions of the chapter constitution do not conflict with the State or National FFA Constitutions and chapter activities are in harmony with the ideals and purposes of the National FFA Organization.

The governing body of the state association shall have the power to suspend the charter of any chapter which violates the state or National FFA Constitution and bylaws. A report on all suspensions shall be presented to the delegates at the next succeeding state convention. In the event a chapter is not in good standing with the state association at the time of the opening of a state convention, the delegates in session at that state convention shall have the power, upon recommendation of the state association governing body, to withdraw the charter and refuse such chapter official representation at the state convention. When such action is taken, the chapter in question and members thereof shall be denied the privileges of membership in the state association. Upon meeting the requirements for good standing, a chapter may be reinstated by action of the state association governing body.
In the event a local department of agricultural education is discontinued, its chartered FFA chapter may officially operate for a period not to exceed three years (36 months) from the date of discontinuance, provided proper supervision is given by a person having the approval of the local school administrator and the state FFA advisor. The chapter’s charter must be surrendered to the state advisor at the end of the three-year period if a local department of agricultural education is not in operation in the school at that time.

**Article V. Membership**

*Section A*

Membership in the National FFA Organization shall be of two types: student and adult.

*Section B*

Student Membership - To be eligible for membership in a chartered FFA chapter, a student must be enrolled in a secondary agricultural education program. State associations may consider “secondary agricultural education programs” to be grades 7-12.

To become a student member and retain membership, a student must:

1. While in school, be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study; either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.
2. Show an interest in the affairs of the organization by attending meetings, striving for degrees of membership and participating in other organized activities of the chapter.
3. Pay all current state and national dues or program affiliation fee by the date determined by the chapter.
4. Display conduct consistent with the ideals and purposes of the National FFA Organization.
A member may retain student membership until November 30, following the fourth National FFA Convention after graduation from high school. A member in good standing at the time of induction into the armed forces of the United States of America or into the FFA international program shall be in good standing during the period of active service without further payment of dues or attendance at meetings. Time spent in the armed forces or FFA international program shall not be considered as elapsed time in determining the maximum period of four conventions following graduation from high school or leaving high school. Members using this waiver of service time for the purpose of maintaining student membership for application for advanced degrees of membership must resume active participation within six months after having been honorably discharged from military service or completing their FFA international program and indicate such a desire by paying dues and attending meetings. Members participating in a six-month armed services program or participating in the FFA international program for six months shall be eligible for one full year of extended membership. No individual may retain student membership beyond his or her twenty-third birthday.

Section C
Adult Membership - Membership shall be open to former student members and honorary degree recipients, present and former professional agricultural educators, parents of FFA members and others interested in and supportive of the FFA.

Article VI. Degrees and Privileges of Membership

Section A
There shall be five degrees of student membership based on individual achievement. These are the Discovery FFA Degree, Greenhand FFA Degree, the Chapter FFA Degree, the State FFA Degree and the American FFA Degree. The national organization shall set the minimum qualifications for each degree. The Discovery FFA Degree is intended for use in state associations and local chapters where middle school membership is offered. Receipt of this degree is not necessary in order to obtain the Greenhand FFA Degree or subsequent degrees.
Section B
Discovery FFA Degree - To be eligible to receive the Discovery FFA Degree from a chapter, the member must meet the following minimum requirements:

1. Be enrolled in agricultural education class for at least a portion of the school year while in grades 7-8.
2. Have become a dues paying member or included in the program affiliation fee of the FFA at local, state and national levels.
3. Participate in at least one local FFA chapter activity outside of scheduled class time.
4. Have knowledge of agriculturally related career, ownership and entrepreneurial opportunities.
5. Be familiar with the local FFA chapter program of activities.
6. Submit written application for the degree.

Section C
Greenhand FFA Degree - To be eligible to receive the Greenhand FFA Degree from the chapter, the member must meet the following minimum qualifications:

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the FFA Creed, motto, salute and FFA Mission Statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate a 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 written application for the Greenhand FFA Degree.
Section D
Chapter FFA Degree - To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following minimum qualifications:

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. Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. A student after entering agricultural education must have:
   a. earned and productively invested at least $150 by the member's own efforts; or
   b. worked at least 45 hours in excess of scheduled class time; or
   c. a combination there of and have developed plans for continued growth and improvement in a supervised agricultural experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA award programs.
8. Have a satisfactory scholastic record.
9. Have participated in at least 10 hours of community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.
10. Submit a written application for the Chapter FFA Degree.

Other requirements may be established by the chapter and/or the state FFA association.
Section E
State FFA Degree - To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:

1. Have received the Chapter FFA Degree.
2. Have been a student FFA member and paid membership dues for two years at the time of receiving the State FFA Degree.
3. While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a supervised agricultural experience program.
4. A student after entering agricultural education must have:
   a. earned and productively invested at least $1000; or
   b. worked at least 300 hours in excess of scheduled class time; or
   c. a combination of these, in a supervised agricultural experience program.
5. Demonstrate leadership ability by:
   a. Performing 10 procedures of parliamentary law.
   b. Giving a six-minute speech on a topic relating to agriculture or the FFA.
   c. Serving as an officer, committee chairperson or participating member of a chapter committee.
6. Have a satisfactory scholastic record as certified by the local agricultural education instructor and the principal or superintendent.
7. Have participated in the planning and completion of the chapter Program of Activities.
8. Have participated in at least five different FFA activities above the chapter level.
9. Have participated in at least 25 hours of community service, within at least 2 different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.
The percentage of the total state membership which may receive the State FFA Degree and other requirements may be established by the state FFA association.

Written records of achievement of all requirements, verified by the chapter FFA advisor, shall be submitted to the state association at least one month prior to the state FFA convention at which the State FFA Degree is to be received. The state advisor shall provide for review of the records and submit a recommendation to the state association governing body, which shall nominate at the state FFA convention the candidates who have been found worthy to receive the honor. The State FFA Degree will be conferred upon the candidates subject to approval by the delegates at the state convention.

Section F
American FFA Degree - To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following minimum qualifications:

1. Have received the State FFA Degree, have been a student member for the past three years (36 months) and have a record of satisfactory participation in the activities on the chapter and state levels.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program or to have completed at least the equivalent of 360 hours of systematic secondary school instruction in agricultural education and one full year of enrollment in a postsecondary agricultural program or have completed the program of agricultural education offered in the secondary school last attended.
3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding supervised agricultural experience program through which a member has exhibited comprehensive planning, managerial and financial expertise.
5. A student after entering agricultural education must have:
   a. earned at least $10,000.00 and productively invested at least $7,500.00; or
b. earned and productively invested $2,000.00 and worked 2,250 hours in excess of scheduled class time. Any combination of hours, times a factor of 3.56, plus actual dollars earned and productively invested must be equal to or greater than the number 10,000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree.

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

7. Have participated in at least 50 hours of community service, within at least 3 different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.

Section G
Honorary FFA Degree - Farmers, school superintendents, principals, members of boards of education, chapter advisors, teachers, staff members in agricultural education, business people and others who are helping to advance agricultural education and the FFA and who have rendered outstanding service, may be elected to receive an honorary FFA degree by a majority vote of the members present at any regular meeting or convention.

The Honorary FFA Degree shall be limited to the Honorary Chapter FFA Degree in the local chapter, Honorary State FFA Degree in the state association and the Honorary American FFA Degree in the national organization. All Honorary Degree recipients will be considered alumni/adult members as part of their Honorary Degree.

Article VII. Procedure for Selecting American FFA Degree Recipients
Section A
Applications for the degree must be approved by the state advisor or representative (s) thereof and be received by the national organization not later than midnight of June 30 or show by postmark or other reliable evidence to have been mailed to the national organization on or before June 15, prior to the national convention at which the degree is to be received.
Section B
Applications must be submitted on the official form provided by the National FFA Organization.

Section C
The National FFA Board of Directors shall review the American FFA Degree applications and recommend those candidates meeting the minimum qualifications. Final approval of the candidates shall be given by the delegates present at the national FFA convention.

Article VIII. Emblem
Section A
The official emblem of the National FFA Organization shall include five symbols, namely: the plow, representing labor and tillage of the soil; the owl, representing wisdom; the rising sun, representing progress; a cross-section of an ear of corn, representing common agricultural interests; and an American eagle surmounting the cross-section of the ear of corn, representing the national scope of the organization. The emblem shall also include the letters “FFA” and the words “Agricultural Education.”

Section B
The emblem shall be uniform in all state associations and recognized units thereof. All members shall be entitled to display the emblem.

Section C
Greenhand FFA Degree recipients shall be entitled to wear the official bronze emblem pin; Chapter FFA Degree recipients shall be entitled to wear the official silver emblem pin; State FFA Degree recipients shall be entitled to wear the official gold emblem charm; and American FFA Degree recipients shall be entitled to wear the official gold emblem key.

Section D
Honorary Chapter FFA Degree recipients shall be entitled to wear either the official silver or gold emblem pin; Honorary State FFA Degree recipients shall be entitled to wear the official gold emblem charm; and Honorary American FFA Degree recipients shall be entitled to wear the official gold emblem key.

Section E
FFA advisors shall be entitled to wear the official gold owl pin.
Article IX. National Officers and Procedures for Election

Section A
The elected officers of the National FFA Organization shall be a president, four vice presidents (one from each of four regions of the United States established in the bylaws) and a secretary.

Section B
The elected officers shall constitute the board of student officers. It shall be the duty of this board to advise and make recommendations to the National FFA Board of Directors with respect to the activities and business of the organization.

Section C
A state FFA association may recommend one candidate for national office each year. The state’s candidate shall be approved by the state advisor on a nomination form submitted to the national executive secretary on or before August 1. All candidates shall be notified as to their eligibility on or before August 15. Those declared ineligible may file an appeal with the national advisor not later than September 1. The FFA Governing Committee shall vote on any appeal and formally notify the candidate of their decision no later than September 15.

Section D
The national officers shall hold the American FFA Degree at the time of their election and must be student members for the duration of their term in office. They shall be elected annually by a majority vote of the delegates assembled at the national convention. A member cannot hold a national office and a state office at the same time.

Section E
A nominating committee consisting of nine official national convention delegates—one chairperson selected at large and two from each of the four regions—shall study and review the qualifications of each eligible candidate. This committee shall submit its nominations to the delegates assembled at the national convention.
Section F
The president and the secretary shall be elected from the candidates at large. The position of the vice presidents shall follow a four-year rotational cycle. The region from which the second vice president is elected during the current year shall be entitled to the first vice president the next succeeding year and so on for the other offices.

Section G
National FFA officers shall serve from one national convention through the next succeeding national convention and shall not be re-elected, nor eligible for election to another national office. In the event a national convention is not held in any given year, the National FFA Board of Directors shall make provisions for the appointment of national officers for the next succeeding year. The National FFA Board of Directors shall have the power to appoint a qualified member to fill any office which becomes vacant between national conventions.

Article X. State and Chapter Officers
Section A
The officers of the state FFA associations shall be: president, vice president, secretary, treasurer, reporter and sentinel. Other officers may be elected as deemed appropriate by the state advisor and/or state FFA governing body. The state supervisor of agricultural education shall be the state FFA advisor. An executive secretary, executive treasurer, executive secretary-treasurer and/or other state FFA officials may be named by the state advisor subject to the approval of the state FFA governing body. All state FFA officers shall be elected annually by a majority vote of the delegates present at any regular convention of the state association.

Section B
The officers of an FFA chapter shall be: president, vice president, secretary, treasurer, reporter and sentinel. Other officers may be elected as deemed appropriate by the local advisor and/or governing body. The teacher (s) of agricultural education shall be the FFA advisor (s). Chapter officers shall be elected annually or semi-annually by the members present at any regular meeting of the chapter.
Section C
If a state association has been chartered for two years or more, all state officers shall have attained the State FFA Degree. If a chapter has been chartered for two years or more, all chapter officers shall have attained the Chapter FFA Degree.

Article XI. Meetings and Conventions

Section A
Except in case of an extreme emergency declared by the National FFA Board of Directors, a convention of the National FFA Organization shall be held annually. The purpose of the national convention shall be to conduct the business of the national organization and to recognize outstanding achievements of FFA members and chapters. The time and place of the convention shall be determined by the National FFA Board of Directors.

Section B
At the national convention an official delegate assembly limited to 475 delegates will convene. This delegate body will consist of two official delegates from each state association to be designated as chair and vice chair of the state delegation, plus additional official delegates based on the individual state association’s percentage of national FFA membership. The delegates shall be selected by the state FFA association. A quorum shall exist when both the following conditions are met at the time business is conducted: a majority of the official delegates registered at the national convention are present and at least twenty-six (26) state associations are represented by official delegates. Business items shall only be considered when approved by a delegate committee or by a two-thirds vote of the delegate body, except for proposed amendments to the Constitution and Bylaws meeting the requirements outlined in Article XVI.

Section C
Except in case of extreme emergency, a convention of the state FFA association shall be held annually prior to the national convention at a time and place to be determined by the governing body of the state FFA association. The state association shall determine the number and method of selection of delegates to the state convention.
Article XII. Committees

Section A
Governing Committee - The National FFA Board Chair and National Advisor, National FFA Executive Secretary, and National FFA Treasurer shall constitute the Governing Committee and shall have the power to deal with items of business of the national organization between the meetings of the National FFA Board of Directors. The National FFA Board of Directors may appoint additional individuals to the Governing Committee, so long as such individuals are members of the National FFA Board of Directors. Additionally, the National FFA President and National FFA Chief Executive Officer may be extended an invitation by the National FFA Board Chair to serve as ex-officio, non-voting members of the Governing Committee. All official actions of the Governing Committee shall be reported and ratified to the National FFA Board of Directors at the next regular board meeting.

Section B
Standing Committees - In addition to the Governing Committee, there shall be three additional standing committees for the National FFA Organization:

1. The National FFA Officer Nominating Committee, appointed by the National FFA President, shall place in nomination the candidates for the Board of Student Officers;
2. The Finance Committee shall review FFA’s financial statements and the auditors’ report(s) on all FFA financial accounts. The Finance Committee shall consist of the National FFA Treasurer, who shall serve as the Committee Chair, and two additional voting board members, as determined by the Board of Directors. The Finance Committee shall work collaboratively with the Finance Committee of the National FFA Foundation, Inc. The National FFA Chief Financial Officer (CFO) shall serve as an ex-officio, non-voting member on the Finance Committee.
3. Board Nominating Committee - The National FFA Board Chair, three voting board members appointed by the National FFA Board, and one National FFA Student Officer appointed by the Board of Student Officers, shall serve on the Board Nominating Committee. The Board Nominating Committee, as appropriate, shall evaluate and make recommendations to the Board of Directors regarding individuals to serve on the Board of Directors and as Officers of FFA.
4. The Board of Directors may authorize additional committees for the National FFA Organization, as the Board deems necessary and appropriate.

Article XIII. National Board of Directors

Section A
1. The National FFA Board of Directors shall be the governing body of the organization. The Board of Directors shall consist of:
   a. The United States Secretary of Education, or the Secretary’s designee who has experience in agricultural education, the FFA, or career and technical education;
   b. One (1) National Council for Agricultural Education Representative;
   c. Four (4) Agricultural Education State Staff;
   d. Two (2) Agricultural Education Teacher Educators;
   e. Two (2) Agricultural Education Teachers/Chapter FFA Advisors;
   f. One (1) Agricultural business and industry representative;
   g. The National FFA Executive Secretary; and
   h. The National FFA Treasurer.

2. Board member qualifications, terms of office, and method of selection shall be prescribed in the National FFA Bylaws.

3. The National FFA Board of Directors shall meet at least once per year at such time and place as prescribed by the Board.

Section B
Governing Committee
The chairperson and two members of the National FFA Board of Directors shall be designated by the board to serve as the Governing Committee and shall have the power to deal with items of business of the national organization. All official actions of the Governing Committee shall be reported to the National FFA Board of Directors.
Article XIV. Dues

Section A
Annual membership dues and program affiliation fees of the National FFA Organization shall be established by a majority vote of the delegates at the national convention. In the event the annual national convention is not held and/or the official delegates fail to set dues and program affiliation fees, the annual membership dues and program affiliation fees of the national organization will remain the same as the previous year. The National FFA Board of Directors shall submit its recommendation concerning dues and program affiliation fees to each state association at least 45 days prior to the National FFA Convention.

Section B
The membership year of the National FFA Organization shall be from August 1 to July 31.

Section C
Annual membership dues and program affiliation fees of a state FFA association shall be established by a majority vote of the delegates present at the state FFA convention.

Section D
The annual membership dues and program affiliation fees of a chapter shall be established by a majority vote of the members at a regular chapter meeting.

Article XV. Parliamentary Authority
The rules contained in the current edition of Robert's Rules of Order, Newly Revised shall govern the National FFA Organization in all cases to which they are applicable and in which they are not inconsistent with this constitution and bylaws, any special rules of order the National FFA Organization may adopt and any statutes applicable to this organization that do not authorize the provisions of this constitution and bylaws to take precedence.
Article XVI. Amendments

Section A
Proposed amendments to the National FFA Constitution and Bylaws may be submitted by a state FFA association, the board of student officers or the National FFA Board of Directors. Proposed amendments from a state FFA association must be submitted in writing to the national organization by January 1 for review by the National FFA Board of Directors. All proposed amendments to the National FFA Constitution and Bylaws must be submitted by the national advisor to the state FFA associations by March 1. The board of student officers shall present their recommendations concerning each amendment to the delegates at the national convention.

Section B
An amendment to the National FFA Constitution may be adopted by a two-thirds vote of the official delegates at the national FFA convention. An amendment to the bylaws shall require a majority vote of the official delegates at the national FFA convention.

Section C
Amendments to the bylaws must not conflict with the National FFA Constitution.
Committees are a great way for students to get involved and help plan various activities in our chapter. They offer leadership opportunities to any student looking to be immersed in FFA. Committees meet once a month, typically on Friday mornings before school. There are three committees you can choose to participate in: Building Communities, Growing Leaders, and Strengthening Agriculture. Each one is responsible for planning and implementing certain activities. The committee chairs are composed of our three vice presidents, while the overarching committee is led by our president. That overarching committee is known as the Executive Committee.

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<tr>
<th>Committee</th>
<th>Chair</th>
<th>Members</th>
<th>Quality Standards</th>
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<tr>
<td>Building Communities</td>
<td>Mission Oak Vice President: Bryce Nagel</td>
<td>Alexis Carver, Autumn Carver, Brenda Monje, Bryce Nagel, Chloe Roberts,</td>
<td><strong>Environmental</strong> Activities conducted to preserve natural resources and develop</td>
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<td>Officers: Isabella Ribeiro, Liezel Casillas</td>
<td>Dawson Faria, Isabella Ribeiro, Jacqueline Simmons, Javier Cervantes,</td>
<td>more environmentally responsible individuals.</td>
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<td>John Michael Ribeiro, Joselena Gonzalez, Joseph Machado, Kaileigh Russell</td>
<td><strong>Human Resources</strong> Activities conducted to improve the welfare and well-being of</td>
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<td>Kayden Meneses, Kilee Faria, kyra hubbs, Liezel Casillas, Lilith</td>
<td>members and citizens of the community.</td>
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<td>Martinez, Lindsay, Melissa Iniguez, Nicole Tristao, Olivia Machado,</td>
<td><strong>Citizenship</strong> Activities conducted to encourage members to become active,</td>
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<td>Selena Saldana, Tanner Mederos, Teagan Perryman</td>
<td>involved citizens of their school, community and country.</td>
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<td><strong>Stakeholder Engagement</strong> Activities conducted to develop teamwork and</td>
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<td>cooperation between the local chapter and stakeholders.</td>
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<td><strong>Economic Development</strong> Activities conducted to improve the economic welfare</td>
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| Growing Leaders      | Tulare Union Vice President: Emily Irving  
Officers: Emma Coelho  
Avery Coelho  
Kurtis Ashford | Avery Coelho  
Ruvi Lopez  
kayden meneses  
Lilibeth Martinez  
Breanne Romero  
Khloe Arzola  
Emma Coelho  
Taylor Sousa  
Jasmine Ramirez  
Adrian Fuentes  
Jimena Yanez  
Dallanara Gonzalez | Leadership  
Activities that help the individual develop technical, human relations and decision-making skills to grow leaders.  
Healthy Lifestyle  
Activities that promote the well-being of students mentally or physically, in achieving the positive evolution of the whole person.  
Scholarship  
Activities that develop a positive attitude toward lifelong learning experiences.  
Personal Growth  
Activities conducted that improve the identity and self-awareness of members. These activities should reflect members’ unique talents and potential by reinforcing their human and employability skills. The activities should strive to enhance the quality of life and contribute to members’ life goals and development.  
Career Success  
Activities that promote student involvement and growth through agriculture-related experiences and/or entrepreneurship and promote career readiness |
<table>
<thead>
<tr>
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<th>Chair</th>
<th>Members</th>
<th>Quality Standards</th>
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<td>Tulare Western Vice President: Michaela Mederos</td>
<td>Abby Garcia, Anthony Marquez, ava valadão, Brooke Fay, Corbett Vander Feer, Diego Mora, Emma Alvarado, Emma Hastings, Gianna Fernandes, Isabella Zavaleta, Jillian Fernandes, Jillian Garcia, Jorge Martin, Julia Doyer, Katherine Vejar, Keegan Yancy, Lauren Quinn, Mason Bessinger, Mason Hatton, Michaela Mederos, Natalie Velasquez-Gamboa, Rex Vander Feer, Ricardo Loza Garcia, Roger Reed, Saige Santos, Sophia Gomes, Sophia Gonzalez</td>
<td>Support Group Activities conducted to develop and maintain positive relations among FFA, parents and community leaders interested in supporting agricultural education. Chapter Recruitment Activities conducted to increase agricultural education enrollment and/or FFA membership and encourage greater participation. Safety Activities that enhance safety in the community. Agricultural Advocacy Activities conducted to articulate and promote agricultural programs, practices, policies and/or education to elicit action. Agricultural Literacy Activities that help consumers become better informed about the production, distribution and daily impact of food, fiber and fuel.</td>
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SECTION IV
TULARE FFA
HISTORY
In 1922, Tulare High School hired its first Agriculture Teacher and the Tulare High School Agriculture Education was born. In 1928 at a convention in Kansas City, the Future Farmers of America was organized based on a club started in 1920 in Virginia. During that same year in 1928, Tulare FFA was chartered as Chapter 16 of the California Association. The Tulare High School Agriculture Program has always maintained a strong hands-on approach to Agriculture Education through its use of its 90 acre facility consisting of full livestock facilities, Ornamental Horticulture laboratory, full functional dairy laboratory facility, and the 60 acre crop science laboratory. Originally, the dairy consisted of a Guernsey herd which shipped to Nielsen's on J st. in Tulare. In 1964 the dairy switched to a predominantly Holstein herd which was shipped to Dairyman’s Cooperative Creamery Association. In 2008 the dairy changed its herd to a Jersey herd and continued shipping milk to Land O Lakes in Tulare (formerly Dairyman’s Cooperative Creamery Association). In the 1966-67 school year Tulare FFA’s name was changed to Tulare Union FFA, while a new chapter was born; Tulare Western FFA. This was to accommodate students at the new Tulare Western High School, while Tulare High School became Tulare Union High School. These two chapters were operated in one program over the next 40 years. In 2008, the Tulare Joint Union High School District opened Mission Oak High School on the east side of Tulare. Again, a major change came to the Tulare Agriculture Education Program, the Tulare Western FFA chapter was dropped and the Tulare Union chapter was renamed Tulare FFA and students from all three high schools would fill the roster. Over the past 98 years, students of the Tulare High School Agriculture Program have earned recognition both State and Nationwide for their accomplishments. Tulare FFA students have developed leadership skills, personal growth and pursued career success from their participation in the Tulare Agriculture Program. Here is a recount of the legacy and accomplishments of our students and community.
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1994-95  Traci Soares  Conference Review Committee
1994-95  Heather Benson  Program of Work Committee
1995-96  Christine Brasil  Conference Review Committee
1995-96  Ryan Bertao  National and State Leadership Committee
1995-96  Geoff Schultz  National Convention Trip Sub Committee
1996-97  Traci Soares  Constitution and Bylaws Committee
1996-97  Ryan Bertao  Nominating Committee
1997-98  Jennifer Meneses  Review Records Committee
1998-99  Victoria Costa  Conference Review Committee
1999-00  Julie Silva  Curricular Code Committee
2000-01  Matt Bono  Extemporaneous Topics Committee
2000-01  Mark Aguiar  National and State Leadership Committee
2001-02  Albert Brasil  Delegate Operations Committee
2002-03  Grace Berryhill  Conference Review Committee
2002-03  Abigail Adams  Extemporaneous Topics Committee
2002-03  Mark Aguiar  Finance and Audit Committee
2003-04  Landon Friend  Program Evaluation Committee
2005-06  Monika Arredondo  Conference Review Committee
2006-07  Frank Roche  Expanding State Officer Team Committee
2007-08  Mikaela Serafin  Award Interview Committee
2007-08  Calley Cederlof  Creed Recitation Committee
2007-08  Kyle Caetano  FFA Web Page Committee
2008-09  Meredith Eddy  Award interview Committee
2008-09  Amanda Meneses  Big Issues Committee
2010-11  Brianda Louro  Awards Interview Committee
2010-11  Ruben Perez  Awards Interview Committee
2012-13  Dipak Kumar  Awards Interview Committee
2014-15  Rebecca Duran  Awards Interview Committee
2015-16  Kelsey Swall  Star Counselor Award Committee
2015-16  Nitin Gupta  Middle School Committee
2016-17  Lindsey Swall  Awards Interview Committee
2018-19  Lindsay Mendonca  Star Counselor Award Committee
Teams which have competed and were awarded the State Championship at State Finals Competition. Some teams are eligible to compete at the National contest held in November.

State Career Development Event State Champions from Tulare FFA:

- Dairy Cattle 1950
- Agriculture Mechanics 1953
- Fruit Tree Judging 1953
- Meats Evaluation and Technology 1959
- Poultry Production 1959
- Cotton Judging 1960
- Meats Evaluation and Technology 1963
- Dairy Cattle Judging 1964
- Dairy Cattle Judging 1978
- Dairy Cattle Judging 1983
- Dairy Cattle Judging 1984
- Agriculture Pest Control 1985
- Land Judging 1986
- Dairy Cattle 1987
- Land Judging 1987
- Ornamental Horticulture and Nursery Operations 1987
- Agriculture Pest Control 1988
- Farm Power and Machinery 1988
- Agriculture Pest Control 1989
- Land Judging 1989
- Farm Records 1990
- Agriculture Pest Control 1991
- Dairy Cattle 1991
- Farm Power and Machinery 1992
- Dairy Cattle Judging 1993
- Novice Farm Records 1993
- Land Judging 1993
- Farm Records 1994
- Novice Farm Records 1994
- Milk Quality and Dairy Foods 1994
- Farm Records 1997
- Cotton Judging 1999
- Milk Quality and Dairy Foods 1999
- Farm Power and Machinery 2002
- Marketing Plan 2002
Dairy Cattle Judging 2003
Farm Business Management 2004
Light Horse Judging 2004
Marketing Plan 2004
Marketing Plan 2005
Land Judging 2006
Citrus Judging 2007
Farm Business Management 2007
Grapevine Judging 2008
Agriculture Issues 2009
Land Judging 2009
Agriculture Issues 2011
Citrus Judging 2011
Marketing Cooperatives 2011
Agriculture Issues 2013
Citrus Judging 2013
Land Judging 2013
Marketing Cooperatives 2014
Agriculture Issues 2015
Citrus Judging 2016
Grapevine Judging 2016
Citrus Judging 2018
Farm Power and Machinery 2018
Citrus Judging 2019
Grapevine Judging 2020
National Champion Career Development Event Teams

National Career Development Event Champions from Tulare FFA:

Dairy Cattle Judging 1950
Dairy Cattle Judging 1964

National Champion Leadership Development Event

National Leadership Development Event Champions from Tulare FFA:

Prepared Public Speaking Heather Benson 1994
Creed Recitation Albert Brasil 2000
Creed Recitation Emily Eddy 2003
Extemporaneous Public Speaking Allison Heers 2005
Creed Recitation LeAndre Jefferson 2012
State Champion Leadership Development Events

Public Speakers which have competed and were awarded the State Championship at State Finals Competition. All individuals competed at the National level in November.

State Leadership Development Event State Champions from Tulare FFA:

- **Prepared Public Speaking**: Brenda Souza 1988
- **Extemporaneous Public Speaking**: Kristy Torres 1992
- **Prepared Public Speaking**: Kellie Gomes 1992
- **Prepared Public Speaking**: Heather Benson 1994
- **Extemporaneous Public Speaking**: Geoff Schultz 1996
- **Prepared Public Speaking**: Geoff Schultz 1997
- **Creed Recitation**: Albert Brasil 2000
- **Creed Recitation**: Abigail Adams 2001
- **Creed Recitation**: Landon Friend 2002
- **Creed Recitation**: Emily Eddy 2003
- **Creed Recitation**: Jackie Cornelis 2004
- **Extemporaneous Public Speaking**: Emily Eddy 2004
- **Creed Recitation**: Leslie Friend 2005
- **Extemporaneous Public Speaking**: Alison Heers 2005
- **Prepared Public Speaking**: Kendall Correira 2005
- **Prepared Public Speaking**: Emily Eddy 2006
- **Extemporaneous Public Speaking**: Amy Heers 2008
- **Creed Recitation**: Brianda Louro 2009
- **Extemporaneous Public Speaking**: Mikaela Serafin 2009
- **Creed Recitation**: LeAndre Jefferson 2012
- **Extemporaneous Public Speaking**: Montana Tarkington 2013
- **Creed Recitation**: Nitin Gupta 2014
- **Extemporaneous Public Speaking**: Dipak Kumar 2014
- **Job Interview**: Sydnie Sousa 2014
Kevin Gomes  Star Farmer  1985
Tim Souza  Star Farmer  1986
Stephen Mancebo  Star in Ag Business  1988
Devin Nunes  Star In Ag Business  1992
Kevin Koelewyn  Star Advisor  2003
Andrew Swartout  Star in Ag Placement  2004
David Caetano  Star Advisor  2006
Landon Fernandes  Star Farmer  2009
Shay Williams-Hopper  Star Advisor  2009
Preston Fernandes  Star Farmer  2010
Victoria Pereira  Star Farmer  2012
Travis Clark  Star in Ag Business  2013
Matthew VanderPoel  Star in Ag Placement  2013
Collin Fernandes  Star in Ag Placement  2014
Paul Barcellos  Star in Ag Placement  2016
Nitin Gupta  Star in Ag Business  2016
Donald Hobbs  Agricultural Electrification  1953
          Farm Safety  1953
Tommie Miller  Soil and Water Management  1953
James R. Gist  Agricultural Electrification  1954
          Farm Safety  1954
Melvin Correira  Agricultural Electrification  1955
Melvin Monteiro  Agricultural Mechanics  1956
          Farm Safety  1956
Sam Charp  Agricultural Mechanics  1957
          Farm Safety  1960
John Domingos  Agricultural Mechanics  1962
Monte Dille  Agricultural Electrification  1964
Marvin Machado  Dairy Production  1964
          Farm Safety  1964
Darrell Faust  Agricultural Electrification  1965
Michael Wilbourn  Agricultural Electrification  1966
Ronnie Wilbourn  Agricultural Electrification  1967
          State Chapter Safety  1968
Steve Luiz  Agricultural Electrification  1969
Robert Fallert  Agriculture Production Placement  1974
Louie Freitas Jr.  Agriculture Production Placement  1977
Vincent Sola  Agriculture Production Placement  1978
David Santos  Agriculture Production Placement  1982
Jeffrey Sa  Agricultural Sales And/OR Service  1983
Gary Fernandes  Agriculture Production Placement  1984
Kevin Gomes  Dairy Production  1985
Frank Nunes  Agriculture Production Placement  1985
Tim Souza  Dairy Production  1987
Tony Avila  Forage Production  1987
Manuel Monteiro  Agriculture Production Placement  1988
Stephen Mancebo  Dairy Production  1989
Tony Santos  Agriculture Production Placement  1989
Todd Fernandes  Dairy Production  1990
Jared Fernandes  Agriculture Production Placement  1991
Michael Kroes  Agriculture Production Placement  1993
Michael Mederos  Agricultural Sales and/or Service  1994
Jason Uchita  Cereal Grain Production  1994
Ryan Bertao  Dairy Production  1996
Daniel Martin  Dairy Production Placement  1997
Matthew Limas  Diversified Crop Production Placement  1997
Alyssia Maze  Floriculture  1997
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Drew Borba
Kendall Correia
Gregory Fletcher
Landon Friend
Christopher Greer
Allison Heers
Amy Leal
Joseph Macedo
Katherine Martinho
Brandon Mendonsa
Justin Souza
Andrew Swarthout

2007
Joseph Airoso
Gregory Beecher
Greg Borges
Megan Cardoza
Jason Ferreira
Jonathan Lawrence
David Mendonsa
Brian Pinheiro

2008
Ryan Avila
Anthony Day

2009
Ronald Dodson, Jr.
Gregory Fernandes
Jessica Macedo
Marissa Garside
Kristin Mendonsa
Kyle Parreira
Tyler Ribeiro
Kasey Avila
Antonio Bettencourt
Kyle Caetano
Hannah Cardoza
Stephanie Ferrumpau
Shannon Holland
Hannah Junio
Anthony Macedo
James Macedo
Blake Meneses
Amanda Pinheiro
Alexa Roche
Frank Roche
Frank Schott
Mikaela Serafin
Samantha Vargas
Anthony Verissimo
Christa Cardoza
Landon Mendonsa

2010
Jacob Gomez
Manuel Gonzalez
Jared Gregory
Ethan Junio
Clint McClure
Amanda Meneses
Addison Nunes
Hannah Pacheco
Morgan Sousa

2011
Christa Cardoza
Landon Fernandes

2012
Jennifer Bettencourt
Dylan Borba
Preston Fernandes

2013
Derek Brown
Richard Cardoza
Austin Fernandes
Quinn Ferreria
Courtnie Fox
Alexandra Macedo
Jacob Macedo
Jared Sa
Alexis Sousa
Stephanie Toste
Makayla Williamson

2014
Courtney Faria
Collin Fernandes
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**TULARE FFA**

**CALIFORNIA STATE FFA DEGREE RECIPIENTS**
Katrina Curti
Jacque Ellis
Hilary Kasbergen
Matthew Lawrence
Tiffany Lerda
Marc Limas
Matthew Limas
Alyssia Maze
Sena Pereira
Josh Pitigliano
Geoffrey Schultz
Tania Simoes
Brent Torres
Christina Tristao
Jason Uchita
Heidi Voss

1998
Steven Costa
David DeRose
Lisa Johns
Frank Junio
Alicia Kinder
Linda Machado
Amanda Martin
Sara Ortiz
Jessica Pires
Joshua Pitigliano
Jennifer Roberts
Anthony Souza

Brian Vieira
Amber Zuiderweg
Jennifer Alves
Keri Bender
Jeanette Borges
Michael Borges
Carl Brasil
Victoria Costa
Ty Curry
Katherine DeRose
Shawna Easton
Cassie Ezell
Adrianna Garcia
Anna Garcia
Melissa Garcia
Heather Haze
Jason Leal
Sal Maestez
Amber Martinho
Angela Martinho
Jason McPhetridge
Andrea Mendez
Andrea Parreira
Mark Pedro
Dominic Pitigliano
Darren Rebelo
Michael Santos
Matt Searby

1999
Frank Soares
Kari Sumi
Michelle Vieira
Tekla Vieira
Lisa Watte
Brad Wright

2000
Amanda Airosa
Danielle Anderson
Sandra Bejarano
Christine Correia
Tessa Curti
Marissa Fagundes
John Fraga
Alex Goncalves
Brian Goncalves
Ryan Junio
Julian Kasbergen
Christine Lancaster
Bryan Lopes
Alissa McPhetridge
Lisa Mendes
Joseph Meneses
Chad Myers
Brandon Ormonde
Antoinette Page
Kristen Rocha
Scott Rogers
Tony Soares
Michael Sozinho
Laurie Watte
## California State FFA Degree Recipients

### 2001
- Susie Adkins
- Mark Aguiar
- Ty Bender
- Kate Bogges
- Matthew Bono
- Seth Brown
- Jessica Cardoza
- Tricia Chiaramonte
- James Corbett
- Wade DeBesare
- Michael Eastin
- Kimberly Fletcher
- Joseph Goni
- Ann Jennifer James
- Chelsea Jones
- Jessica Lawrence
- Jennifer Leal
- Lisa Martin
- Ashley McPhetridge
- Desiree O’Neil
- Michelle Quillin
- Craig Santos
- Brandon Serafin
- Julie Silva
- Melissa Simoes
- Tyler Souza
- David Vieira

### 2002
- Janet Alves
- Elizabeth Biller
- Eric Bono
- Julieann Borges
- Albert Brasil
- Kimberly Brasil
- Ashley Costa
- Diane Dinis
- Jarney Fidler
- Rebecca Gomez
- Nicole Greer
- Teresa Hutchinson
- Jeanette Irigaray
- Dustin Jones
- Crystal Lane
- Tina Linhares
- Broc Maffia
- John Pacheco
- John Parreira
- Vanessa Price
- Rochelle Richardson
- Ashley Rutherford
- Nicole Searby
- Melissa Silva
- Rochelle Silva
- Andrew Swarthout
- Pamela Tenhet
- Todd Uchita
- Jason Vieira

### 2003
- Adam Westbrook
- Trista Westbrook
- Abigail Adams
- Jarryd Carvalho
- Mallori Fagundes
- Michael Fallert
- Brian Lopez
- Rebekah Myers
- Ashley Nielsen
- Stephanie Pinheiro
- Tahnee Powell
- Carissa Rocha
- Marianna Santos
- Melissa Sorce
- Joanna Vander Tuig
- Matthew Watte
- Jaclyn Weeks

### 2004
- Amie Aguiar
- Janelle Alves
- Brittany Berbereia
- Staci Bergman
- Melissa Bernardo
- Grace Berryhill
- Samantha Biller
- Drew Borba
- Madeline Brassfield
- Diana Coelho
- Whitney Colvin
TULARE FFA

CALIFORNIA STATE FFA DEGREE RECIPIENTS

Jeremy Correia
Courtney Curti
Christopher Greer
Alison Heers
Jefferson Hillman
Amy Leal
Joseph Macedo
Megan Machado
Carolina Macias
Katherine Martinho
Traci Mattos
Dustin McNearney
Kevin Meneses
Derik Milanesio
Joshua Morais
Melanie Simoes
Leslie Sousa
Brian Souza
Katherine Stover
Daylene Vander Tuig
Jarod Vander Tuig

2005
Kelci Aguiar
Anthony Alves
Deanna Bailey
Gregory Beecher
Cassandra Biller
Jason Bonds
Megan Cardoza

Anthony Charamonte
Nicole Coelho
Kendall Correia
Andrea Davis
Jason Ferreira
Gregory Fletcher
Marissa Freitas
Landon Friend
Elizabeth Garcia
Loni Holland
Michael Kimbrell
Jonathan Lawrenc
Chris Lemoine
Brandon Mendonsa
Brian Pinheiro
Jennifer Pinheiro
Bryson Ribeiro
Renee Richardson
Jesaca Silva
Melinda Simoes
Justin Souza
Arin Swacker
Jenna Thrasher
Alexandra Vander Poel

2006
Joseph Airoso
Ryan Avila
Nathan Benton
Nicole Bernardo

Greg Borges
Kristi Brown
Tabby Cooper
Amanda Curti
Ronald Dodson, Jr.
Emily Eddy
Levi Junio
Jessica Macedo
David Mendonsa
Amanda Munday
Christopher Parreira
Matthew Parreira
Christi Patterson
Jaime Rodriguez
April Sanchez
Darcy Silveira
Cristina Aceves
Brittany Ahlberg
Monika Arredondo
Reann Bettencourt
David Borba
Jenna Caudle
Alyssa Childers
Jacklyn Cornelis

2007
Cristina Aceves
Brittany Ahlberg
Monika Arredondo
Reann Bettencourt
David Borba
Jenna Caudle
Alyssa Childers
Jacklyn Cornelis

2008
Melissa Fagundes
Gregory Fernandes
Megan Ferreira
TULARE FFA

CALIFORNIA STATE FFA DEGREE RECIPIENTS

Leslie Friend
Marissa Garside
Tawni Garza
Claudia Gilreath
Amy Heers
Devri Hughan
Kirby Jordan
Morgan Korenwinder
Bailey Lawrence
Kristin Lebus
Cassandra Lewis
Breanna Linebargar
Kinsey Macedo
Vanessa Mendes
Kristin Mendonsa
Danielle Oliveira
Kristie O’Neill
Kyle Parreira
Aarika Pires
Briana Powell
Frank Roche
Katherine Sanchez
Melissa Silva
Kristina Stewart
Andrew Tamariz
Samantha Vargas
Allison Vieira
Jeffery Vieira

Jennifer Vieira
Amanda Virden
Sarah Wasnick
Alicia Young
Bernard Beecher
Antonio Bettencourt
Breanna Borges
Courtney Brown
Hannah Cardoza
John Cardoza
Jacob Coday
Cheyenne Cordeiro
Cortni Cullum
Tyler DeAzevedo
Brittany Donegon
Tiffany Downing
Alyssa Eubank
Sarah Fernandez
Stephanie Ferrampau
Amanda Flora
Brianne Hardman
Brittany Harper
Melissa Harper
Tiana Hodges
Shannon Holland
Meilissa Johnson
Hannah Junio
Caitlin Kasbergen

Michelle Khal
Jeremy Koontz
Krystalyn Kurz
Anthony Macedo
James Macedo
Dana Marquez
Amy Martin
Michelle Mattos
Erick Mendonca
Mackenzie Mendonca
Alanah Myers
Marissa Pacheco
John Pereira
Malory Pereira
Jacob Peyton
Amanda Pinheiro
Tyler Ribeiro
Brittany Ricardo
Alexa Roche
Julie Rodriguez
Mikaela Serafin
Bradley Silva
Brittany Souza
Shelley Stover
Jitpal Takhar
Alexandria Tyson
Lacey Vejvoda
2009 Timothy Ameral
Kasey Avila
Blake Berbereia
Katelin Bergmen
Heather Brown
Kyle Caetano
Emily Camin
Christa Cardoza
Timothy Chavez
Jeni Cunha
Brent Denney
Meredith Eddy
Chelsi Faria
Brogan Fernandes
Landon Fernandes
Miranda Fernandes
Preston Fernandes
Ryan Ferrampau
Kristen Godinho
Jacob Gomez
Brianna Hollingshed
Kaitlyn Hudson
Layce Johnson
Ethan Junio
Brigitte Khal
Jami Lady
Lauren Marlow
Danielle Martin
Jessica Martin
Melissa Martin
Shannon Mathais
Clint McClure
Breana Mendonca
Blake Meneses
Addison Nunes
Brock Nunes
Hannah Pacheco
Alyssa Peck
Frankie Perez
Frank Schott
Amanda Sewell
Morgan Sousa
Stefani Spencer
Celena Stone
Brooke Story
Anthony Verissimo
Lindsey Vieira
Luis Yanez
Elaina Aceves
Aubrey Adair
Travis Avila
Michelle Azevedo
Alec Ballard
Morgan Bebereia
Jennifer Bettencourt
Dylan Black
Dylan Borba
Brooke Borges
Kelsey Castro
Cody Correia
Michael Correia
Joshua Cox
Tyler Deatherage
David Dodson
Juliana Fernandes
Stephanie Ficher
Morgan Flora
Emmanuel Garcia
Swannie Gist
Manuel Gonzalez
Jared Gregory
Conner Jensen
Korbin Johnstone
Tiffany Lemos
Tanner Lorenzo
Nicholas Martin
Blake Matthewson
Brian Mendonsa
Amanda Meneses
Bethni Nixon
Jeannine Nogues
Landon Ormonde
Morgan Parker
Brittany Pinheiro
Cameron Ribeiro
Julia Ribeiro
Tiffany Ricardo
Nick Riemer
Joseph Ritchie
Pamela Roberts
Courtney Rodriguez
Karly Routh
Sarena Silva
Victoria Simas
Clay Stover
Katie Tomcak
Zachary Wright
Ramiro Zaragoza

2011
John Borba
Cheyenne Borges
Derek Brown
Jon Marc Brown
Julia Cardoza
Richard Cardoza
Daniel Chavez
Loggan Childress
Victoria Coelho
Brent DeAzevedo
Austin Fernandes
Quinn Ferreira
Courtnie Fox
Lauren Friend
Jordyn Gerardo
Brooke Hillman
Jacob Hubbard
Allison Lawrence
Brianda Louro
Amanda Luis
Alexandra Macedo
Madison Pires
Marion Martin
Breanna Martins
Chelsea McPhetridge
Mika Mercado
Kelly Mitchell
Jeslyn Moules
CJ Muncy
Quinn Nunes
Jessica Oliver
Kelsey O’Neill
Victoria Pereira
Jeff Powell
Cole Ralston
Geena Reveles
Brennan Ribeiro
Hanna Rocha
Lauren Rocha
Jared Sa
Taylor Smith
Alexis Sousa

Arunjoat Toor
Stephanie Toste
Rebecca Trimmer
Matthew Vander Poel
Katelyn Williams
Makayla Williamson

2012
AJ Aguiar
Jack Aguiar
Matt Beecher
Kasi Bergman
Kelsey Black
Daniel Brown
Ryan Burgess
Aarica Cardoza
Caleb Castro
Sara Day
Breana Delima
Stephanny Dominguez
Courtney Faria
Collin Fernandes
Patricia Freitas
Ezequiel Gaitan, Jr.
Zachary Gomez
Hulen Head
Chandler Johnstone
Noah Junio
Brandi Larkin
Jacob Locke
Kristopher Mancebo
Cole Martin
Jared Martin  Alexis Borges  Armando Olivarez  2013
Jilaine Martin  Katie Brummer  Johnathon Ordunez
Luis Martin  Travis Clark  Austin Patino
Nicole Mattos  Dustin Coelho  Spencer Peck
Kamryn McClure  Alex Deathridge  Jozlynn Pires
Kelsee Moore  Blake De Boer  Jonathan Porter
Austin Moules  Clinton Dodson  Tanna Ramos
Matthew Newton  Justin Drotos  Destinee Rodriguez
Sydni Ormonde  Kaitlyn Evans  Tanner Sa
Ruben Perez  Chase Faria  Adrianna Santos
Kelsie Pitigliano  Chris Fernandes  Bridgett Santos
Ava Reitsma  Nicholas Fernandes  Leann Shephard
Blake Santos  Khloe Ferreira  Joseph Silva
Brooke Schott  Luis Freitas III  Chris Simoes
Emma Sills  Maria Gutierrez  Sydnie Sousa
Stacie Ann Silva  Sara Harness  Evan Van Beek
Cameron Sousa  Victoria Ingram  Cory VanderTuig
Kameron Suggs  Vincent Juarez  Tylor Wilborn
Montanna Tarkington  Dipak Kumar  Jordan Wilbourn
Jessica Van Dyk  Isaac Lewis  Victor Yanez
Lindsey Vieira  Adriano Lourencbo  Chelsea Yeager
Mallory Vieira  Brandon Martin  Paul Barcellos
Elizabeth Wilbur  Norma Martin  Sawyer Celentano
Jonny Williamson  Kyler McClure  Baylee Cocagne
2014  Mikayla McGill  Che Costa
2013  Brittany Mendonca  Bethanie Covert
Amy Alberti  Bailey Munday  Courtney de Costa
Beatriz Amaya  Andrew Oatman  Maribel Diaz
David Bedoya  Taylor Bettencourt
TULARE FFA

CALIFORNIA STATE FFA DEGREE RECIPIENTS

Craig Faria
Nelson Faustino
Angelica Fernandes
Blake Garcia
Shandon Hunt
LeAndre Jefferson
Ellie Jolly
Sydney Keen
David John Macedo
Jonathan Mancebo
Kassandra Martin
Joshua Mattos
Lauren Poston
Justin Rodriguez
Jesse Sanchez
Kaylee Santos
Andrew Sousa
Kindall Thompson
Hannah Van Dyk

2015 Jayson Barcellos
Joseph Beltran
Carlee Branco
Chelsie Correia
Rebecca Duran
Hector Enriquez
Jace Freitas
Tommy Gayton
Jason Gomez
Julio Jimenez
Averee Johnson
Shelby Machado
Julia Martin
Stacie Mattos
Julia Pitman
A’Nnesa Renteria
Gabrielle Ribeiro
Emily Rising
Sarah Rodrigues
Alexa Romanazzi
Analeah Sanchez
Lance Sanchez
Brittany Schott
Vaughn Schott
Alli Sephton
Breanna Silva
Jason Silveira
Christian Sousa
Wade Sousa
Kelsey Swall
Esquiel Torres
Kyle VanderTuig
Madalyn Vieira
Samantha Wammack
Blake Wise
Justin Aguiar
Fatima Anaya
Natalie Ashburn
Annika Atsma
Nicholas Beltran
Gabrielle Benedetti
Conner Bennett
Victoria Coito
Myra Duran
Zachary Fallert
Peyton Fernandes
Ariana Franco
Silvia Gayton
Nitin Gupta
Shelby Keen
Jeremiah Lucas
Blake Martin
Jaiden Martin
Jordan Martin
Preslee Moore
Derrick Nunes
Brayden Nunley
Marcos Ocampo
Jaime Oliver

2016

Jayson Barcellos
Joseph Beltran
Carlee Branco
Chelsie Correia
Rebecca Duran
Hector Enriquez
Jace Freitas
Tommy Gayton
Jason Gomez
Julio Jimenez
Averee Johnson
Shelby Machado
Julia Martin
Stacie Mattos
Julia Pitman
A’Nnesa Renteria
Gabrielle Ribeiro
Emily Rising
Sarah Rodrigues
Alexa Romanazzi
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Jaiden Martin
Jordan Martin
Preslee Moore
Derrick Nunes
Brayden Nunley
Marcos Ocampo
Jaime Oliver
TULARE FFA

CALIFORNIA STATE FFA DEGREE RECIPIENTS

Breanna Padilla
Darren Peredo
Dayton Pitigliano
Nikita Sama
Joshua Stuber
Fatima Toste
Anika Trenkmann
Jasmine Valdivia
Danica Valencia
Luke Van Dyk
Casey Vander Eyk
Luis Vasquez
Caitlyn Wells
Kiel Wilson
Richard Feijo

2017
Joseph Amaral
Georgina Atsma
Kambree Barcellos
Brendan Black
Brandon Borba
Jacob Cardoza
Kaylin Coelho
Jared Faria
Hayley Fernandes
Evan Freitas
Evan Garcia
Gavin Garcia
Ivana Garcia

Kyndra Gerardo
Wyatt Gomez
Breann Hodson
Maddelyn Hunt
Nick Imbert
Chelsea Ledezma
Lauren Leonardo
Jenna Martin
Victoria Martin
Kymber Martins
Briana Medina
Jurissa Moreno
Michaelanne Pitman
Abbigail Prins
Jasmine Rocha
Cameron Roche
Caitlyn Smith
Blake Sousa
Lindsey Swall
Kimberly Torres
Jacob VanderTuig
Liliana Villeda
Bailey Akins
Kiara Anaya
Keylan Andrade
Xoey Avila
Haley Baldwin
Kaitlyn Barnes Oatman

Anthony Beltran
Hunter Blevins
Chloe Boling
McKenna Brinkley
Elizabeth Duran
Austin Fallert
Sharity Ficher
Payton Fletcher
Jenna Koetsier
Taylor Lorenzo
Brady Mendes Jones
Anthony Mendonca
Lindsay Mendonca
Ryan Mendonca
Domenik Mora
Jenna Perryman
Mark Ribeiro
Jose Sanchez
Bethni Santos
Brianne Schott
Sydney Seaton
Cody Smutz
Dax Sousa
Jayton Torres
Michelle Uzzell
Chloe VanderEyk
JohnMark VanderPoel
Audrey Wagner
Grace Wilbur
Ely Woodard
2019  Victoria Aguayo  
       Hadyn Aguiar  
       Alissa Amaral  
       Emily Avila  
       Gianna Benedetti  
       Jacob Berbereia  
       Kory Billups  
       Jake Brinkley  
       Adam Cardoza  
       Courtney Carter  
       Clay Costa  
       Madison DeCoito  
       Haley Faria  
       Nicole Faria  
       Levi Faucett  
       Ryan Feijo  
       Jacob Fernandes  
       Madelyn Fernandes  
       Jacqueline Fish  
       Cole Freitas  
       Sofia Garcia  
       Chastine Gist  
       Jordan Harding  
       Paris Henne  
       Kaitlin Limas  
       Erika Lucio  
       Alekzandra Medlock  
       Dakota Mendonca  
       Yvette Mendoza  
       Rebekah Meza

       Carson Myrick  
       Marissa Nunes  
       Barrett Nunley  
       Jennifer Onsurez  
       Juan Pantoya  
       Savannah Parker  
       Aaliyah Perez  
       Joseph Pinheiro  
       Arie Prins  
       Bailey Quillin  
       Brandon Ribeiro  
       Kiersten Setser  
       Amy Swall  
       Caryngten Tigner  
       Jasmine Tull  
       Max Van Beek  
       Macie Vieira  
       Macy Wilbourn  
       Kelsey Wilson  
       Hayli Adkins  
       Mackenzie Aguiar  
       Brody Akins  
       Samantha Alexander  
       Harley Allen  
       Mallory Avila  
       Mario Benavide  
       Baylee Bettencourt  
       Seth Borba  
       Avery Caetano  
       Jacob Callison  
       Emma Coelho

       Carrieann Earle  
       Cayden Epperson  
       Blain Faria  
       Veronica Faria  
       Gage Flack  
       Angela Garcia  
       Taylor Gilbert  
       Ashlyn Gomez  
       Christian Gonzalez  
       Morgan Hatton  
       Kevin Hofstee  
       Melissa Iniguez  
       Emily Irving  
       Joseph Koenig  
       Erik Lawler  
       Brooklyn Limas  
       Joseph Machado  
       Mariana Martin  
       Camden Matto  
       Michaela Mederos  
       Mallory Mendonca  
       Javier Monje  
       Kameron Moore  
       Bryce Nagel  
       Christopher Nuno  
       Julibet Santos Ojeda  
       Zachary Schoenau  
       Bryson Shaffer  
       Hailee Smutz  
       Brooke Sousa  
       Jon Valadao

2020  Hayli Adkins  
       Mackenzie Aguiar  
       Brody Akins  
       Samantha Alexander  
       Harley Allen  
       Mallory Avila  
       Mario Benavide  
       Baylee Bettencourt  
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       Julibet Santos Ojeda  
       Zachary Schoenau  
       Bryson Shaffer  
       Hailee Smutz  
       Brooke Sousa  
       Jon Valadao
Tulare FFA- Chapter of the Year 2002
Tulare FFA- Chapter of the Year 2009
Tulare FFA- Chapter of the Year 2011
Tulare FFA- Chapter of the Year 2013
Tulare FFA- Chapter of the Year 2014
Tulare FFA- Chapter of the Year 2015
Tulare FFA- Chapter of the Year 2017
Tulare FFA- Chapter of the Year 2019
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<td>Sammi Slover</td>
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</tbody>
</table>
CALIFORNIA AGRICULTURE TEACHER’S ASSOCIATION AWARDS

Norman Walker - Teacher of Excellence 1960
Richard Boucher - Teacher of Excellence 1983
Max Corbett - Teacher of Excellence 1989
Richard Boucher - Outstanding Agriculture Teacher - State Winner 1990
Dave Caetano - Teacher of Excellence 1992
Frank Marinelli - Teacher of Excellence 1993
Kevin Koelewyn - State Star FFA Advisor - California FFA 2003
Kevin Koelewyn - Teacher of Excellence 2005
Dave Caetano - State Star FFA Advisor - California 2006
Michael Mederos - Outstanding Young Teacher - State Winner 2006
Shay Williams - Hopper - Outstanding Young Teacher - State Winner 2009
Michael Mederos - Teacher of Excellence 2012
Shay Williams - Hopper - Teacher of Excellence 2015
Kevin Koelewyn - Outstanding Agriculture Teacher - State Winner 2019
Kevin Koelewyn - CATA Hall Of Fame 2020
<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Institution</th>
<th>Year</th>
<th>Name</th>
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SECTION V
TULARE FFA ACTIVITIES
Agricultural Technology and Mechanical Systems - Advisor: Mr. Castle
The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics’ workplace. Workers seeking careers in agricultural mechanics must not only develop a high degree of knowledge and skill they must also develop the ability to solve difficult problems. This event blends the testing of manipulative skills and knowledge required for careers in fabrication and construction.

Agriculture Welding - Advisor: Mr. Urueta
To evaluate the contestant’s manipulative skills, general knowledge and professional presentation as these correlate to his/her preparation for employment in the broad field of welding (agricultural, industrial, or other). The team will be composed of four members with the top three scores being the team score.

Agriscience Fair - Advisor: Mrs. Sousa
The FFA Agriscience Fair recognizes middle and high school students who are studying the application of scientific principles and emerging technologies in agricultural enterprises.

Agronomy - Advisor: Mr. Castle
The purpose of the agronomy contest is to create interest and promote understanding in agronomy by providing opportunities for recognition through the demonstration of skills and proficiencies. It is the intention of the contest to provide a venue for students to explore career opportunities, skills, and proficiencies in the agronomy industry. Participants in the Agronomy CDE possess an in-depth knowledge of seeds, insects, soils and crops. This event blends knowledge as well as critical thinking to evaluate many crop scenarios.

Best Informed Greenhand - Advisor: Mrs. Romans
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. This contest is for freshmen members only.
Citrus Judging - Advisor: Mrs. Romans
The Citrus Contest seeks to effectively prepare students for the expectations of the citrus industry. Workers seeking a career in the citrus industry must develop a high degree of knowledge and skill in industry standards as well as critical thinking, oral communication, and plant biology. The knowledge gained from this contest can also be applied to general fruit production.

Cotton Judging - Advisor: Mrs. Sousa
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. The knowledge gained from this contest can also be applied to general crop production.

Dairy Cattle Judging - Advisor: Mrs. Silva
The purpose of the Dairy Cattle Judging Career Development Event (CDE) is to provide students with new insights into dairy science by evaluating and ranking dairy cattle based on breed characteristics, confirmation and performance.

Farm Power - Advisor: Mr. Urueta
The contest shall be designed to test a student’s mechanical skills and abilities relating to power equipment used in agriculture, and shall serve as a training forum for students interested in pursuing a career as an equipment technician.

Grapevine Judging - Advisor: Mr. Mederos
The grapevine pruning event seeks to effectively prepare agricultural students for the expectations of the viticulture workplace. Workers seeking a career in viticulture must not only develop a high degree of knowledge and skill, they must also develop the ability to critique issues, problem solving, and access a vineyard. This event prepares students for such tasks.
Grapevine Pruning - Advisor: Mr. Mederos
The Grapevine Pruning event seeks to effectively prepare the students to learn current agriculture viticulture practices and procedures used in today’s industry. Workers seeking careers in agriculture must not only develop a high degree of knowledge and skill, they must also develop the ability to solve difficult problems. This event blends the testing of manipulative skills and knowledge required for careers in agriculture production.

Marketing (Cooperatives) - Advisor: Mr. Mederos
The Marketing event seeks to effectively prepare the students with the practices and operations of Agricultural Cooperatives. Workers seeking careers in cooperative marketing must not only develop a high degree of knowledge and skill they must also develop the ability to solve difficult problems. This event blends the testing of manipulative skills and knowledge required for careers in operations and marketing.

Marketing Plan - Advisor: Mrs. Romans
The Marketing Plan Career Development Event seeks to effectively prepare students for the opportunities and expectations of the agricultural business workplace. Students seeking careers in the agricultural business industry must develop a high degree of knowledge and skill as well as the capacity to create and present a marketing plan. This competition should help to develop partnerships and improve relations with local agricultural industries, FFA chapters and the general public.

Milk Quality and Dairy - Advisor: Mr. Mederos
To enhance learning activities related to milk quality, federal milk marketing, attributes of milk products and substitutes for them. The focus of this Career Development Event is on achievement of high quality raw milk, federal milk marketing orders and attributes of selected products of milk.

PCA Agri-Finance - Advisor: Mr. Mederos
The purpose of the contest is to familiarize students with the Farm Credit System and agricultural finance. All test questions will be drawn from the study materials enclosed with complete rules for the test included.
Veterinary Science - Advisor: Ms. Slover
The Veterinary Science event seeks to effectively prepare the students for the expectations of the animal health care and services (Veterinary Hospitals/Clinics, Grooming Facilities, Pet Stores, Kennels/Boarding Facilities, and Feed Stores) workplace. Workers seeking careers in the animal health care field must develop a high degree of knowledge, skill and ability to solve difficult problems. This event blends the testing of skills and knowledge required for careers in the animal science career pathway.
Agriculture Issues - Advisor: Mrs. Sousa
The purpose of the agricultural issues forum is to present a current issue to a public audience; therefore, professional ethics and standards are to be considered. Ignoring truthful information, falsifying needed information, using unreliable sources and plagiarism are violation examples which could result in disqualification.

Creed Recitation - Advisor: Mrs. Sousa
The FFA Creed outlines the organization’s beliefs regarding the agricultural industry, FFA membership and the value of citizenship and patriotism. The FFA Creed is recited by FFA members, as part of the requirements to earn the Greenhand Degree. The purpose of the Creed Speaking Career Development Event is to develop the public speaking abilities of 7th, 8th, and 9th grade FFA members as well as develop their self-confidence and contribute to their advancement in the FFA degree program.

Extemporaneous Speaking - Advisor: Mrs. Silva
The FFA Extemporaneous Public Speaking Career Development Event is designed to develop the ability of all FFA members to express themselves on a given agricultural subject without having prepared or rehearsed its content in advance. This gives the FFA members an opportunity to formulate their remarks for presentation in a very limited amount of time. The event requires students to think on their feet, state their case quickly and persuasively, and to be able to answer relevant questions based upon their presentation.

Impromptu Public Speaking - Advisor: Mrs. Sousa
The purpose of the Impromptu Public Speaking Career Development Event is to foster and develop the speaking abilities of FFA members as well as develop their self-confidence and contribute to their advancement in inter-personal skill attainment and leadership development. The intention of the Impromptu Contest is to offer a more realistic, practical speaking contest to better prepare our students for public statements, media coverage, and general questions about the FFA and Agriculture Industry. Students will develop the valuable speaking skills necessary to be professional, competent public representatives of the FFA Organization and Agriculture Industry.
Job Interview - Advisor: Mrs. Romans
The Job Interview Career Development Event seeks to effectively prepare the students for the expectations of interviewing for available positions within the Agricultural Industry. Students seeking careers within the Agricultural Industry must not only develop a high degree of knowledge and skill; they must also develop the ability to interview through communication in both written and oral forms; and be able to complete a resume, cover letter and job application accurately.

Opening & Closing Ceremonies - Advisor: All Staff
The Opening and Closing Ceremony LDE event is designed to develop agricultural leadership by providing for FFA members participation in public speaking activities and stimulating interest in leadership and citizenship.

Parliamentary Procedure - Advisor: Mrs. Silva
The purpose of this contest is to encourage students to learn to effectively participate in a business meeting and to assist in the development of their leadership skills.

Prepared Public Speaking - Advisor: Mr. Mederos
The purpose of the Prepared Public Speaking Career Development Event is to foster and develop the speaking abilities of FFA members as well as develop their self confidence and contribute to their a
Dear Tulare FFA Supporter,

Greetings from the Tulare FFA chapter. The Tulare High School Agriculture Program is in its 99th year serving students in the community of Tulare. As we gear up for the 100th year celebration the Advisors and Chapter Officers have set the goal of creating closer relationships with our local businesses. We are reaching out to local Tulare area businesses to partner with them in our new advertising/sponsorship program. We have created this program to serve as a fundraising opportunity for the chapter and advertise the great businesses we have in our local area. We have 4 levels of sponsorship that you can participate in and support our chapter activities and competitions. We will have ads on placemats*, ads on a poster highlighting our state champions and chapter officers, yards signs, ad booklet and even banners that will be displayed all year at the Tulare High School Farm. Please see the attached form for packages and select the level at which you would like to sponsor our program. You can email tulareffa@gmail.com with any questions you may have. Thank you for your continued support of the Tulare FFA chapter and its 900 members.

Thank you,

Tulare FFA Officers

*Placemat Ads-If Covid-19 restrictions are still in place during the Pancake Breakfast, the Pancake Breakfast will be a drive thru; therefore placemats will still be distributed with the takeout’s. If the Awards banquet is restricted; the ads will be digitized and displayed during our virtual awards ceremony.
Booster Fundraisers:
Tulare FFA is very fortunate to have an involved and supportive boosters club. They put on two fundraisers each year and the money goes to giving students more opportunities such as travel to field days, scholarships, lowering the cost of state convention, and much, much more. We would not be able to do what we do without their support and commitment to give as many opportunities to students as possible. The Tulare FFA Boosters host a themed dinner called the Golden 100 Dinner. This is a formal six course dinner that draws quite the crowd and also includes a silent auction. The second fundraiser is a Pancake Breakfast held each year on Super Bowl Sunday. They offer two options, dine in with all you can eat breakfast or if you’re in a hurry, you can take a plate to go. Students volunteer to help with the breakfast as well as parents. Both of these events have become traditions that the community looks forward to.

Tulare FFA Fundraisers:
Tulare FFA puts on two main fundraisers each year in order to fund our chapter activities. One of those fundraisers is the Deep Pit BBQ. Students help prepare the meat and sell the tickets. Tickets are $40 for a 10 pound bundle. Students then also help pass out the bundles as people drive through to pick up their bundle. The second main fundraiser is an advertising poster that businesses can purchase a place on the poster that will be displayed around town. Depending on which level they choose, they get benefits as well as a place on the poster. Flyers to both of these fundraisers can be found on the next page.
TULARE FFA Thanksgiving Deep Pit BBQ

Let us do the cooking! Tulare FFA is proud to announce their Annual Thanksgiving BBQ. We will be preparing Pre-cooked Insanely Great 10 pound (precooked weight) bundles that will be ready for your Thanksgiving family gatherings. All you have to do is pick it up at the high school farm. Your family will think you have been cooking for hours! Pick up an extra bundle or two for that office potluck or unexpected company!

When: Thursday November 18th

Time: 3PM-6PM

Where: Tulare High School Farm
591 W Bardsley
559-687-7390

Cost: $40

Please complete this form and return it with payment to an FFA student, send by mail or drop it off in the farm office by NOVEMBER 6th, 2020. Make sure to get your ticket(s) when you pay!

Name_________________________Phone_____________________
Address________________________
Number of Bundles _________ at $40 each    Total Amount Due $__________

Please make checks payable to Tulare FFA

FFA Student who sold you the bundle(s)________________________

THANK YOU AND HAPPY THANKSGIVING FROM THE TULARE FFA CHAPTER!

***Tickets will be required to pick up bundles this year***

**This advertisement complies with the Federal Smart Snack Guidelines for advertising in public schools.**
2020-21 Tulare FFA Sponsor Ads

Directions:

Please mark which category you would like to donate in support of Tulare FFA for 2020-21

☐ FFA Bronze Sponsor $150.00
   1 ¼” X 2” Placemat Ad Space *(Placemats will be used at Awards banquet and Pancake Breakfast)*
   1 ¼” X 2” page Space in the Ad booklet

☐ FFA Silver Sponsor $250.00
   1 ½” X 2” Placemat Ad Space *(Placemats will be used at Awards banquet and Pancake Breakfast)*
   1 ½” X 2” page Space in the Ad booklet
   Yard/Window Sign identifying your business as official Tulare FFA Sponsor

☐ FFA Gold Sponsor $500.00
   2” X 3” Placemat Ad Space *(Placemats will be used at Awards banquet and Pancake Breakfast)*
   2” X 3” Space in the Ad Booklet
   2” X 3” Ad on Tulare FFA 2020-21 Chapter Poster
   Yard/Window Sign identifying your business as official Tulare FFA Sponsor
   2 Tulare FFA Hats
   5 Tulare FFA Window Stickers

☐ FFA Diamond Sponsor $1000.00
   3” X 4” Placemat Ad Space *(Placemats will be used at Awards banquet and Pancake Breakfast)*
   3” X 4” Space in the Ad booklet
   3” X 4” Ad on Tulare FFA 2020-21 Chapter Poster
   Yard/Window Sign identifying your business as official Tulare FFA Sponsor
   4 Limited Edition Tulare FFA Hats
   4 Tulare FFA T-Shirts
   10 Tulare Window Stickers
   Individual Banner with your company’s logo sponsorship displayed at the Farm for 2020-2021 school year
Please complete the following information and enclose your business card (DO NOT STAPLE, GLUE, or TAPE BUSINESS CARD) along with a check or money order payable to Tulare FFA. If you do not have a business card, please enclose business information. **Deadline: September 25, 2020**

Business Name: 

Contact Name: 

Address: 

Telephone: 

Name of student who sold you the ad (if applicable) 

Please complete this form and mail along with your business card / message and check to:

Tulare FFA  
591 West Bardsley Avenue  
Tulare, CA 93274
TULARE JOINT UNION HIGH SCHOOL & AGRICULTURE DEPARTMENT

SCHOOL SPONSORED FFA TRIP PERMISSION SLIP

TRIP PERMISSION

I hereby give permission for (Print name): ____________________________ to participate in all FFA sponsored contests and activities to be held during 2020-21 school year. Students will leave and return to the school/school farm at times arranged with the Agriculture Department staff. An Agriculture Department staff member will be in charge at all times. Transportation may be via: School bus, private vehicle with parent driving (insurance verified and on file with district), private vehicle with school personnel driving, or other means as arranged with the department.

_____________________________________________  __________________
(Signature of Parent of Legal Guardian)  (Date)

Phone number(s) where someone can be reached at all times in case of an emergency: __________

MEDICAL RELEASE

I hereby authorize any medical treatment, anesthetics or surgical procedures as the attending physician deems necessary on the above named patient, and release information concerning such treatment to persons or companies who may be responsible for payment of all or a portion of emergency charges.

_____________________________________________  __  _________________
(Signature of Parent of Legal Guardian)  (Date)

RULES REGARDING ALCOHOL OR DRUG INVOLVEMENT BY STUDENTS

The board of Trustees of the Tulare Joint Union High School District considers student trips to be a valuable part of the total educational program for students in the district. The Board also believes that students representing our school district have a responsibility for conducting themselves properly on such trips. The use of alcohol or drugs or the defiance of school authority in other behavior matters is not an acceptable form of behavior and will not be tolerated within our school system. The Board’s policy includes discipline not only using alcohol/drugs, but also for merely being in the immediate area of such substances. We urge every student to read the district’s policy (stated below) in this area and to conduct himself/herself in a proper manner while on district-approved student trips.
TULARE JOINT UNION HIGH SCHOOL BOARD POLICY ON ALCOHOL/DRUGS

Any student, while under the responsibility of the school, who possesses, uses, sells or otherwise furnishes alcohol or drugs shall:

   Be suspended for (5) school days (first time alcohol offenders may choose two (2) days suspension and six (6) counseling sessions).

   Not be allowed to participate in extracurricular activities for the period beginning with the suspension and extending through an additional twenty (20) school days including intervening weekends, holidays, etc.

   Be placed on probation for up to one year, which means that if a similar incident occurs within that time, the student may be assigned to an alternative school program.

Any student, while under responsibility of the school, and detected in the immediate area (vehicle, room, etc.) of alcohol or drugs, with knowledge of the presence of such substance, will be judged to have violated the authority of school officials or other school personnel engaged in the duties, and shall:

   Not be allowed to participate in extracurricular activities for a period of twenty (20) school days (including intervening weekends, holiday, etc.) From the date the violation is verified.

   Be placed on probation for up to one year, which means that if a similar incident occurs within that time, the student may be assigned to an alternative school program.

I have read and understand the district’s policy on the use of alcohol or drugs or other defiance of school authority while on student trips.

_____________________________________________  _________________
(Signature of Parent of Legal Guardian)  (Date)

_____________________________________________  _________________
(Student Signature)  (Date)
## TULARE FFA

### Budget

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<td><strong>Total Expenses</strong></td>
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<td><strong>Profit(Loss)</strong></td>
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#### Income

- Sale of Deepit 550 Bundles @ $40 each: $22,000.00
- Advertising Fundraiser: $10,000.00
- Miscellaneous Donations: $5,000.00

**Total**: $37,000.00

#### Expenses

- Deep Pit Supplies: $11,000.00
- Advertising Fundraising Expenses: $1,500.00
- Judging Team and Field Day Expenses: $7,000.00
- Officer Retreat: $2,000.00
- Officer Jackets and Shirts: $1,500.00
- Shirts and Hats-Promotional: $1,500.00
- Banquet Hall: $1,800.00
- Banquet Awards: $3,000.00
- Fall Banquet: $1,000.00
- Meetings: $1,000.00
- Top 25 Trip 25 Students @ $75 each: $1,875.00
- Regional Mtg, COLC, Sectional Dues: $750.00
- Delegates-State Convention: $1,000.00
- Greenhand Leadership Conference (60): $1,800.00

**Total**: $36,725.00
SECTION VI
CALENDAR
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**Events:**
- July 30th: Tulare HS Ag Advisory Mtg.
- August 1: Tulare FFA Boosters Mtg. 6pm
- August 2: Welcome Freshmen Mtg.
- August 6: SQ CATA Mtg: Monache
- August 7: SOLC Mtg: Monache
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<tr>
<td><strong>New Year's Day</strong></td>
<td><strong>Porterville College Citrus St. Helena Vine Pruning</strong></td>
<td><strong>Monday, January 4th, Time: 7am</strong></td>
<td><strong>State Degree Review</strong></td>
<td><strong>Student Teacher Conclave</strong></td>
<td><strong>MJC Advanced Leadership Institute</strong></td>
<td><strong>CATA Governing Board - Galt</strong></td>
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SECTION VII
SUPERVISED AGRICULTURAL EXPERIENCE
Every agricultural education program involved three components: Classroom instruction, FFA and SAE (Supervised Agricultural Experience). Every student enrolled in an agriculture class is required to have an SAE project and is a graded component of their grade worth 10% of the entire grade. Teachers will advise your projects and assist as needed. SAEs allow students to explore career opportunities and build many skills needed for college and the workplace. Below are the types of SAE available.

**Entrepreneurship**
So, you want to be the boss? Now’s your chance. Own and operate an agriculture-related business or enterprise—start small and watch what happens with hard work and perseverance. The basic requirement is that you own the enterprise, equipment and supplies, making the management decisions and taking financial risk, with the ultimate goal of earning a profit. As part of an ownership/entrepreneurship SAE, you might own and operate a lawn care service; produce bedding plants, flowers or crops; or raise animals or livestock.

**Placement**
If you like working for someone else, this is the SAE for you. You’ll gain experience and knowledge, and you may be paid, too! Your job or internship could be on a farm or ranch or in an agricultural business, school laboratory or community facility. Track your progress by keeping records of the number of hours you work, your responsibilities and any earnings. Your placement SAE might involve working after school at a farm supply store, on Saturdays at a riding stable or even in a florist shop. Placement programs also include activities where you volunteer your time, learning valuable skills, but are not paid for your time. These unpaid hours can be done as directed school laboratory, community service or service-learning hours.

**Research and Experimentation**
If you like to research or analyze, this is the SAE for you. You will plan and conduct a major agricultural experiment using the scientific process and discover new knowledge. As a part of your research SAE, you verify and demonstrate or learn about scientific principles in agriculture. Some types of research opportunities include determining if phases of the moon have an effect on plant growth or determining the strength of welds using different welding methods.

**Exploratory**
In an exploratory SAE, you get to explore agriculture in one of a variety of ways. As a part of your exploratory SAE program, you might attend an agricultural career day or prepare a scrapbook on the work of a veterinarian.
Tulare FFA offers many SAE opportunities. Check social media regularly for meetings on the following SAEs. Students and parents must attend the meeting if they would like to show or participate for Tulare FFA. See the advisor with any questions you may have. Some of the popular ones include (but are not limited to):

**Agricultural Mechanics Enterprise - Advisors: Mr Castle & Mr. Urueta**

Students use the Tulare FFA mechanics shop to build projects to showcase at the fair and then sell the projects for a profit.

**Dairy Cattle - Advisor: Mrs. Silva**

This is a two year project in which students purchase, raise, care for, and train a dairy heifer for show. The first year the animal is simply shown at the fair. Then the second year, the heifer is bred and sold at the Tulare County Fair in September.

**Market Beef - Advisor: Mr. Castle**

These projects are also a longer commitment of a minimum of 120 days. Students will purchase, raise, care for and train a beef animal for show. These animals will be sold at the Tulare County Fair in September.

**Market Goat - Advisor: Mrs. Romans**

Students will purchase, raise, care for and train a market goat for show. These animals will be sold at the Tulare County Fair in September. Projects typically begin in early June.

**Market Hog - Advisor: Mr. Mederos**

Students will purchase, raise, care for and train a market hog for show. These animals will be sold at the Tulare County Fair in September. Projects typically begin in May.

**Market Lamb - Advisor: Ms. Slover**

Students will purchase, raise, care for and train a market lamb for show. These animals will be sold at the Tulare County Fair in September. Projects typically begin in May.
Pumpkin Enterprise - Advisors: Mr. Castle & Mr. Urueta
The pumpkin enterprise gives opportunities for students to participate in all aspects of production of pumpkins from planting to marketing and selling. There is no financial commitment, however, profits are divided by the number of hours worked to each student. This project typically runs from June-November.

Small Animals - Advisors: Mr. Urueta & Ms. Slover
Small animals include chickens, turkeys and rabbits. Students purchase, raise, care for, and train the animal for show at the Tulare County Fair in September. These are much shorter projects and do not have an exact start time.

Sweet Corn Enterprise - Advisors: Mr. Mederos & Mr. Urueta
The sweet corn enterprise gives opportunities for students to participate in all aspects of production of sweet corn from planting to marketing and selling. There is no financial commitment, however, profits are divided by the number of hours worked to each student. This project typically runs from April-July.

AND MANY, MANY MORE!
Tulare Agriculture Livestock Show Team Expectations/Qualifications

1. To show a Large Animal Project (Dairy/Beef) students must have a minimum of one semester of Agriculture Education and/or has proof (record book) of previous experience showing a large animal (4H, Grange, etc.) and for all current high school students must be enrolled in an Agriculture class.

2. Minimum cumulative 2.0 GPA at time of show entry.

3. FFA Participation
   A. For the Beef Team
      1. For current 10th-12th grade students:
         A. Must have attended five FFA meetings and/or activities during the current calendar year.
      2. For current freshmen, See advisor for qualifications
   B. For all other show teams
      1. Must have attended five FFA meetings and/or activities during the current school year.

4. For current high school students, has a completed record book for the previous school year.

5. Students must have had good attendance in previous years show team practices.

6. Parent/guardian support is evident from the responses of project application.

7. All applications and forms are signed by both the student and parent and turned into the adviser by the due date.

8. All AET (evidence) reports requested for the application process are uploaded or printed out and handed to the adviser.

9. Students will dress appropriately for safety purposes when working with or managing your project.
   A. School appropriate clothing
   B. Closed toe shoes

10. Students will be responsible for maintaining all records of any paperwork dealing with the project. (i.e. bill of sale, brand inspection, project visit form, ethics training certificate, exhibitor handbook, etc.). Students AET will also be expected to be current at all times.

11. Students will attend all mandatory meetings, unless prior arrangements have been made with the advisor.

12. Students who house their projects on school facilities will not use an outside source to treat animals for medical issues without advisor permission.

13. Students will complete and turn in all Tulare County Fair entry forms to their adviser, the due date for these will be established by the advisor.

14. Students will turn in thank you letters to their advisors no later than October 1st.

15. Students are responsible for the management (feeding, cleaning, etc.), prepping for exhibit (clipping, etc.), and practice of their animal project before and during any exhibition.

16. Students must be present during any project visits made by the adviser during the course of the project.

I understand that failure to meet any of the above expectations and/or qualifications listed above may result in a removal from the Tulare FFA Project Show Team and jeopardize any future requests to show with Tulare FFA.

__________________________  ____________________________  ____________________________  ____________________________
Student Name (Print)        Student Signature    Date            Student ID Number

I understand that my students failure to meet any of the above expectations and/or qualifications listed above may result in their removal from the Tulare FFA Project Show Team and jeopardize any future requests to show for Tulare FFA.

__________________________  ____________________________  ____________________________
Parent Name (Print)          Parent Signature      Date
TULARE FFA CONDUCT POLICY AND 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 Tulare 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 Tulare FFA Chapter including but not limited to; all Local, Sectional, Regional, State or National events including all County/State 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 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 Tulare FFA Chapter and the Tulare Joint Union High School District 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 Tulare 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 Tulare 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, drug or firearm 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 Tulare FFA Chapter must be approved by the advisor of the chapter and or advisor of the project. All protests are subject to administration approval.

I agree to conduct myself in an honest, ethical, and upstanding manner. I understand that disciplinary actions will result if these rules are violated. I understand that I am expected to represent the program in a positive manner. I have read and understand this Code of Ethics and any other rules of competition.

Student Name Printed ___________________________ Student Signature ___________________________ Date ________________

Parent Name ___________________________ Printed Parent Signature ___________________________ Date ________________
Tulare High School Agriculture Program
Medical Release for Animal Treatment at Farm

Animal health and biosecurity are a major concern both on and off the school farm properties. It is important that owners understand the following measures taken to keep animals healthy.

**Student Role:**

1. Bring only healthy, vaccinated animals to school farm or any facility.
2. Out of state animals can have a higher risk of shipping fever and should be watched more closely.
3. Once animals have arrived to school farm they may be isolated to their own pens.
4. No animal shall be removed from a pen unless advised by any advisor.
5. The student shall document eating, manuring, coughing, and vital concerns.
6. The student shall notify the advisor of the animal as soon as they have issue with health.
7. Students will not use an outside source to treat animals for medical issues without advisor permission.
8. Students are to communicate all animal health concerns with advisor. Students or family members who seek help from licensed veterinarians are expected to cover ANY and ALL charges (ranch call, treatments, prescriptions, etc).

**Advisor Role:**

1. To protect the health of animals both on and off the farm.
2. To prevent animal health issues by having students recognize vaccination treatments, environmental changes, and isolation procedures while at farm.
3. To check animal health on the farm for a regular period of time; daily, weekly, and monthly
4. To treat animals who show signs of illness; temperature, lethargic, listless, coughing, diarrhea, etc.
5. To record the treatment given and consult the student as soon as possible with follow up advice.
6. To do what is necessary to keep treatment costs low, animals healthy, and projects safe at all times.
7. To provide treatment protocol and medications under the direction of a licensed veterinarian.
8. To work closely with students and parents to keep projects healthy.

**The Exhibitor and Parent Agreement:**

- We understand that the advisor has the right to treat our animal as they see fit to treat an illness
- We understand that the advisor might not always be able to treat animals
- We understand that the advisor/school are not liable for death of any animal
- We understand that we have the right to REFUSE medication treatment on our animal but in doing so we understand that if animal does not show signs of improvement in 48 hours it must be removed or treated.

Exhibitor Name printed: __________________________________________
Signature of Exhibitor: __________________________________________
Parent Printed Name: __________________________________________
Parent Signature: __________________________________________
Tulare High School Agriculture Program

LIVESTOCK PROJECT "STRIKE" NOTIFICATION

Name: ___________________________    Date: _______________________

You received your ______"strike" on __________________________ for the following

Reason(s):

____ Missing a scheduled meeting/summer practice
____ Animal not fed/feeder empty.
____ Pen not cleaned
____ Your Responsibilities Not Being Met
____ Other: __________________________

Advisor: ___________________________    Species: _______________________

Students who plan to take advantage of the opportunity to raise a livestock project with Tulare FFA are required to attend the meetings and practices.

You were a “no show” on ________________

"Strikes" are a way to document potential “patterns” of not meeting your responsibility, and if you were not able to attend, “1 strike” will not affect your opportunity to continue. Recognize that you are being held accountable and if you have future conflicts, you need to communicate in advance to your advisor so he and the other students are aware of the situation.

If you receive a third strike, you will forfeit your privilege of showing at the fair.

Please have your parent sign this form and return it to your project advisor. If you have any questions or need clarification, please contact your project advisor.

Student Signature_________________________________________ Date__________

Parent Signature_________________________________________ Date__________
MARKET LAMB ESTIMATED PROJECT BUDGET

School Farm
Estimated Expenses:
- Cost of Market Lamb $350
  - Insurance (NOT optional) $25
  - Feed $150-$200
  - Supplies (Shavings/Wormer/Meds/Clippers) $50

Total Estimated Expenses $575.00- $625.00

Off Site
- Insurance (Optional) $25
- Supplies (Shavings/Wormer/Meds/Clippers)-(Optional) $50

Additional Cost
Fair Entries $75
Showmanship and Market

Estimated Receipts (Profit):
Sale of animal at Tulare County Fair $675 minus 6% (fair deduction)
(Approximately $5.50/lbs. for 130lb. lamb)

Paying for a Tulare High School Farm Lamb
April 3rd 2020 - $100.00 NON-REFUNDABLE deposit or pay for the entire project plus $100 feed deposit. TOTAL:$525 (Market lamb, Insurance, Feed, Supplies, and $100 feed deposit)
If doing installments - then JUNE 1st is the DEADLINE!

June 1st, 2020- ENTIRE lamb project must be paid for by or before June 1st
  -$250 Market Lamb (remaining amount)
  - Insurance $25
  - Supplies $50
  $325 (after the $100 April 3rd deposit)
June 1st 2020, $100 Feed deposit

TOTAL: $425 - JUNE 1st to show for the 2020 Tulare Co. Fair.
TULARE FFA
LIVESTOCK BUDGETS

MARKET HOG ESTIMATED PROJECT BUDGET

School Farm
Estimated Expenses:
- Purchase of Hog $400
  - Insurance (NOT optional) $25
- Purchase of Feed $300
- Supplies/Bedding for Fair $25
- Supplies– Whip, Shampoo $50
- Entries $65

Total Estimated Expenses $865

Estimated Income:
- Sale of Hog 250 lbs @ $3.50/lb $875

Add-ons

Total Income Estimated $875

Estimated Profit/Loss $10

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Off Site
- Insurance (Optional) $25
- Supplies (Shavings/Wormer/Meds/Clippers)-(Optional) $75

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MARKET STEER ESTIMATED PROJECT BUDGET

School Farm
Estimated Expenses:
- Purchase of Steer $800+
- Purchase of Feed $1,200
- Misc. $75

Total Estimated Expenses $2,075

Estimated Income:
- Sale of Steer 1,200lbs @ $3.00/lb $3,600

Total Income Estimated $1,525

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Off Site
- Supplies (Shavings/Wormer/Meds/Clippers)-(Optional) $75

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Dairy—See Mrs. Silva
Small Animal—See Mr. Urueta
Every SAE is at a different caliber and depth. FFA is all about student opportunity and recognition. If an SAE project goes above and beyond, a student can apply for a proficiency award in one of the following categories:

**Agricultural Communications** – Entrepreneurship/Placement – Includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio and TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. The student may also own and produce an agriculture related broadcast or show. This area also includes any use of or development of new technology (such as websites and blogs) aimed at communicating the story of agriculture.

**Agricultural Education** – Entrepreneurship/Placement – Relates to education and extension, including, but not limited to, youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, developing and conducting informational materials and presentations for civic organizations and school-aged youth, and students who are involved in SAEs surrounding educating the public about the broad topics of agriculture, agriculture education and FFA.

**Agricultural Mechanics Design and Fabrication** – Entrepreneurship/Placement – Involves the design and construction of agricultural equipment structures, and/or selection of the structural materials, and/or implementation of plans for utilizing concrete, electricity, plumbing, data communication cable systems, heating, ventilation, and/or air conditioning into agricultural settings. May also include the development of new and emerging agricultural technologies such as engineering, remote sensing, precision agriculture, ag-robotics and other new technologies not covered by a more appropriate area.

**Agricultural Mechanics Repair and Maintenance** – Entrepreneurship – Student owns an enterprise or business involving the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures, including agricultural power systems including mechanical, electrical, chemical, wind, solar and/or water power.

**Agricultural Mechanics Repair and Maintenance** – Placement – Student works for an employer involved in the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures, including agricultural power systems including mechanical, electrical, chemical, wind, solar and/or water power.
Agricultural Processing – Entrepreneurship/Placement – A student owns an enterprise or works for a business of assembling, transporting, processing, fabricating, mixing, packaging and storing food and nonfood agricultural products. Programs could include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing. Non Food products could include by-products processing such as meat, bone, fish and blood meal, tallow, hides; processing of wool and cotton, making compost, cubing and pelleting of forages, producing bird seed and other pet foods. NOTE: Processing of non-food forest products is no longer part of the agricultural processing area. See: Forest Management and Products.

Agricultural Sales-Entrepreneurship – Student owns the enterprise or business, not covered in a more appropriate proficiency award category, could include enterprises such as the sales of feed, seed, fertilizer, agricultural chemicals, agricultural equipment, machinery or structures. Enterprises could also include the merchandising (which is buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, or forestry items at either the retail or wholesale level. NOTE: SAEs that include the production or processing of the previous items does not belong in this award area.

Agricultural Sales-Placement – Student works for an agriculture related business that is not covered in a more appropriate proficiency award category. This could include sales of feed, seed, fertilizer or agricultural chemicals. Students could also work for businesses that involve the sales of agricultural equipment, machinery or structures. Activities could include the merchandising (buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, floriculture and/or forestry items at either the retail or wholesale level. NOTE: SAEs that include the production or processing of the previous items, it does not belong in this award area.
Agricultural Services – Entrepreneurship/Placement – Student owns enterprises or works in an agricultural business that is not covered in any of the existing award categories. This includes enterprises such as custom equipment operation and maintenance, agricultural management and financial services, animal breeding services, custom baling, crop scouting, implementing integrated pest management programs, horseshoeing, taxidermy services, auction services (working at or owning the auction house), commercial agricultural well drilling, residential tree removal service, custom and contract feeding services or other appropriate services offered through agricultural enterprises. Students applying for placement in agricultural services must work for a company or individual whose primary activity to provide agricultural services. NOTE: Activities related to lawn care, landscaping, mowing or other landscape and care activities are not included in this area. Students with these types of enterprises or activities need to apply in other, more appropriate areas related to turf care, horticulture or nursery landscape.

Agriscience Animal Systems Research - Research in the life processes, health, nutrition, genetics, management and processing of animal systems related to small animals, aquaculture, livestock, dairy, horses and/or poultry.

Agriscience Plant Systems Research - Research in the life cycles, classifications, functions, practices of plant systems related to crops, turf grass, trees and shrubs and/or ornamental plants.

Agriscience Integrated Systems Research - Must fit one of the following descriptions:

Diversified Research – Research in two or more of the agriscience research areas.
  · Environmental Service Systems/Natural Resource Systems Research - Research in the systems, instruments and technology used in waste management and their influence on the environment.
  · Food Products and Processing Systems Research - Research in the product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food service practices within the food industry.
  · Power, Structural and Technical Systems Research - Research in the agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.
  · Social Sciences Research - Research of leadership, personal growth and career success skills necessary for a chosen profession that effectively contributes to society.
The Agriscience Research Proficiency is designed for those students actively engaged in agriscience research and experimentation. This includes students who are actively engaged in doing their own research individually, as well as those students who may be cooperating on research projects with others including but not limited to teams in school, experiment stations or colleges/universities. The student must be actively involved in the development of the experimental design, formulation of the hypothesis, collection of data, interpretation of the data and publicizing the results to be considered for an Agriscience research proficiency.

Beef Production - Entrepreneurship – Student owns the enterprise or business that uses the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

Beef Production - Placement – Student works for a livestock producer applying the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

Dairy Production - Entrepreneurship – Student owns an enterprise or business and applies the best management practices available to efficiently produce and market dairy cattle and dairy cattle products. This award area also includes enterprises in which a student leases cattle for a dairy production business.

Dairy Production - Placement – Student works in the dairy cattle industry applying the best management practices available to efficiently produce and market dairy cattle and dairy cattle products. Diversified Agricultural Production - Entrepreneurship/Placement-Involves the use of the best management practices available to produce and market a combination of livestock and crops in two or more proficiency areas. These areas include at least one species included in Diversified Livestock and at least one species included in Diversified Crop proficiency area.

Diversified Crop Production – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops from two or more of the crop related proficiencies areas. These areas include grain production, fiber/oil production, forage production, specialty crop production, (excluding floriculture production) vegetable production or fruit production.

Diversified Crop Production – Placement – Student works for a crop producer that applies the best management practices available to efficiently produce and market crops from two or more of the crop related proficiencies. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.
Diversified Horticulture – Entrepreneurship/Placement – Student works for someone who or owns the enterprise or business that applies the best management practices available to efficiently manage an SAE program that includes two or more of the following proficiency areas: landscape management, nursery operations, turf grass management, or the specific floricultural production or floral design and floral sales activities accepted in specialty crop production.

Diversified Livestock Production – Entrepreneurship/Placement – Involves the use of the best management practices available to efficiently produce and market a combination of two or more livestock related proficiency award areas. These areas include beef, dairy, sheep, swine, equine, goat, specialty animal, small animal production and care or poultry.

Environmental Science and Natural Resources Management – Entrepreneurship / Placement – Students receive practical experience concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include the areas of management of agriculture waste (excluding common compliance with EPA regulations) recycling of agriculture products, environmental cleanup, serving in the conservation corps; managing agricultural energy usage (not for building or maintaining), multiple uses of resources, land use regulations pertaining to soil, water and air quality, preservation of wetlands, shorelines, and grasslands, erosion prevention practices; installing subsurface drainage, public relations and education concerning pollution.

Equine Science - Entrepreneurship – Student owns an enterprise or business that provides experiences in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses (prior to 2012, formerly in specialty animal production).

Equine Science- Placement – Student works for an employer providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are not owned and/or managed by the member. This also includes miniature horses (prior to 2012, formerly in specialty animal production).

Fiber and Oil Crop Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fiber and/or oil such as cotton, sisal, hemp, soybeans, sesame seed, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint and safflower.
Food Science and Technology – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies microbiology and biochemistry or food product development to improve taste, nutrition, quality and/or value of food. Programs could include the development of new products, food testing, grading and inspecting. NOTE: Food science is not processing of food products, marketing or sales of food products, or food preparation and/or service.

Forage Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for forage such as sorghum not used for grain, alfalfa, clover, brome grass, orchard grass, grain forages, corn and grass silages and all pastures.

Forest Management and Products – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, making and selling cedar shakes and firewood and wood chips/mulch, or working for the Forest Service. Does not include any food items harvested from the forest or residential tree removal services.

Goat Production - Entrepreneurship/Placement - Student owns the enterprise, or works for a business that involves the use of the best management practices available to efficiently produce and market goats and all goat products.

Grain Production – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production does not include any of the aforementioned crops with an intended use for forage.

Grain Production – Placement – Student works for a crop producer or grain production related business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production does not include any of the aforementioned crops with an intended use for forage.
Home and/or Community Development – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices. Also includes community development activities such as volunteerism, community development and community betterment activities. Note: Students working strictly with the installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices should apply in the Agricultural Mechanics -Design & Fabrication area. Students whose activities are limited to using natural vegetation or commercial ornamental plants should apply in the Landscape Management area.

Landscape Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations and improvement of recreational areas.

Nursery Operations – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that provides students with job-entry experience in areas such as turf, ornamental plants, vegetable starter plants, shrubs and/or tree production for the purpose of transplanting or propagation. This could include water garden plants if produced for sale.

Outdoor Recreation – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that develops outdoor recreational activities for public or family use as experiential or income producing enterprises. These enterprises could include vacation cabins and cottages, camping and/or picnic areas, recreational fishing, and/or hunting areas, water sports (not including indoor lifeguard activities), winter sports, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and running petting zoos and rodeo events where the member does not own or manage animals.

Pomology Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fruits such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, cranberries, watermelon, nuts and all common fruits. (Pome fruits include apples, mayhaws, and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries). Note: Grape Production is under Viticulture only.
Poultry Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their products.

Sheep Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market sheep, sheep products and wool.

Small Animal Production and Care – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market small animals such as all rabbits, cats, dogs, mice, hedgehogs, guinea pigs, lizards, small birds (such as canaries, cockatiels, cockatoos, parakeets, parrots, etc.) and programs that typically provide a service in caring for the well-being of pets. Programs could include working at a pet shop, as a groomer, as a dog trainer, providing pet sitting services, working at a kennel, or preparing guide and assistance animals.

Specialty Animal Production – Entrepreneurship/Placement – Applies the best management practices available to efficiently produce and market specialty animals within the Agriculture industry. Students in the specialty animal production proficiency area must demonstrate that they are producing and marketing specialty animals not covered in any of the existing award categories. Specialty animals can include the following: aquaculture, bees, mules, donkeys, bison, oxen, mink, worms, ostriches, pigeons, emus, alpacas or llamas. Placement experiences could include roles as a zoo worker or placement at any specialty animal facility. In their supervised work experience, students must participate in hands-on activities including feeding, inoculating, performing basic animal care, weighing, measuring, showing and possibly marketing animals in an entrepreneurial or work placement environment. NOTE: Goats are now in the goat production award area, and miniature horses have been reclassified and moved to equine science. All rabbits should be entered in small animal production.

Specialty Crop Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops not covered in any of the existing award categories such as: native prairie plants, sugar beets, dry edible beans, green peanuts, gourds, tobacco, specialty corns (popcorn, white corn, Indian corn), all grass seed production, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers, production of crop seed or specific floriculture production. (Such as chrysanthemums, daylilies, etc.)
Swine Production – Entrepreneurship – Student owns an enterprise that applies the best management practices available to efficiently produce and market swine.

Swine Production – Placement – Student works for an employer that applies the best management practices available to efficiently produce and market swine.

Turf Grass Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves the planting and maintaining of turf for outdoor beautification, providing a lawn mowing service; improving recreational areas, sod produced for sale, and sport field or golf course management.

Vegetable Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops such as asparagus, beans, potatoes, sweet potatoes, yams, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.

Veterinary Science – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes working with veterinarians in clinical practice, research facilities, colleges of veterinary medicine, animal health industry, or any other environment in which they assist veterinarians in performing duties related to the health of people and/or the health and welfare of large and small animals. This experience should be under the supervision of a veterinarian and may include wage earning, entrepreneurial or exploratory activities not limited to hands-on care of animals, management of business aspects of a veterinary practice, or working on legislation or regulations relating to animals.

Viticulture – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market grapes.

Wildlife Production and Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the improvement and the availability of fish and wildlife through practices such as land and water habitat improvement, wildlife surveys, development of new land and water habitat, trapping, or the stocking of fish and wild game. This proficiency includes activities conducted with the Fish & Wildlife departments, or Department of Natural Resources. The production of wild species for the stocking of ducks, geese, quail and pheasants are eligible if used as an income enterprise.
SECTION VIII

AWARDS & APPLICATIONS
The Tulare FFA Chapter participates and coordinates in numerous activities at the local, chapter, section, region, state, and national levels. Our members have a plethora of opportunities to develop their leadership potential, find personal growth, and pursue career success through these activities. Each year the Tulare FFA Chapter ranks the top 25 most active members in the chapter.
Congratulations on deciding to run for office! It takes a special person to take the initiative to tackle new challenges. You should be very proud of yourself!

This application is due to your Ag Teacher by **NOVEMBER 6th - NO LATER!** Upon the completion and submission of this application you will be scored on your application as well as a short interview. Don’t worry about not feeling prepared, just be yourself and be confident in your leadership abilities. From there, the Freshmen Ag classes will vote.

The students picked to be a part of the Greenhand Team will be announced on **DECEMBER 10th**. Those selected will be expected to meet all Greenhand Officer requirements throughout the school year. Good luck to you, and may your passion shine through! If you have any questions, please do not hesitate to contact an Ag Teacher.

**Greenhand Officer Requirements**

- Attend an interview on TBD either before school or after school. (Exact times and place will be given)
- Attend the Officer Meeting TBD @ the farm
- Attend and plan the March FFA Meeting on TBD
- Memorize your selected officer lines for the Opening/Closing Ceremonies
- Participate in chapter meetings/fundraising/volunteer time when possible
  - Help with various chapter activities throughout the school year
  - Have a positive constructive attitude at all times.
  - Be a student leader!
Tulare FFA
Greenhand Officer Application 2020 - 2021

Name:
Student Phone #
Current Ag Class(es) & Teacher(s):

Please rank in order of 1 - 6 the offices that you would like to be considered for. 1 is the one you want the most. Remember that no matter what your position, you will be a part of a team.

President Vice President Secretary
Treasurer Reporter Sentinel

1. Why do you want to be a Greenhand FFA Officer and what contributions would you be able to make as an officer for your fellow freshmen agriculture class?

2. Would you be comfortable speaking in front of large groups of people? What experience have you had that makes you prepared for this?

I further understand that I am required to be at all Greenhand Officer activities, on time, or I will fall subject to the consequences associated with absence and tardiness.

Applicant Signature: ____________________________ Date: ____________________
3. If you were to receive a position, what would be your main goal for the chapter?

4. What is one quality you possess that you feel would be a great use on an officer team?

5. What is your SAE goal for this year?

6. Will you be joining a CDE or LDE this year? IF so which one?
I hereby approve of my son/daughter to run for the Tulare FFA Greenhand Officer team, for the 2019 - 2020 school year. I realize that she/he is responsible for their officer duties and will uphold them to the best of their ability. I further understand my child is required to be at the interview, March officer meeting, and the March FFA meeting, and any other Greenhand officer meetings/assigned activities, on time, or will fall subject to the consequences associated with absence and tardiness.

Parent/Guardian Signature: ___________________________ Date: ___________________________

I understand I am responsible for my duties as an officer and will uphold them to the best of my ability. I further understand that I am required to be at all Greenhand Officer activities, on time, or I will fall subject to the consequences associated with absence and tardiness.

Applicant Signature: ___________________________ Date: ___________________________
Application Packet for the
2021-2022 Tulare FFA Officer Team

Officer Positions Available:
President
TU Vice President
TW Vice President
MO Vice President
Secretary
Treasurer
Reporter
Sentinel
Parliamentarian
Historian- Sophomores Only
Chaplain- Sophomores Only

To be eligible to run for Chapter Officer, each student must:
1. Hold the degree of Chapter Farmer. Freshmen candidates must have applied and been a candidate for Greenhand Office.
2. The chapter officer application must be filled out and turned in prior to the given deadline, to the Agriculture Department Secretary.
3. Be in good standing with the Chapter as outlined in Article III, section D of the Tulare FFA Constitution.
4. Maintain a grade point average of 2.5 or better.

Application Process:
1. Typed Officer Application (all directions followed) – 25%
   A. Must include a recommendation letter from an adult. This CANNOT be a Tulare FFA Advisor or family member.
   B. Copy of your AET Journal and Finance Pages
2. Typed Essay – 25%
3. Interview – 25%
4. Speech/Voting Election – 25%

(You must participate in all four areas to be considered for office.)

Interview Dates: May 6, 2020 – Sign up with Mr. Mederos for a time!

Election meeting will be May 14, 2020!

*Application packets are due: April 15, 2021 at 3:30 PM*
I. Personal Information:

<table>
<thead>
<tr>
<th>Full Name</th>
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<tr>
<td>Cell Number</td>
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<td>Mailing Address</td>
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<tr>
<td>Email Address</td>
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<tr>
<td>School</td>
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<td>Grade</td>
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<tr>
<td>Current Cumulative GPA</td>
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II. Office Consideration

<table>
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<th>First Choice:</th>
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<tbody>
<tr>
<td>Second Choice</td>
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<tr>
<td>Is there any office you would not be willing to accept? Yes or No?</td>
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<tr>
<td>Have you ever held an office? If yes, which office and years.</td>
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III. Short Answer Questions (Limit responses to 200 words or less)

List the FFA activities you have participated in during the 2019-2020 school year.

Describe your Supervised Agriculture Experience Program for the 2019-2020 school year.
TULARE FFA

CHAPTER OFFICER APPLICATION

Explain why you are running for chapter office.

Describe any school/community activities in which you plan to participate in the 2017-2018 school year.

Can leaders ever follow other people—or do they always need to lead? Why or why not?
How has FFA participation prepared you to serve as a chapter officer?

If elected to chapter office, what would be your main goal for the chapter?

IV. Essay response – (Length – 1 page or less, Style – double spaced, 12 point Font, Arial or times new roman only)

Though leaders set great examples and work hard to inspire others, they do rely on their teams to succeed. Write about a time when you worked together on a team to achieve something great.
Application for the
2021-2022 Tulare FFA Officer Team

Parent Statement

I ______________________________________, Herby approve of my son/daughter
____________________________________, running/becoming a Tulare FFA Chapter Officer for the 2021-2022
school year. I realize that (s) he is responsible for his/her officer duties and will uphold them to the best of
their ability. I further understand my child is required to be at all executive meetings, FFA meetings, Regional
Meetings, Officer Retreat, FFA Boot Camp, and Chapter Officer Leadership Conference on time or
will fall subject to the consequences associated with absences or tardiness. I am aware that repeated
absences (no more than three) from officer functions will result in my student’s early dismissal from the
officer team. I understand that my child is choosing to be a role model/leader for other students and will
conduct itself in a manner that reflects the values and judgments of such a position. Such they be unable to
uphold this responsibility they will be subjected to consequences and/or removal from the team.

Parent/Guardian Signature _________________________________ date _______________

Student Statement

I ______________________________________ understand I am responsible for my duties as a chapter officer and will
uphold them to the best of my ability. I further understand I am required to be at all executive
meetings, FFA meetings, Officer Retreat, and Chapter Officer Leadership
Conference. I am aware that repeated absences (3 or more) from required functions will result in the dismissal from
the officer team. I understand that all school rules and policies must be followed as well as I must have a current GPA
of 2.5 or higher to participate as an officer. I understand that I am choosing to be a role model/leader for other
students and will do my best to uphold these standards of such a position. Should I fail to uphold these guidelines it
will result in my dismissal from the officer team.

Applicant Signature ______________________________________ Date _______________

Mandatory Officer Retreat will be held July 20-22, 2021
Tulare FFA
Greenhand Degree Application

Name: ____________________________________________Grade:__________
Courses: ____________________________________________
Teacher(s): __________________________________________

Verification Requirement
________ Be regularly enrolled in an agriculture education course
________ Have satisfactory and acceptable plans for a Supervised Agriculture Experience (SAEP).
________ Learn and explain the FFA Creed.
________ Learn and explain the FFA Motto.
________ Learn and explain the FFA Salute.
________ Learn and explain the FFA Mission Statement
________ Describe the FFA emblem.
________ Describe the FFA colors.
________ Describe the FFA symbols.
________ Explain the proper use of the FFA jacket.
________ Have satisfactory knowledge of the history of the organization.
________ Know the duties and responsibilities of FFA members.
________ Personally own or have access to the Official FFA Manual
________ Submit written application for the degree for chapter records.

Applicant Signature

__________________________________________________________

Agriculture Teacher’s Signature

__________________________________________________________

Date
Tulare FFA  
Chapter Degree Application

Name: ___________________________________________  Grade: ___________

Courses: ______________________________________________

Teacher(s): ___________________________________________

Verification  
Requirement

_________ Must have held the degree of Greenhand for at least one complete semester of instruction.

_________ Have a record of satisfactory participation in the activities of the chapter.

_________ Have satisfactorily completed at least one year of systematic instruction in agriculture education, at or above the ninth grade level.

_________ Have in operation an approved Supervised Agriculture Experience Program.

_________ Be regularly enrolled in an agriculture education course.

_________ Be familiar with the purposes and programs of activities of the state association and national organization.

_________ Be familiar with the provisions of the constitution of the local chapter.

_________ Be familiar with Parliamentary Procedure.

_________ Must have led a group discussion for fifteen minutes.

_________ Must have earned at least $150 by his/her own effort from his/her Supervised Agriculture Experience Program and have the $150 productively invested or deposited in a bank, or have worked 100 hours on his/her SAEP in excess of scheduled class time.

_________ Have a 2.0 scholastic record in an agricultural course.

_________ Participate in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least 10 hours of personal time, which you seek to serve and/or improve the quality of life in the local community.

Applicant Signature

__________________________________________________________

Agriculture Teacher’s Signature

__________________________________________________________  Date
The requirements for the State FFA Degree can be found in Section II: The National FFA Organization.

To apply for your State FFA Degree, you will need to log into your AET account. From there you will go to “Reports”

Then you will select: “Degree/Application Manager”
Then select “California Online State FFA Degree” and click “Add New”

It will open a new application below. Select the blue “Application”
Make sure to READ THIS!
Use the bar on the left hand side to navigate the application. Most things should be automatically generated. However, if the box is highlighted and not filled in, you need to complete it.

Cover: Complete the highlighted boxes that are not completely filled and check for correctness on the ones filled in.
Supporting Records: This information should be filled in automatically. Check for correctness.
Project Start Up Essay: This is REQUIRED. If you do not complete this, your application will be rejected. Make sure to follow directions and check for spelling and grammar.
SAE: This information should be filled in automatically. Check for correctness. If something is incorrect, go back into your AET and correct it. This is just the numbers and information pulled from your AET.
Financial Summary: This information should be filled in automatically. Check for correctness. If something is incorrect, go back into your AET and correct it. This is just the numbers and information pulled from your AET. Everything should be listed as MET if your AET is completed correctly.
Checklist: This is simply a checklist of what needs to be completed. Those listed at MET are good to go. NOT MET means you need to finish that step. Verify in Records means that it will need to be manually checked. You should read the requirements and ensure that you have completed it so it does not get rejected when being scored.
Electronic Signatures: Once you have MET all requirements, you AND your parents need to sign and date electronically. Once this is done, request a signature from Mr. Dutto.
Save/Print Your App! Congratulations! Make sure to check with your Ag Teacher to ensure that it is completed correctly.
Tulare FFA Achievement Letter Application

The FFA achievement letter is used to recognize FFA members who have been committed to their chapter. The letter can be worn proudly around campus with the knowledge that these are truly members who have excelled in the FFA. There are minimum requirements that an FFA member must attain in order to receive this prestigious awards. They are:

- Minimum of 2 years in the FFA
- Participation in two of the following
  - 2 years showing
  - 2 years on a judging team
- 5 hours of community service – FFA related only
- 15 FFA activities at the chapter level or higher
- Participation in one of the following leadership activities
  - One speaking contest
  - Chapter, Sectional, Regional Officer
  - One Leadership Conference
- Minimum of 3.0 GPA or better in Ag Classes

Name:  
Email:  
School:  TU TW MO  Grade:  10th  11th  12th  
Have you received an FFA Letter before?  Yes  No  
List all course taken in the Tulare Agriculture Education Program:  

Have you been an FFA member for 2 years?  Yes  No  
In order to qualify for your FFA Letter you must have completed two years of either exhibiting livestock or competing on a CDE Team (Judging Team). Please choose which option qualifies you:

  2 Years Exhibiting Livestock
  2 Years CDE
Think about your previous response, please list either the Species of livestock you have exhibited plus the number of years you have shown (IE: Market Beef- 2 Years) or list the CDE teams you have participated on and the school years (IE: Citrus- 14, 15)

To be eligible, you must have completed 5 hours of FFA Community Services. These hours must be documented in your AET and will be verified from your AET. Please list the FFA Community Service Activities you have participated in, and the number of hours you served (IE: 2019 Pork Feed - 4 hours).

To be eligible, you must have completed 15 DIFFERENT FFA Activities over the course of your FFA years. These activities must be documented in your AET for verification. Please list 15 DIFFERENT Activities that you have participated in and the year. (IE: Fresno State Field Day 2015)
To be eligible, you must have done one of the following items. Please select one:

- Creed Speaking
- Extemporaneous Public Speaking
- Impromptu Public Speaking
- Prepared Public Speaking
- Job Interview
- Greenhand Conference
- Made For Excellence
- Advance Leadership Academy
- Sacramento Leadership Experience
- California State FFA Conference
- National FFA Convention
- Chapter Officer
- Sectional Officer
- Regional Officer

What is your current SAE Project. Please use complete sentences to explain your project. This project must be documented in your AET!

Please attach your AET Journal and Finances to verify the information in this application. In your AET, click on your "Review Journal Entries" and "Review Finances" and print all for this report.
Greenhand Leadership Conference
Conference Date- September 23, 2020
Application Due by: September 9, 2020

Print Name: ______________________________________________________________
Agriculture Teacher _________________________________ Period _________________
T-Shirt Size _______________  Cell Phone # ____________________________________

What FFA activities do you think you would like to be part of this year?

The eligibility criteria to attend the conference:
1. No D's or F's in any class for the current grading period.
2. Application is turned in by September 13, 2019

Conference is Free to all who are selected to participate

Note: Conference will be held on a school day! Classes will be missed! This could affect your ability to make it to a sports practice and/or game! Money will not be refunded if you choose not to attend!

Signature of FFA Member: ________________________________ Date: ____________

Signature of Parent/ Guardian: _____________________________ Date: ____________

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<tr>
<th>Period</th>
<th>Class</th>
<th>Teacher Signature</th>
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MFE and ALA Leadership Conference

Conference Date- February 26-27, 2021

Application Due by: November 13, 2020

Print Name: ___________________________________________________________

Agriculture Teacher ___________________________ Period _______________

Grade _______________ T-Shirt Size _______________ Phone # _____________________

Why do you want to attend MFE or ALA?

What FFA activities have you been part of this school year?

The eligibility criteria to attend the conference:

1. Overall 2.0 GPA minimum, with no D’s or F’s in any class for the current grading period.
2. Have attended/ participated in a minimum of 1 or more FFA activities.
3. Application is turned in by November 13, 2020

$150.00- check made out to Tulare FFA or cash. If financial assistance is needed please speak to Mr. Mederos to discuss your financial hardship, and attach money that can be contributed by you. Your financial contribution is not part of the student selection process. If you are not selected to go on the trip then the money contributed by you will be returned to you! Due to the registration process, the money is due when you turn in your application.

Note: Conference will be held on a three day weekend, please plan accordingly to make sure you are able to attend the conference.

Signature of FFA Member: ___________________________ Date: __________

Signature of Parent/ Guardian: ___________________________ Date: __________
Tulare FFA Boosters

Scholarship Application

Due By: March 1, 2021

Return: To Mrs. Chavez
c/o Tulare FFA Booster
Scholarship Committee

Name: _____________________________________________________

Address: ____________________________________________________

Phone #: _______________________ Cumulative H.S. GPA: ________

Guidance Counselor’s Signature: _________________________________

Planned Major: _______________________________________________

School you plan to attend: ______________________________________

(Please attach additional pages if more space is necessary)

LEADERSHIP

1. FFA Offices Held: (Chapter, Sectional, Regional level—list years)

2. State & National Conventions Attended: (list years)

3. Other FFA Leadership Activities Attended: (Greenhand, MFE, ALA, SLE Conferences, Officer Retreats, etc.—list years)

FFA HONORS & AWARDS

1. Highest Degree Earned:

2. Achievements: (Proficiencies, Judging & Speaking Awards, Fair Awards—list years)
TULARE FFA

TULARE FFA BOOSTER SCHOLARSHIP

FFA PARTICIPATION

1. Judging Team Participation: (list teams & years)

2. Public Speaking: (Opening/Closing, Creed, Job Interview, Prepared, Extemp. – list years)

3. Supervised Agricultural Experience: (brief description, all years)

FFA BOOSTER EVENT PARTICIPATION (Golden 100, and Pancake Breakfast. List the event, type of involvement and years you have participated. See requirements on attached page.)

FFA COMMUNITY INVOLVEMENT (See requirements on attached page)

LIST ALL AG CLASSES TAKEN AND YEAR

EDUCATIONAL GOALS

* Attach a one page essay addressing: “How has participation in the FFA better prepared me for the future?”

SIGNATURE: ________________________________    DATE: __________
To be eligible to receive a Tulare FFA Boosters Scholarship, the student must meet the following requirements:

- Currently enrolled in an agricultural course at a Tulare High School.

- Must have volunteered to help at 2 Booster Fundraisers in 4 years.

- Holds the Chapter FFA Degree.

- Has worked for a minimum of 400 hours, in excess of scheduled class time, on His/her Supervised Agricultural Experience program.

- Has participated in at least 5 distinctly different FFA activities at the chapter level (examples: meetings, FFA fundraisers, farm clean-up days, awards banquet, FFA Community service, etc.).

- Has participated in at least 5 FFA activities above the chapter level (examples: sectional or regional meetings, leadership workshops/conferences, fairs, judging team field days, public speaking events, etc.).

- Has participated in at least 2 different FFA community service activities, (Flags for Veteran’s Day, canned food drives, Socktober, etc.).

- Has all record books completed and up-to-date at the time of application.

I verify that this student meets all requirements listed above and is eligible to receive a Tulare FFA Boosters Scholarship.

______________________________  ____________
Mr. Castle Signature Verification  Date
Tulare FFA Scholarships

The following is the list of scholarships available to you with this one application. There are also descriptions of whom or what each scholarship represents.

Amelio Curti Family Memorial – The Curti family annually provides scholarships to students that will be attending a four year college upon graduation majoring in agriculture. Mr. Curti was a pillar in our community and active in a number on state and national organizations. His family started M. Curti & Sons Inc. Dairy in 1913, which is still a successful dairy being operated by the Curti family today.

Brian Faria Memorial – Mr. Faria was an active member of the Tulare Union FFA Chapter from 1983 to 1987. He was a successful farmer: farming with his father and brothers in Tipton on the Faria Family Farm. Although he did not attend college, as an adult he realized the importance of a higher education and wanted that opportunity available for other children. His philosophy was that having a college degree showed prospective employers that you have a willingness to work hard and determination to succeed.

Growing Gold – Seniors attending a 2 year college. Must have been active in Ag. Major does not need to be ag based.

Jeff Fernandes Memorial – The Fernandes family awards a scholarship in the memory of Jeff who was an outstanding member while attending Tulare Union. The award is presented to students that have been active in the chapter throughout their FFA career.

J.D. Heiskell Company – this scholarship is provided by the J.D. Heiskell Company to a senior from each of the high schools majoring in agriculture. This scholarship is awarded annually to students that have been actively involved in FFA.

Jurgen Prins Memorial – This scholarship is funded by the family of Jurgen Prins. Jurgen Prins was a local agriculture businessman who was a former FFA member of Norco FFA Chapter. Scholarship recipients should be attending a junior college in the Fall.

Land O Lakes, INC. – this scholarship is provided by the Land O Lakes-Tulare to two seniors majoring in agriculture. This scholarship is awarded annually to students that have been actively involved in FFA.

Max Corbett Memorial – Mr. Corbett taught agriculture in Tulare for thirty-one years in which he was recognized for his love of the dairy industry. He was an FFA advisor for all of those years where many of his students went on to become leaders in the community of Tulare as well as the dairy industry.

Westside Ag Tourney / Dick Bramer Memorial – A group of farmers from the Westside of the valley organize a golf tournament each year with the proceeds dedicated to scholarships. Annually they provide funds that are awarded to graduating students majoring in agriculture throughout many high schools in the San Joaquin Valley.

If you are selected to receive a scholarship you will be given the address and contact person to get your money. You will work directly with those people and not the Ag teachers. You will be required to provide a thank you letter and proof of enrollment in order to receive your scholarship.
# Tulare FFA Scholarship Application

**Date Due: March 1, 2021**

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<tr>
<th>Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address:</td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>GPA:</td>
</tr>
<tr>
<td>Email Address:</td>
<td></td>
</tr>
<tr>
<td>Planned College:</td>
<td></td>
</tr>
<tr>
<td>Major:</td>
<td></td>
</tr>
</tbody>
</table>

## Leadership Activities

(You may attach an activity resume if you have one)

<table>
<thead>
<tr>
<th>FFA Offices Held</th>
<th>Level: Chapter, Section, Region</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FFA Conferences Attended</th>
<th>Years</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

## Other Leadership Activities (Retreats, Workshops etc)

<table>
<thead>
<tr>
<th>Other Leadership Activities (Retreats, Workshops, etc.)</th>
<th>Sponsoring Organization</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

## Community Service Activities
Educational Goals

<table>
<thead>
<tr>
<th>FFA Awards and Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
</tr>
<tr>
<td>Greenhand Degree</td>
</tr>
<tr>
<td>Chapter Degree</td>
</tr>
<tr>
<td>State Degree</td>
</tr>
</tbody>
</table>

**Achievements** (Proficiencies, Judging Top Five High Individual & Team Awards, Showing Champions, other)

**School Honors:** (CSF, Board Award etc.)

**FFA Participation**

Judging Teams and Speaking (add more boxes if needed)
TRIP PERMISSION

I hereby give permission for (Print name): _________________________ to participate in all FFA sponsored contests and activities to be held during 2020-21 school year. Students will leave and return to the school/school farm at times arranged with the Agriculture Department staff. An Agriculture Department staff member will be in charge at all times. Transportation may be via: School bus, private vehicle with parent driving (insurance verified and on file with district), private vehicle with school personnel driving, or other means as arranged with the department.

(Signature of Parent of Legal Guardian) ________________ (Date)

Phone number(s) where someone can be reached at all times in case of an emergency: ___________________

MEDICAL RELEASE

I hereby authorize any medical treatment, anesthetics or surgical procedures as the attending physician deems necessary on the above named patient, and release information concerning such treatment to persons or companies who may be responsible for payment of all or a portion of emergency charges.

(Signature of Parent of Legal Guardian) ____________________ (Date)

RULES REGARDING ALCOHOL OR DRUG INVOLVEMENT BY STUDENTS

The board of Trustees of the Tulare Joint Union High School District considers student trips to be a valuable part of the total educational program for students in the district. The Board also believes that students representing our school district have a responsibility for conducting themselves properly on such trips. The use of alcohol or drugs or the defiance of school authority in other behavior matters is not an acceptable form of behavior and will not be tolerated within our school system. The Board’s policy includes discipline not only using alcohol/drugs, but also for merely being in the immediate area of such substances. We urge every student to read the district’s policy (stated below) in this area and to conduct himself/herself in a proper manner while on district-approved student trips.

TULARE JOINT UNION HIGH SCHOOL BOARD POLICY ON ALCOHOL/DRUGS

I. Any student, while under the responsibility of the school, who possesses, uses, sells or otherwise furnishes alcohol or drugs shall:
   A. Be suspended for (5) school days (first time alcohol offenders may choose two (2) days suspension and six (6) counseling sessions).
   B. Not be allowed to participate in extracurricular activities for the period beginning with the suspension and extending through an additional twenty (20) school days including intervening weekends, holidays, etc.
   C. Be placed on probation for up to one year, which means that if a similar incident occurs within that time, the student may be assigned to an alternative school program.

II. Any student, while under responsibility of the school, and detected in the immediate area (vehicle, room, etc.) of alcohol or drugs, with knowledge of the presence of such substance, will be judged to have violated the authority of school officials or other school personnel engaged in the duties, and shall:
   A. Not be allowed to participate in extracurricular activities for a period of twenty (20) school days (including intervening weekends, holiday, etc.) From the date the violation is verified.
   B. Be placed on probation for up to one year, which means that if a similar incident occurs within that time, the student may be assigned to an alternative school program.

I have read and understand the district’s policy on the use of alcohol or drugs or other defiance of school authority while on student trips.

(Signature of Parent of Legal Guardian) (Date)

(Student Signature) (Date)
Tulare High School --- Agriculture Department
Opportunities Available To Students Through Tulare FFA

By enrolling in agriculture courses at Tulare High School, students become members of Tulare FFA. The FFA is a national organization that promotes the development of leadership skills in students interested in agriculture. The FFA program at Tulare High School provides many wonderful opportunities for students to become involved in their school and community while promoting premier leadership, personal growth, and career success.

FFA participation is a graded component of all agriculture courses (comprising 10% of the total class grade). Students are required to acquire 35 FFA Activity Points each semester to receive full credit in their FFA grade. Some of the approved activities are listed below:

Scholarships:
Through participation in FFA activities, students have an opportunity to be eligible for scholarships and program not offered through any other program. In fact, FFA offers more opportunities for scholarships than any other high school program. In 2015, Agriculture Program Completers (Seniors who were in Agriculture for 4 years) received more than $150,000.00 in scholarships.

Leadership Conferences:
With the focus of the FFA centered on leadership development, there are numerous conferences and conventions available for students to participate in.

☆ Greenhand Conference  ☆ Sacramento Leadership Experience
☆ Made for Excellence Conference  ☆ State FFA Conference
☆ Advanced Leadership Academy  ☆ National FFA Convention

Community Service Activities:
In an effort to make a positive difference in the community, the Tulare FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Tulare community a better place to live and work.

☆ Flags for Veterans Day  ☆ Christmas Food/Toy Drives
☆ Kids Day Newspapers  ☆ Corn Harvest for Harvesting Hope

Competitive FFA Judging Teams:
Throughout the year, members of the Tulare FFA Chapter participate in a variety of different judging team events. A judging team is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture.

☆ Agriculture Issue Forum  ☆ Creed Public Speaking
☆ Agriculture Mechanics  ☆ Dairy Cattle Evaluation
☆ Agriculture Welding  ☆ Dairy Products
☆ Agronomy  ☆ Extemporaneous Speaking
☆ Citrus Judging  ☆ Farm Records
☆ Cooperative Marketing  ☆ Farm Power and Machinery
☆ Cotton Judging  ☆ Grapevine Judging/Pruning
☆ Horse Evaluation
☆ Job Interview
☆ Opening/Closing Ceremonies
☆ Prepared Speaking
☆ Small Gas Engines
☆ Soils Evaluation

Supervised Agricultural Experience (SAE) Project Areas:
Each year, students taking agriculture classes are required to have a Supervised Agricultural Experience (SAE) project (this counts as an additional 10% of the student's class grade). These projects allow students to develop leadership skills such as responsibility, time management, communication and record keeping. SAE projects are the responsibility of the student, with guidance provided by the parents/guardians and agriculture instructors. Examples of some SAE projects are listed below:

☆ Ag Mechanics  ☆ Work Experience  ☆ Beef & Dairy Cattle
☆ Crops/Trees/Vines  ☆ Swine  ☆ Rabbits
☆ Horticulture/Gardening  ☆ Sheep  ☆ Goats
# Tulare High School --- Agriculture Department

## Sequence of Courses for the Agriculture Mechanics Pathway

Use this guide to help plan your course selections for each year of high school. Required courses for graduation are shown for each year. Agriculture Mechanics courses are listed in a suggested order that you may desire to choose for your electives. The table below shows a UC/CSU college preparatory schedule that includes agriculture classes:

<table>
<thead>
<tr>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Civics/Economics</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>World History</td>
<td>U.S. History</td>
<td>Math</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Foreign Language</td>
<td>Art – Floriculture *</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Agriculture Bio/Bio</td>
<td>Conceptual Physics</td>
<td>Chemistry</td>
<td>Agriculture Business*</td>
</tr>
<tr>
<td>Agriculture Mechanics I</td>
<td>Agriculture Mechanics II</td>
<td>Elective</td>
<td>Agriculture Mechanics IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture Mechanics III</td>
<td>Advanced Welding Construction/Diesel Engines</td>
</tr>
</tbody>
</table>

## Agriculture Mechanics Pathway -- Course Descriptions

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>DESCRIPTION</th>
<th>SEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Mechanics I</td>
<td>This course is designed to familiarize students with the general skills that they may need for a career in Agriculture Mechanics or Agriculture Engineering. This course covers Measurement, Tool Identification, Electricity, Concrete, Cold Metal Work, Welding and Wood Working.</td>
<td>Prerequisites: None. Meets UC A-G Req (G-Level) Recommended for grade 9.</td>
</tr>
<tr>
<td>Agriculture Biology</td>
<td>Designed for agriculture students, this college-prep biology course will cover areas such as: cells, photosynthesis, respiration, ecology, genetics, and plant &amp; animal systems. This course meets the life science graduation requirement and meets the UC &quot;A-G&quot; requirements.</td>
<td>This course meets the biology requirement for THS. Usually taken in 9th grade, but can be taken 9 - 12. Prerequisites: Recommended for grade 9.</td>
</tr>
<tr>
<td>Agriculture Mechanics II</td>
<td>This course is designed to take over where Agriculture Mechanics I left off. In this course, students will develop the skills needed to weld a variety of materials with several processes of welding such as: Oxy-fuel, Arc, TIG, and Mig.</td>
<td>Recommended as the second course in the Agriculture Mechanics sequence. Usually taken in 10th grade, but can be taken 10-12. Prerequisites: Agricultural Mechanics I with a grade 'C' or higher or teacher approval. Recommended for grade 10.</td>
</tr>
<tr>
<td>Agriculture Mechanics III: Welding Construction</td>
<td>This is the third course in the Agricultural Mechanics sequence. It is designed to build on the skills learned in Agriculture Mechanics II. Students will learn to plan, organize and construct various projects with metal. This is the third course in the Power Technology sequence. Students are introduce to concepts of engine operations and repair.</td>
<td>Recommended as the third course in the Agriculture Mechanics sequence. Usually taken in 11th grade but can be taken 11-12. Prerequisites: Agriculture Mechanics II with a grade ‘C’ or higher or teacher approval. Recommended for grade 11.</td>
</tr>
<tr>
<td>Small Gas Engines</td>
<td>This is the fourth course in the Agricultural Mechanics sequence. It is designed to build on the skills learned in Agriculture Mechanics III. Students will learn to plan, organize and construct various projects with metal. Students will also plan for post-secondary education or to enter the work force.</td>
<td>Recommended as the fourth course in the Agriculture Mechanics sequence. Usually taken in 12th grade. Prerequisites: Agriculture Mechanics III with a grade ‘C’ or higher or teacher approval. Recommended for grade 12.</td>
</tr>
<tr>
<td>Agriculture Mechanics IV: Advanced Welding Construction</td>
<td>This is the fourth course in the Agricultural Mechanics sequence. It is designed to build on the skills learned in Small Gas Engines emphasizing on Diesel engines.</td>
<td>Recommended for grade 12.</td>
</tr>
<tr>
<td>Diesel Engines</td>
<td>This course is designed to provide agriculture students with an understanding of the six basic areas of agribusiness: marketing, sales, finance, accounting, agriculture law and government. This class may become eligible to receive 2-2 credit from local community colleges.</td>
<td>Prerequisites: Any two of the following courses passed with a 'C' grade or better: Agriculture Science, Agriculture Biology, Plant &amp; Animal Physiology, Ornamental Horticulture or Agriculture Mechanics 1, 2, 3. Meets UC A-G Req (G-Level) Recommended for grade 12.</td>
</tr>
</tbody>
</table>

*Recommended
Career Pathway Courses

Agriculture Mechanic I

Agriculture Mechanic II

Agriculture Mechanic III

Agriculture Mechanic IV

Advanced Welding Construction and Fabrication

Small Gas Engines

Diesel Technology (UC-G Level Credit)

10th Grade

Recommended Supplemental Courses

Agriculture Biology (UC-D Level Course)

Floral Design (Art) (UC-F Level Course)

Ag Work Experience (11th or 12th Grade)
The FFA Historian keeps a scrapbook for record purposes, however, we now have a digital version on our website.
Tulare High School Agriculture Department
Graduate Follow-up Survey

Name:______________________________________________________

Address: _________________________________________________

Phone: ___________________________________________________

1) What are you doing at the present time?
   _____ Attending School          _____ In the military
   _____ Full-time                  _____ Homemaker
   _____ Part-time
   _____ Other_____________________
   _____ Working                   _____ Not working
   _____ Full-time                  _____ Looking for work
   _____ Part-time
   _____ Not looking for work

2) In what type of business or industry are you employed?
   _______________________________________________________

3) What is your job title or job description?
   _______________________________________________________

4) Which statement best applies to your present occupation?
   _____ I am using most of the skills I learned in vo-ag programs
        at THS.
   _____ I am using some of the skills I learned in vo-ag program
        at THS
   _____ I am not using any of the skills I learned in the vo-ag
        program at THS
5. What type of school are you currently attending?

___ High School       ___ Trade/technical school
___ 4-year college    ___ Private business school
___ Adult Education   ___ Other________________

6. What is your major course study?

______________________________________________

7. How would you rate the training you received in the KHS Agriculture program?

___ Excellent       ___ Good       ___ Fair       ___ Poor

8. How would you rate the career guidance counseling you received in Agriculture Program?

___ Excellent       ___ Good       ___ Fair       ___ Poor

1. Please check the following areas you feel are valuable components of FFA?

___ Officer and committee chairman experience
___ Judging Contests
___ Advanced degree and proficiency awards
___ Participation in chapter activities, working with others
___ Livestock raising
___ Other-please describe________________________

2. What were the most valuable aspects of the SAEP(Supervised Projects)?

___ Learning Skills related to future ag employment
___ Development of responsibility
___ Learning Record Keeping
___ Other- Please describe
Please rate the facilities and equipment used at KHS for the Agriculture Program

Facilities:
_____ Overcrowded
_____ Modern
_____ Adequate Space provided
_____ Out-of-date

Equipment:
_____ Modern
_____ Well-maintained
_____ Out-of-date
_____ Poorly Maintained
_____ Adequate amount of equipment for all students in class

_____ Other- Please Describe
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc.; FFA; SAEP (Supervised Projects); teaching methods used; facilities/equipment.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
A.

Job Market Description
TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

A. JOB MARKET DESCRIPTION

Agriculture found in the State of California has been called the "most basic and singularly important" industry in the state. Agriculture Education is needed in that the trained labor force essential to maintain, expand and improve the producing, processing and marketing of food and fiber necessary to the economy of the state and nation, must be continually available.

Tulare County is situated about midway between San Francisco to the north, and Los Angeles to the south. Tulare lies near the southern end of the San Joaquin Valley, which is one of the richest agricultural areas in the world.

Tulare County Agriculture is dynamic and reflects the changing demands and tastes of consumer and export markets. The growing global market is beginning to dictate the types of products grown locally. Farmers, handlers, and ranchers continue to assess and modify the way they do business to improve both the quality and sustainability of farm products.

There are approximately 1.5 million acres of harvestable farmland in Tulare County, producing over 3 billion dollars in income. Tulare County produces 47 different commodities valued over 1 million dollars each year. These products are exported to 90 different foreign countries. Tulare County ranks first in the state and nation in milk production.

Dairy processing technology (in Tulare) is growing rapidly. With great amount of production in the area, agriculture is taking an active role in the business community, from environmental services to sales and support service industries. The need for skilled labor will continue to grow rapidly here in the foreseeable future.
B. Targeted Occupations
TULARE JOINT UNION HIGH SCHOOL DISTRICT  
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

B. TARGETED OCCUPATIONS

The following list is a compilation of the various agriculturally related jobs available to agriculture education students completing one of the agriculture programs in the Tulare Joint Union High School District. The lists reflect the various program offerings available and the jobs to be found in our area (Tulare County). This is not meant to be a complete list, but rather a sampling of the career opportunities available to our agriculture education students.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Job Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dairy Production &amp; Management</td>
<td>Dairy Herdsman</td>
</tr>
<tr>
<td></td>
<td>Calf Heifer Manager</td>
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<tr>
<td></td>
<td>Environmental Compliance Engineer</td>
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<tr>
<td></td>
<td>A.I. Technician</td>
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<tr>
<td></td>
<td>Feeder</td>
</tr>
<tr>
<td></td>
<td>Milker</td>
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<tr>
<td></td>
<td>Dairy Processing Technician</td>
</tr>
<tr>
<td></td>
<td>Veterinarian Technician</td>
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<tr>
<td></td>
<td>Nutritionist</td>
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<tr>
<td></td>
<td>Feed Sales Representative</td>
</tr>
<tr>
<td></td>
<td>Milk Transportation</td>
</tr>
<tr>
<td>Livestock Production &amp; Management</td>
<td>Farm Manager</td>
</tr>
<tr>
<td></td>
<td>Feedlot Manager</td>
</tr>
<tr>
<td></td>
<td>Veterinarian Tech</td>
</tr>
<tr>
<td></td>
<td>Environmental Compliance Engineer</td>
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<tr>
<td></td>
<td>Livestock Broker</td>
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<td></td>
<td>Breed Association Representative</td>
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<tr>
<td></td>
<td>Livestock Hauler</td>
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<tr>
<td>Farm Power Systems</td>
<td>Farm Equipment Operator</td>
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<tr>
<td></td>
<td>Machinery Field Person</td>
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<tr>
<td></td>
<td>Farm Machinery Mechanic</td>
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<tr>
<td></td>
<td>Outdoor Power Equipment Mechanic</td>
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<tr>
<td></td>
<td>Machinery Salesman</td>
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<tr>
<td></td>
<td>Equipment Parts Technician</td>
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<tr>
<td></td>
<td>Precision Ag Technology - GPS</td>
</tr>
<tr>
<td>Program Area</td>
<td>Job Opportunities</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Agriculture Engineering Technology</td>
<td>Welder</td>
</tr>
<tr>
<td></td>
<td>Equipment Fabricator</td>
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<tr>
<td></td>
<td>Equipment Engineer</td>
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<tr>
<td></td>
<td>Equipment Salesman</td>
</tr>
<tr>
<td></td>
<td>Maintenance Mechanic</td>
</tr>
<tr>
<td></td>
<td>Farm Ranch Construction</td>
</tr>
<tr>
<td>Environmental Horticulture Science</td>
<td>Nurseryman</td>
</tr>
<tr>
<td></td>
<td>Landscape Contractor</td>
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<tr>
<td></td>
<td>Grounds Keeper</td>
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<tr>
<td></td>
<td>Landscape Maintenance Technician</td>
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<td></td>
<td>Greenhouse Technician</td>
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<td></td>
<td>Nursery Operations Technician</td>
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<tr>
<td></td>
<td>Florist</td>
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<tr>
<td></td>
<td>Wholesale Grower</td>
</tr>
<tr>
<td></td>
<td>Retail Flower and Plant Sale Representative</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>Veterinarian</td>
</tr>
<tr>
<td></td>
<td>Embryology</td>
</tr>
<tr>
<td></td>
<td>Registered Vet Technician</td>
</tr>
<tr>
<td></td>
<td>A.I. Technician</td>
</tr>
<tr>
<td></td>
<td>Zoo Keeper</td>
</tr>
<tr>
<td></td>
<td>Nutritionist</td>
</tr>
<tr>
<td></td>
<td>Geneticist</td>
</tr>
<tr>
<td></td>
<td>Conservation Researcher</td>
</tr>
<tr>
<td></td>
<td>Groomer</td>
</tr>
</tbody>
</table>
C.
Total Program
Goals and Objectives
Tulare Joint Union High School District
Agriculture Department

**Mission:** The purpose of the TJUHSD Agriculture Program to provide students with premier leadership, personal growth and career success through agricultural education. This education will integrate both academic and technical preparation through classroom and laboratory instruction, supervised agriculture experience programs and leadership and interpersonal skill development. Upon graduation TJUHSD Agriculture students will be prepared for continued training, advanced educational opportunities or career entry.

The TJUHSD Agriculture Department Will Accomplish This Mission By Ensuring That All Students Will:

- Understand the history and importance of Agriculture to American Society
- Understand the importance of Agriculture to the economy of the United States and to the economy of the world
- Understand health and safety policies, procedures, regulations, and practices including the use of equipment and handling of hazardous materials
- Improve their reading, writing, computation, communication, problem solving and critical thinking skills
- Improve their leadership and interpersonal skills including responsibility, flexibility and teamwork
- Know how to use contemporary and emerging technological resources in diverse and changing personal, community and workplace environments
- Understand professional, ethical and legal behavior consistent with applied laws, regulations and organizational norms
TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

C. PROGRAM GOALS AND OBJECTIVES

The agriculture education program at Tulare Joint Union High School district is composed of a group of related instructional programs (as outlined below) designed to prepare students for occupations requiring agriculture knowledge and skills. All of these instructional programs incorporate three components: 1) Group instruction in class, laboratory or shop; 2) Individual and group participation in student leadership organizations and activities (FFA); and 3) Individual participation in a supervised agricultural experience program.

A. Plant & Soil Science

This instructional program is designed to prepare persons for employment in enterprises involved in the production of plant products associated with food, feed and fiber. Occupations served by this program are located on the farm, in sales, service and research settings.

Goals of the Agriculture Production Program:

1. To supply students with the knowledge and skill required for entry into and successful progress in those plant science related occupations that do not require education beyond the secondary school level.

2. To prepare students for post-secondary level agriculture education and training.

3. To enable students to acquire an understanding of the economic and social impact of the plant and soil science upon society and its relationship to agriculture in general.

4. To provide the agricultural production industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

B. Animal Science

This instructional program is designed to prepare persons for employment in enterprises involved in the production of livestock and dairy animals. Occupations served by this program are located on the farm, in sales, service, processing and research settings.

Goals of the Animal Science Program:

1. To supply students with the knowledge and skill required for entry into and successful progress in those animal science related occupations that do not require education beyond the secondary school level.

2. To prepare students for post-secondary level agriculture education and training.

3. To enable students to acquire an understanding of the economic and social impact of animal science upon society and its relationship to agriculture in general.
4. To provide the livestock and dairy production industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

C. Agriculture Mechanics

This instructional program is designed to prepare persons for employment in enterprises associated with any agricultural industry requiring primary mechanical competencies of the worker. Agricultural mechanics maintain and repair farm and outdoor power equipment and machinery, fabricate parts and perform welding tasks.

Goals of the Agriculture Mechanics Program:

1. To supply students with the knowledge and skill required for entry into and successful progress in those agriculture mechanics occupations that do not require education beyond the secondary school level.

2. To prepare students for post-secondary level agriculture education and training.

3. To enable students to acquire an understanding of the economic and social impact of the agricultural mechanics industry upon society and its relationship to agriculture in general.

4. To provide the agricultural mechanics industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

D. Agricultural Business Management

This instructional program is designed to prepare persons for employment in enterprises involved in business management associated with agricultural industries. Occupations served by this program are located on the farm, in marketing, service, management, and banking settings.

Goals of the Agricultural Business Management Program:

1. To supply students with the knowledge and skill required for entry into and successful progress in agriculture business related occupations that do not require education beyond the secondary school level.

2. To prepare students for post-secondary level agriculture education and training.

3. To enable students to acquire an understanding of the economic impact of agriculture, management and marketing systems and their relationship to local and world economies.

4. To provide agricultural business with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

E. Ornamental Horticulture
This instructional program is designed to prepare persons for employment in enterprises associated with horticulture, greenhouse operations and management, landscape construction, landscape maintenance, nursery operations and management, turf production and management, and floristry. The occupations in these industries involve a wide range of work environments.

Goals of the Ornamental Horticulture Program:

1. To supply students with the knowledge and skill required for entry into and successful progress in those ornamental horticulture occupations that do not require education beyond the secondary school level.

2. To prepare students for post-secondary level agriculture education and training.

3. To enable students to acquire an understanding of the economic and social impact of the ornamental horticulture industry upon society and its relationship to agriculture in general.

4. To provide the ornamental horticulture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

F. Core Agriculture

This instructional program is designed to prepare persons for entry into the other agriculture programs and employment in enterprises associated with any agricultural industry requiring basic agricultural competencies of the worker.

Goals of the Core Agriculture Program:

1. To supply students with some of the basic agriculture knowledge and skills required for entry and common to most agriculture occupations

2. To supply students with the knowledge and understanding required to make informed career choices in agriculture and assist them to do so

3. To enable students to acquire an understanding of the economic and social impact of the agriculture industry upon society and its relationship to agriculture in general.

4. To provide the agriculture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.
D.
Program Description
TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

D. PROGRAM(S) DESCRIPTION OF INCLUDED COURSES, SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM, AND LEADERSHIP DEVELOPMENT

The agriculture education program at Tulare Joint Union High School district is composed of a group of related instructional programs (as outlined below) designed to prepare students for occupations requiring agriculture knowledge and skills. All of these instructional programs incorporate three components: 1) Group instruction in class, laboratory or shop; 2) Individual and group participation in student leadership organizations and activities (FFA); and 3) Individual participation in a supervised agricultural experience program.

A. Course Descriptions

1. Farm Power and Machinery
   This class is taught at the high school farm for two periods daily. Students study the care and use of farm equipment commonly used in the farming, with special emphasis given to tractor maintenance and operation. Other areas of study include farm safety, small engines, outdoor power equipment, hydraulic, electrical, fuel, cooling and exhaust systems and drive trains. Repair and modification of commonly used farm equipment is also covered.

2. Introduction to Agriculture, Ag. I
   Agriculture I includes the study of a wide range of agriculture areas and careers. Basic areas of study include Careers in agriculture, Future Farmers of America, Plant Science, and Animal Science. Students will be given the opportunity to explain hands on learning as it relates to skills used in Agriculture. Practical application of skills will take place at the High School Farm facilities.

3. Plant and Animal Science, Ag. II
   The Plant and Animal Science course, which meets the life science graduation requirement, emphasizes a study of the structure and function of animal and plant system as they relate to agriculture. The various animal/plant systems, nutrition, disease and genetics are among taught. Emphasis is given to the importance of the environment and ecological issues.

4. Agriculture Welding and Construction
   This course includes the study of both arc, oxy-acetylene, TIG and MIG welding. In arc welding, safety procedures, rod identification and stresses of metals are emphasized, plus the student develops a sufficient level of skill to pass a basic industry welding test. The Student becomes familiar with and able to weld different metals and alloys. Other skills, such as cutting, brazing, fusion welding, hard surfacing, vertical welding, cutting thick and thin metals, are applied to actual project work, such as trailers, loading chutes, and other agricultural equipment. This course prepares the student for a job in industry for specialized work on large farming operations, or for repair and fabrication work on the home farm.

5. Agriculture Work Experience
   Ag. Work Experience provides the opportunity for students to experience on-the-job experience in the world of work. Students are place in agriculture or Agri-business jobs and must complete related instruction assignments as part of the program. The related instruction focuses on the development of proper job habits and attitude and includes individualized
instruction, which is directly related to the job. School credit is given and is based on both the employer’s evaluation as well as that of the work experience supervisor.

6. **Agribusiness Management**
ABM deals with all phases of agricultural business’s found in the region. Agribusiness is a diverse field. This course is designed for the student who is interested in a career in management or wants a solid background in business, economics and, finance. The Internet, textbooks, together with simulation problems, are used to demonstrate the Agribusiness concepts commonly used in our area.

7. **Dairy Production and Management**
This course is designed for students who are interested in working with dairy cattle as a manager, herdsman, and dairy worker or milkier. Students will gain a knowledge of the basic skills as well as a theoretical basis as it relates to such major areas of study as herd health, nutrition, reproduction, artificial insemination, record keeping, fitting and showing, etc.

8. **Livestock Production and Management**
This course provides students with the opportunity to explore the various segments of the total livestock industry. Students will learn basic managerial skills involved in the raising of those breeds of sheep, swine and beef that are important to the industry. Feeding practices, basic veterinarian skills, systems of breeding and a study of the various animal systems are among the more significant areas studied.

9. **Nursery and Landscape Technology**
The course will provide students the opportunity to gain knowledge and understanding of the horticultural industry. Horticulture is a vital and growing industry in California, one that offers many career opportunities. Course study will include such areas as modern nursery production operations, retail sales, landscape design and construction, landscape maintenance and pest control. Students will make use of greenhouses, shade house, garden, orchard and landscape areas.

10. **Agriculture Mechanics**
This course prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Topics include technology, physical science principles, construction, mechanics and welding. Students also learn safety principles, electrical wiring, hydraulic technology, and farm power and equipment operation.

11. **Floriculture**
This class is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques and seasonal designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating all topics of study. All students will also learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance and harmony within an arrangement, along with scale, color, and modern floral design and tradition.
12. Integrated Ag Biology
This is a 1 year laboratory science course designed for the college-bound student with career interest in agriculture. Principles, concepts and interrelationships of plant and animal growth, reproduction, cell biology, genetics, taxonomy, evolution, behavior, nutrition, health, diseases and ecology, similarities between animals and humans are explored. The course is centered on the laboratory component linking life and biological science with agriculture applications. Written and oral reporting skills will be emphasized. Successful completion of this course meets the Life Science requirement for graduation and one year of the CP Elective (‘d’) requirement for the CSU/UC system.

13. Small Engine and Power System
Students in this class will study the care and use of farm equipment commonly used in farming, with special emphasis given to tractor maintenance and operation. Other areas of study include farm safety, small engines, outdoor power equipment, hydraulic, electrical, fuel, cooling and exhaust systems and drive trains. Repair and modification of commonly used farm equipment is also covered.

B. Supervised Agricultural Experience Program (S.A.E.P.)

1. All second year students are expected to maintain a SAE project and first year members are encouraged to start or plan one.

2. Record books are used in all classes.

3. A wide range of student projects can be found within the program, including:

   - Ag. Communications
   - Ag. Mechanics
   - Ag. Processing
   - Ag. Sales & Service
   - Beef Production
   - Dairy Production
   - Diversified Crop Production
   - Equine Science
   - Fiber Crop Production
   - Floriculture
   - Forage Production
   - Fruit & Vegetable Production
   - Grain Production
   - Landscape Maintenance
   - Nursery Operations
   - Poultry Production
   - Sheep Production
   - Swine Production
   - Turf Grass Management

4. Each year Tulare Agriculture students apply and qualify for sectional, regional, state and national proficiency awards based on their SAE’s.

5. Approximately 250 students exhibit their dairy and livestock projects at the Tulare County Fair each year.

6. Approximately 50 students will receive their Golden State Degrees and five to fifteen American FFA Degrees are awarded to Tulare Agriculture students each year based partly on their SAE projects.
C. Leadership Development

1. All Tulare Agriculture Students are members of the local, state and national FFA Organization. The FFA program is designed to foster leadership opportunities for all students.

2. Students are required through the grade process to participate in a minimum of leadership activities each school year.

3. Tulare Western and Union FFA members have the opportunity to participate in the following.

   a) Chapter Meetings & Officer Teams
   b) Sectional Meetings & Officer Teams
   c) Regional Meetings & Officer Teams
   d) State Officer Teams
   e) Greenhand Leadership Conference
   f) Chapter Officer Leadership Conference
   g) State FFA Convention
   h) National FFA Convention
   i) Greenhand Degree
   j) Chapter FFA Degree
   k) Golden State FFA Degree
   l) American FFA Degree
   m) Proficiency Award Competition
   n) Chapter Fundraising Events
   o) Field Day Competitions
   p) FFA Week Activities
   q) FFA Banquets

Career Development Events:
- Agriculture Mechanics
- Agriscience Fair
- Best Informed Greenhand
- Citrus Judging
- Co-Op Quiz
- Cotton Judging
- Creed Recitation
- Dairy Cattle Judging
- Milk Quality and Dairy Foods
- Extemporaneous Public Speaking
- Farm Business Management
- Farm Power and Machinery
- Farm Records
- Job Interview
- Land Judging
- Light Horse Judging
- Marketing Plan Competition
- Opening/Closing Ceremonies

PCA Agri Finance
Parliamentary Procedure and Debate
Prepared Public Speaking
Small Engines
Grapevine Pruning
Grapevine Judging
Ag Issues Forum
Ag Pest Management
Agriculture Science Career Pathway

Career Pathways:
Agri-science  Dairy Science  Animal Science  Veterinary Science  Ornamental Horticulture

Grade
9th
Agriculture Science I

10th
Agriculture Biology/Agriculture Biology Honors

- Plant and Animal Physiology
  - Agriculture Internship
- Dairy Skills
  - Agriculture Business
- Livestock
  - Agriculture Business
- Livestock/Dairy Skills
  - Veterinary Science
- Ornamental Horticulture/Lands
  - Agriculture Business
  - Floral Design (Art)
  - Ag Work Experience 11th or 12th
Tulare High School --- Agriculture Department  
Sequence of Courses for the Agriculture Science Pathways

Use this guide to help plan your course selections for each year of high school. Required courses for graduation are shown for each year. Agriculture Science courses are listed in a suggested order that you may desire to choose for your electives. Students will need to select a Agriculture Program major by their junior year; choices are Animal Science, Dairy Science, Ornamental Horticulture, Agriculture Science or Veterinary Science. The table below shows a UC/CSU college preparatory schedule that includes agriculture classes:

<table>
<thead>
<tr>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
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<td>Civics/Economics</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>World History</td>
<td>U.S. History</td>
<td>Math</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Foreign Language</td>
<td>Art – Floriculture</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Freshman Studies</td>
<td>Agriculture Biology/</td>
<td>Chemistry</td>
<td>Agriculture Business</td>
</tr>
<tr>
<td>Agriculture Science I</td>
<td>Agriculture Biology Honors</td>
<td>Agriculture Course-Junior Level</td>
<td>Veterinary Science</td>
</tr>
</tbody>
</table>

Agriculture Science Pathway -- Course Descriptions

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>DESCRIPTION</th>
<th>SEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Science I</td>
<td>This course is designed to familiarize students with the general skills that they may need for a career in Agriculture. Students will be introduced to the world of California Agriculture, FFA Leadership Development and Supervised Agriculture Experience</td>
<td>Prerequisites: None. Recommended for grade 9.</td>
</tr>
<tr>
<td>Agriculture Biology/</td>
<td>Designed for agriculture students, this college-prep biology course will cover areas such as: cells, photosynthesis, respiration, ecology, genetics, and plant &amp; animal systems. This course meets the life science graduation requirement and meets the UC &quot;A-G&quot; requirements.</td>
<td>This course meets the biology requirement for THS. Usually taken in 10th grade, but can be taken 10 – 12. Prerequisites: Physical Science, Algebra 1 with a 'C' or higher, Agriculture Science, Agriculture Mechanics I, or teacher approval. Recommended for grade 10.</td>
</tr>
<tr>
<td>Agriculture Biology Honors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture Course:</td>
<td>Depending on program major, students can take: Livestock, Dairy Skills, Ornamental Horticulture or</td>
<td></td>
</tr>
<tr>
<td>Junior Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture Business</td>
<td>This course is designed to provide agriculture students with an understanding of the six basic areas of agribusiness: marketing, sales, finance, accounting, agriculture law and government. This class may become eligible to receive 2+2 credit from local community colleges.</td>
<td>Prerequisites: Any two of the following courses passed with a 'C' grade or better: Agriculture Science, Agriculture Biology, Plant &amp; Animal Physiology, Ornamental Horticulture or Agriculture Mechanics 1, 2, 3. Recommended for grade 12.</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>This course is designed to prepare students for a career in Animal Science. Students will learn advance concepts in Animal Husbandry</td>
<td>Prerequisites: Any two of the following courses passed with a 'C' grade or better: Agriculture Science, Agriculture Biology, Plant &amp; Animal Physiology, Livestock, Dairy Skills</td>
</tr>
</tbody>
</table>

*-recommended
Agriculture Engineering Career Pathway

Grade | Career Pathway Courses | Recommended Supplemental Courses
--- | --- | ---
9th | Agriculture Mechanics I |  
10th | Agriculture Mechanics II: Agriculture Welding Skills | Agriculture Biology (Science)
 |  
11th | Agriculture Mechanics III: Welding Construction and Fabrication | Floral Design (Art)
 | Small Gas Engines |  
12th | Agriculture Mechanics IV: Advanced Welding Construction and Fabrication | Ag Work Experience 11th or 12th
 | Diesel Technology (To Be Developed) |
# Tulare High School --- Agriculture Department
## Sequence of Courses for the Agriculture Mechanics Pathway

Use this guide to help plan your course selections for each year of high school. Required courses for graduation are shown for each year. Agriculture Mechanics courses are listed in a suggested order that you may desire to choose for your electives. The table below shows a UC/CSU college preparatory schedule that includes agriculture classes:

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<td>Physical Education</td>
</tr>
<tr>
<td>Freshman Studies</td>
<td>Agriculture Biology*</td>
<td>Chemistry</td>
<td>Agriculture Business*</td>
</tr>
<tr>
<td>Agriculture Mechanics I</td>
<td>Agriculture Mechanics II</td>
<td>Agriculture Mechanics III</td>
<td>Agriculture Mechanics IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Welding Construction/Small Gas Engines</td>
<td>Advanced Welding Construction /Diesel Engines</td>
</tr>
</tbody>
</table>

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## Agriculture Mechanicsexed Pathway -- Course Descriptions

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<tr>
<th>COURSE NAME</th>
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<th>SEQUENCE</th>
</tr>
</thead>
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<tr>
<td>Agriculture Mechanics I</td>
<td>This course is designed to familiarize students with the general skills that they may need for a career in Agriculture Mechanics or Agriculture Engineering. This course covers Measurement, Tool Identification, Electricity, Concrete, Cold Metal Work, Welding and Wood Working.</td>
<td>Prerequisites: None. Recommended for grade 9.</td>
</tr>
<tr>
<td>Agriculture Biology</td>
<td>Designed for agriculture students, this college-prep biology course will cover areas such as: cells, photosynthesis, respiration, ecology, genetics, and plant &amp; animal systems. This course meets the life science graduation requirement and meets the UC &quot;A-G&quot; requirements.</td>
<td>This course meets the biology requirement for THS. Usually taken in 10th grade, but can be taken 10 – 12. Prerequisites: Physical Science, Algebra 1 with a 'C' or higher, Agriculture Science, Agriculture Mechanics I, or teacher approval. Recommended for grade 10.</td>
</tr>
<tr>
<td>Agriculture Mechanics II</td>
<td>This course is designed to take over where Agriculture Mechanics I left off. In this course, students will develop the skills needed to weld a variety of materials with several processes of welding such as: Oxy-fuel, Arc, TIG, and MIG.</td>
<td>Recommended as the second course in the Agriculture Mechanics sequence. Usually taken in 10th grade, but can be taken 10-12. Prerequisites: Agriculture Mechanics with a grade 'C' or higher or teacher approval. Recommended for grade 10.</td>
</tr>
<tr>
<td>Agriculture Mechanics III: Welding Construction</td>
<td>This is the third course in the Agriculture Mechanics sequence. It is designed to build on the skills learned in Agriculture Mechanics II. Students will learn to plan, organize and construct various projects with metal.</td>
<td>Recommended as the third course in the Agriculture Mechanics sequence. Usually taken in 11th grade but can be taken 11-12. Prerequisites: Agriculture Mechanics II with a grade 'C' or higher or teacher approval. Recommended for grade 11.</td>
</tr>
<tr>
<td>Small Gas Engines</td>
<td>This is the fourth course in the Agricultural Mechanics sequence. It is designed to build on the skills learned in Agriculture Mechanics III. Students will learn to plan, organize and construct various projects with metal. Students will also plan for post-secondary education or to enter the workforce.</td>
<td>Recommended as the fourth course in the Agriculture Mechanics sequence. Usually taken in 12th grade. Prerequisites: Agriculture Mechanics III with a grade 'C' or higher or teacher approval. Recommended for grade 12.</td>
</tr>
<tr>
<td>Agriculture Mechanics IV: Advanced Welding Construction</td>
<td>This course is designed to provide agriculture students with an understanding of the six basic areas of agribusiness: marketing, sales, finance, accounting, agriculture law and government. This class may become eligible to receive 2+2 credit from local community colleges.</td>
<td>Prerequisites: Any two of the following courses passed with a 'C' grade or better: Agriculture Science, Agriculture Biology, Plant &amp; Animal Physiology, Ornamental Horticulture or Agriculture Mechanics 1, 2, 3. Recommended for grade 12.</td>
</tr>
</tbody>
</table>
Tulare High School — Agriculture Department
Opportunities Available To Students Through Tulare FFA

By enrolling in agriculture courses at Tulare High School, students become members of Tulare FFA. The FFA is a national organization that promotes the development of leadership skills in students interested in agriculture. The FFA program at Tulare High School provides many wonderful opportunities for students to become involved in their school and community while promoting premier leadership, personal growth, and career success.

FFA participation is a graded component of all agriculture courses (comprising 10% of the total class grade). Students are required to acquire 35 FFA Activity Points each semester to receive full credit in their FFA grade. Some of the approved activities are listed below:

Scholarships:
Through participation in FFA activities, students have an opportunity to be eligible for scholarships and program not offered through any other program. In fact, FFA offers more scholarships than any other high school program. In 2014, Agriculture Program Completers (Seniors who were in Agriculture for 4 years) received more than $100,000.00 in scholarships.

Leadership Conferences:
With the focus of the FFA centered on leadership development, there are numerous conferences and conventions available for students to participate in.

☆ Greenhand Conference
☆ Made for Excellence Conference
☆ Advanced Leadership Academy

☆ Sacramento Leadership Experience
☆ State FFA Conference
☆ National FFA Convention

Community Service Activities:
In an effort to make a positive difference in the community, the Tulare FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Tulare community a better place to live and work.

☆ Flags for Veterans Day
☆ Kids Day Newspapers

☆ Christmas Food/Toy Drives
☆ Corn Harvest for Harvesting Hope

Competitive FFA Judging Teams:
Throughout the year, members of the Tulare FFA Chapter participate in a variety of different judging team events. A judging team is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture.

☆ Agriculture Issue Forum
☆ Agriculture Mechanics
☆ Agriculture Welding
☆ Citrus Judging
☆ Cooperative Marketing
☆ Cotton Judging

☆ Creed Public Speaking
☆ Dairy Cattle Evaluation
☆ Dairy Products
☆ Extemporaneous Speaking
☆ Farm Records
☆ Farm Power and Machinery

☆ Grapevine Judging/Pruning
☆ Horse Evaluation
☆ Opening/Closing Ceremonies
☆ Prepared Speaking
☆ Small Gas Engines
☆ Soils Evaluation

Supervised Agricultural Experience (SAE) Project Areas:
Each year, students taking agriculture classes are required to have a Supervised Agricultural Experience (SAE) project (this counts as an additional 10% of the student's class grade). These projects allow students to develop leadership skills such as responsibility, time management, communication and record keeping. SAE projects are the responsibility of the student, with guidance provided by the parents/guardians and agriculture instructors. Examples of some SAE projects are listed below:

☆ Ag Mechanics
☆ Crops/Trees/Vines
☆ Horticulture/Gardening
☆ Work Experience
☆ Swine
☆ Sheep
☆ Beef & Dairy Cattle
☆ Rabbits
☆ Goats
TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

E. PROGRAM AND OR COURSE SUBJECT MATTER CONTENT OUTLINES

COURSE OFFERINGS:

1. Agriculture Science I
2. Honors- Integrated Agriculture Biology
3. Integrated Agriculture Biology
4. Livestock Production & Management
5. Dairy Production & Management
6. Veterinary Science
7. Nursery and Landscape Technology
8. Floral Design
9. Agribusiness Management
10. Agriculture Mechanics I
11. Agriculture Mechanics II: Welding Skills
12. Agriculture Mechanics III: Welding Construction
13. Agriculture Mechanics IV: Advanced Welding Construction
14. Small Gas Engines Power Systems
15. Agriculture Work Experience
TULARE JOINT UNION HIGH SCHOOL
DISTRICT COURSE OUTLINE

I. BASIC FACTS CONCERNING THE COURSE:

Course Title: Introduction to Agriculture, Ag. I
Department: Agriculture

Grade Level (s): 9
Student Level: College Prep, X
General, X
Basic, X

Course Duration: 1 Year
Credits: 10
Elective/Req.: Elective

Prerequisite: None

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

Agriculture I includes the study of a wide range of agriculture areas and careers. Basic
areas of study include Careers in agriculture, Future Farmers of America, Plant Science,
and Animal Science.

Students will be given the opportunity to explain hands on learning as it relates to skills
used in Agriculture. Practical application of skills will take place at the High School
Farm facilities

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

A. To identify the importance of production agriculture.

B. Identify the seven basic agriculture careers areas.

C. Identify and understand the function of the Future Farmers of America as it
relates to modern agriculture, the structure, history and purpose of the Future Farmers of
America and how it develops leadership skills.

D. Demonstrate an understanding of Supervised Occupational Experience Projects
and their relationship with agriculture and agriculture careers.

III. COURSE LEARNING OUTCOMES: (Continued)

E. Demonstrate an understanding of the California Vocational Agriculture Record
Book by following actual or sample student projects.
F. Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.

G. Demonstrate an understanding of the terminology associated with each species of livestock.

H. Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.

I. Identify the common crops grown and understands their importance to California agriculture.

J. Identify plants parts and explain their function for a variety of common agriculture plants.

K. Explain the factors involved in plant growth and general production practices.

L. Students will understand and perform basic tractor operations and maintenance.

M. Identify basic parts of common agriculture equipment.

N. Demonstrate proper safety techniques used in the agriculture industries and in the classroom setting.

IV. OUTLINE OF COURSE CONTENT:

A. Seven Basic Agriculture Career Areas:

1. Ag. Production (CLO B)
2. Supplies and Services (CLO B)
3. Mechanics (CLO B)
4. Products & Processing (CLO B)
5. Resources & Rural Recreation (CLO B)
6. Ornamental Horticulture (CLO B)
7. Forestry (CLO B)

IV. OUTLINE OF COURSE CONTENT: (Continued)

B. Future Farmers of America

1. Aims and Purposes (CLO C)
2. History (CLO C)
3. Degrees and Awards (CLO C)
4. S.O.E.P. (CLO C)
5. Organizational Structure (CLO C)
6. Leadership (CLO C)

C. Supervised Occupational Experience Program
1. Record keeping (CLO D)
2. Budget (CLO D)
3. Time Management (CLO D)
4. Financing (CLO D)
5. Career Choices (CLO D)
6. Exhibiting at fairs and shows (CLO D)
7. Proficiency and Project awards (CLO D)

D. California Vocational Ag, Record Book

1. Calendar of Events (CLO E)
2. Budget (CLO E)
3. Journal (CLO E)
4. Non-Depreciable Property (CLO E)
5. Depreciable Property (CLO E)
6. Net Income (CLO E)
7. Financial Statement (CLO E)

E. Breed Study

1. History (CLO F)
2. Origin (CLO F)
3. Identify characteristics (CLO F)
4. Uses (CLO F)

IV. OUTLINE OF COURSE CONTENT: (Continued)

F. Management

1. Basic feeding requirements for livestock (CLO G)
2. Identification of feed stuffs (CLO G)
3. General maintenance of livestock (CLO G)
   a. Dehorning (CLO H)
   b. Branding (CLO H)
   c. Vaccinating (CLO H)
   d. Docking (CLO H)
   e. Earnotching (CLO H)

G. Diseases of Livestock

1. Prevention and treatment of common diseases (CLO H)
2. Terminology (CLO H)
3. Symptoms of diseases (CLO H)

H. Reproduction of Livestock

1. Beef breeding program (CLO HG)
2. Swine breeding program (CLO HG)
3. Dairy breeding program (CLO HG)
I. Crops grown in California

1. Cotton (CLO I)
2. Corn (CLO I)
3. Barley (CLO I)
4. Alfalfa (CLO I)
5. Wheat (CLO I)
6. Tree fruit (CLO I)
7. Grapes (CLO I)

J. Plant Growth

1. Soil (CLO K)
2. Irrigation (CLO K)
3. Fertilizer (CLO K)
4. Climate (CLO K)

IV. OUTLINE OF COURSE CONTENT (Continued)

K. Tractor Operations

1. Backing (CLO L)
2. Driving (CLO L)
3. Hitching (CLO L)
4. Preventive maintenance (CLO L)

L. Agriculture Equipment

1. Tillage tools (CLO M)
2. Wood working tools (CLO M)
3. Metal working tools (CLO M)
4. Livestock handling equipment (CLO M)

M. Agricultural Safety

1. Operate tractors and equipment safety (CLO MN)
2. Work and handle livestock properly and safely (CLO MN)
3. General farm safety practices (CLO MN)

N. Production in Agriculture

1. Economic importance of crops in California (CLO A)
2. Economic importance of livestock property in California (CLO A)
3. Foreign trade of Ag. Products (CLO A)
4. Common Ag. Products grown and raised in Tulare County (CLO A)
V. METHODS OF EVALUATION:

A. Objective Evaluations

1. Classroom and lab participation...........................................40%
2. Tests and quizzes...............................................................40%
3. FFA participation, S.A.E. and Record Book.........................20%

B. Subjective Evaluations

1. Classroom participation
2. Classroom cooperation
3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

FFA Student Handbook, National FFA Organization, 1995
FFA New Horizons Magazine, National FFA Organization, 1995
I. BASIC FACTS CONCERNING THE COURSE:

Course Title: Honors Integrated Agriculture Biology
Department: Agriculture
Grade Level(s): 10 - 12
Student Level: College Prep
Course Duration: One year
Credits: 10
Elective/Req.: Life Sci. / Biology
Prerequisites: 1) Ag. I & teacher permission. 2) Algebra I completed or concurrent.

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

Honors Agriculture Biology is a one-year laboratory science course, designed for the college-bound student with career interests in agriculture. Principles, concepts and interrelationships of: plant and animal growth, reproduction, cell biology, genetics, taxonomy, evolution, behavior, nutrition, health, diseases and ecology, similarities between animals and humans are explored. The course is centered on the laboratory component linking life and biological science with agriculture applications. Earth, physical and general science principals will be used to link these applications. Written and oral reporting skills will be emphasized through the incorporation of a semester long Agri-Science Fair Project. This Agri-Science Fair Project will emphasize investigation and experimentation skills of the student.

III. COURSE LEARNING OUTCOMES:

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

Unit A. Introduction to Agriculture Biology
1. Explain the importance of Agriculture Biology in our society. Provide evidence for and defend your explanation.
2. Compare various careers in the area of agricultural biology. Report on careers that are held by persons in underrepresented populations.

Unit B. Agricultural Research
1. Explain the importance of research in agriculture.
2. Describe the process of scientific research methods in agriculture.
3. Develop and carry out a Supervised Agricultural Experience Project which involves the scientific method.
4. Formulate a term project focusing on one topic in agricultural biology. Relate it to other scientific disciplines.
5. Develop a research project that will be entered in the State and National FFA Agriscience competition.

Unit C. Agriculture and the Environment
1. Identify the roles of plants and animals and their interactions in the web of life.
2. Describe the flow of energy through the biosphere.
3. Compare and contrast the oxygen and nitrogen cycles. Report on their importance in agriculture.
4. Define the term “ecosystem.”
5. Appraise at least three current issues in agriculture which biologically affect the environment.
6. Explain the impact of populations on the environment and the effect of the environment on populations.
7. Report on both the good and bad effects of the agricultural revolution on the environment.
8. Evaluate the economic effects of pollution and erosion on production agriculture.
9. Develop and defend a plan to preserve limited resources related to agriculture.
10. Compare and contrast five forms of energy used in agriculture.
11. Design and conduct an experiment that shows the relationship between soil characteristics and plant growth.
12. Describe how agriculture practices can modify soil to improve soil moisture relationships.
13. Conduct an experiment that involves water movement through soil.
14. Compare the internal systems of a single celled organism to those of multicellular organisms.
15. Describe the difference between plant cells and animal cells.
16. Identify blood, bone, fat, nerve, and muscle cells.
17. Identify and diagram male and female gametes in both plants and animals.
18. Compare and contrast the process of mitosis and meiosis.
19. Describe how cells respond to certain stimuli.
20. Explain the concept of cellular adaptation.
21. Discuss the development of the biological concept of “Kingdom.”
22. Discuss three reasons for the current use of the modern system of plant classification.
23. Apply taxonomy in three ways to the field of agriculture.
24. Prepare a phytogenic tree for at least one domestic animal species.
25. Explain how the process of natural selection affects plants and animals. Include the impact of external conditions in the explanation.
26. Analyze the impact of increasing populations on the environment and its resources.

Unit D. Plant Physiology, Reproduction, Photosynthesis, and Growth
1. Compare and contrast the structures and functions of plants from different families.
2. Design and conduct an experiment that covers the entire lifecycle of a plant.
3. Defend the role of green plants in the maintenance of life.
4. Compare and contrast monocotyledons and dicotyledons with respect to leaf, stem, flower structure, and agricultural significance.
5. Analyze the interrelationships among the different systems within the plant.
6. Discuss abiotic environmental factors that affect plant growth (wind, temperature, solar radiation, soil conditions, humidity, pollution etc...).
7. Explain the difference between sexual and vegetative reproduction.
8. Demonstrate an application of both sexual and vegetative reproduction.
9. Discuss how sexual and asexual reproduction are used in agriculture.
10. Research and report on the significant uses of plants in nutrition and medicine.
11. Compare the lifecycle of simple plants, such as algae or moss to a complex plant.
12. Grow at least one indoor and one outdoor landscaping plant or vegetable. Chart the growth pattern and report the results of observations.

Unit E. Animal Physiology and Behavior
1. Demonstrate an understanding of the structure and function of the digestive system by tracing the pathways of food through the various types of livestock digestive systems, with emphasis on the function of organs in the digestive process.
2. Analyze the function of each mammalian body system.
3. Compare the interrelationships of each system within the mammalian body.
4. Compare and contrast the estrus cycles of cattle, sheep, and swine and the menstrual cycle in humans. Chart the process of fertilization in each species.
5. Explain the importance of cellular respiration to living organisms. Develop a flow chart outlining the process of cellular respiration.
6. Develop a flow chart outlining the development of an embryo from conception through parturition.
7. Describe how animal behavioral patterns affect management and handling practices of domestic animals.
8. Dissect various organisms and identify the organs and systems of each.
9. Compare and contrast the organ systems of different livestock species.
10. Analyze the nutrient requirements of various domestic species.
11. Analyze the nutrient content of several feeds.
12. Develop a low cost feed ration for one species of livestock for maintenance, growth and lactation, using concentrates and roughage's available locally.
13. Describe the symptoms of five common nutritional disorders caused by vitamin or mineral deficiencies or toxicity and explain the treatment and prevention of these diseases.
14. Feed an animal through an entire production cycle, recording the types of feed used, rate of gain, and the lean to fat ratio. Report on observations and conclusions.
15. Develop a flow chart outlining the lifecycle of one internal and one external parasite.
16. Describe the impact of parasites on livestock and on the agricultural industry.
17. Design a disease prevention and health care plan for a project animal.
18. Appraise the results of human medicine in relation to livestock medicine.

Unit F. Plant and Animal Genetics
1. Compare and contrast the phenotypic traits of related breeds and varieties of animals and plants.
2. Explain the function of each of the following: gene, allele, DNA, and RNA.
3. Explain the role of enzymes in chromosome replication, and the implications of biotechnology involving these enzymes.
4. Discuss the contributions of Gregor Mendel to the field of genetics.
5. Conduct a simple experiment which exhibits dominant and recessive properties.
6. Evaluate the effectiveness of selection and heritability in production agriculture by comparing modern day crops and animals to their ancestors.
7. Develop an experiment which develops a trait through selection and heritability.
8. Analyze the effects of biotechnology on modern agriculture.
9. Report on the importance of natural selection as the driving force of evolution and its importance in production agriculture.

IV. OUTLINE OF COURSE CONTENT

A. Introduction to Agricultural Biology
   1. What is agricultural biology and why is it important? C1.1
   2. What are the career opportunities for the student in agricultural biology? C1.7
B. Agricultural Research
1. Why is research important? C13.1,2
2. What does an agricultural researcher do? C13.1,2
3. How do researchers go about conducting research? C13.1,2
4. What are the principles of research?
   a. Project formulation and development
   b. Project management
   c. Analysis of project results

C. Agriculture and the Environment
1. What are the characteristics of living things?
   a. Cell Biology HS-LS1-1,4,5,6,7
      1) Plant and animal cell identification and functions (prokaryotic, eukaryotic, viral)
      2) Cell structures and functions
      3) Cellular respiration, photosynthesis
      4) Cellular transport
      5) Cell differentiation
      6) Enzymes
      7) RNA, ATP and proteins
   2. What are the inorganic characteristics that support life?
      a. Soil and Water: The Chemical Foundation C10.1
         1) Atom and molecule structure and chemical bonding
         2) Soil: What are the components of soil and why are different soil samples found where
            they are? C10.1,2,3,4,5
            a) basic soil components
            b) soil formation factors and horizons
            c) soil texture, and structure
            d) soil organisms and organic matter
            e) interrelationships of plants and soil
         3) Water C10.3
            a) water movement properties
         4) Soil and water management
   3. How do living organisms interact with the environment? Why do the weather and other
      abiotic factors affect living organisms? C2.1,3,4,5
      a. Structure and function of ecosystems
      b. The Food Web
      c. The "agricultural revolution" and the environment
      d. Demographics and the environment
      e. Modern agricultural practices and the environment
   4. How are plants and animals classified? C11.3
      a. Taxonomy of living organisms
      b. Evolutionary relationships with other major groups
      c. Comparison of modern agricultural crops and livestock to ancestors
   5. Evolutionary concepts: HS-LS4-1,2,4
      a. Natural selection
      b. The gene pool
      c. The Hardy-Weinberg equation.
      d. Genetic drift
   6. Comparison of modern agricultural crops and livestock to their ancestors
D. Plant Physiology, Reproduction, Photosynthesis, Health and Growth

1. What are the structures and functions of plants? C11.1
2. How do plants grow? C11.1
   a. Seed germination
   b. Photosynthesis and respiration
3. How do plants reproduce? C11.4
   a. Sexual reproduction
   b. Asexual reproduction
4. How have modern agricultural practices and biotechnology changed plants? C3.1
5. What is the role of plants in nutrition and medicine? C3.1,2,4
6. The immune response.

E. Animal Physiology, Reproduction, Nutrition, Health and Behavior

1. What are the internal systems of animals? How do these systems differ among species? How are they similar? C6.1,2
2. How do these systems interact to sustain life and promote growth? C6.1,2
   a. The digestive process
   b. The respiratory system
   c. The reproductive system
   d. The circulatory system
   e. The endocrine system
   f. The nervous system
   g. The muscular system
3. Why do animals interact with each other? How does behavior affect management and feeding strategies? C4.0 C8.0
4. What do we feed domestic animals? How is food processed within the body? What are the important characteristics of feeds? What are the animal’s nutrient requirements? C8.0,1,2,3
   a. Feed identification and nutrient evaluation
   b. Livestock nutrient requirements
   c. Ration formulation
5. What are the major diseases that affect animals? How do these diseases spread? How does the body prevent and fight diseases and infections? What management practices can reduce the incidence of health problems? C9.0,1,2
6. The immune response C9.3

F. Plant and Animal Genetics

2. How do cells reproduce? HS-LS3-2, LS3A, HS-LS3-3
   a. Mitosis
   b. Meiosis
   c. Fertilization
   d. DNA sequencing
   e. Chromosomes
3. What are the physical and chemical structures involved in genetics? HS-LS3-1, HS-LS3-3
   a. DNA
   b. RNA
   c. Amino acids
4. Who were some famous geneticists? What were their contributions? HS-LS3
5. Why are genetics important in production agriculture? HS-LS3-2
6. What are some future careers in genetics and biotechnology? HS-LS-1,3
7. Genetic physiology HS-LS-1,3
8. Genetic predictability HS-LS3-1,2,3
   a. Genotype and phenotype
   b. Mendels law
   c. Inheritance
   d. Genetic mapping

G. EXAMPLE LABORATORY ACTIVITIES
The laboratory activities are examples of general types of laboratory and field experiments that integrate many areas of life, physical, and earth sciences and agriculture. The purpose of general, rather than specific, experiments is to give students an understanding of the interrelationships among scientific disciplines.

Pollution and ecology activity #1:
Have the students set up a fish tank in the classroom and introduce small amounts of common pollutant chemicals, in order to increase the nutrient content of water over a period of time. Have the students regularly take and record measurements, including, water temperature, pH, water clarity, and visual observations of changes. Apply a heat source to the water to increase the algae growth. Visit a water treatment plant or irrigation district site. Have a water quality specialist speak to the class about his/her job and current problems and challenges facing California related to water quality. Have the students write a report on California water quality that includes experimental results as well as information from the guest speaker and field trip.

Cell identification and function activity #2:
Prior to lecture and textbook readings regarding plant and animal cell similarities and differences, have the students take cheek cell samples and plant cell samples from any common houseplant or vegetable. Place both samples on a single slide and observe under a microscope. Have the students diagram both the plant and animal cell, label each component of the cells and describe the differences between the two. Based on observations have the students speculate why the cells differ in structure and function. Have available sample slides of blood, nerve, muscle, bone, and fat cells. Provide slide samples of single cell organisms (at least one plant and one animal organism) and have students compare and contrast the single cell organism to the other plant and animal cells. Take another cheek cell sample and place it in a petri dish. Incubate for one week and place the resulting bacterial cells on a slide to observe growth and splitting of the cells. Use viable, live organism eggs (i.e. sea urchins) and observe both the egg and the sperm under the microscope. Combine the two and allow each student to observe the fertilization through the first splitting of the egg. Have the students outline the process of meiosis. Apply a small amount of antibiotic to the sample in order to observe the cell response to stimuli.

Cellular environment and transport activity #3:
Use thin tubing or capillary tubes to demonstrate osmosis. Have the students experiment with the tubes using various solutions, ranging from pure water to a thick sugar and water solution. Have them describe the differences in transport.

Demographics, living systems, and the ecosystem activity #4:
Have the students draw a natural food web, including plants, insects, larger animal species, and humans. Compare the natural food chain to an artificial chain developed in production agriculture. The students will diagram the interrelationships of different systems in the food web, including the Nitrogen and Oxygen cycles, the effects of increasing populations, and the importance of plants to all participants in the food web. Use a trash can to make either compost or silage in order to demonstrate how the breakdown of organic materials leads to the production of beneficial elements.

Taxonomy of living organisms activity #5:
Have the students collect ten different plants and develop a key to determine the species of each. Given two similar plants of different species, have the students list the differences between the two, using a key. Perform the same activity using insects: species. Have the students choose an animal species. Diagram the phylogenetic tree of the animal and list the differences that have occurred

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over time due to evolution. Compare modern agricultural plants, such as oats, to their relatives that grow in the wild in order to show the differences due to selection, heredity and biotechnology.

Plant physiology, reproduction and growth activity #6:
Start a small garden that includes plants from seed as well as transplants. Provide plant samples with different root, stem, flower, and fruit types. Have students develop models and diagrams of the different plants to demonstrate comparisons and contrasts and have them report on their findings. Using containers, grow similar plants in different soils to show the affects of soil texture and structure on plant growth. Have the students identify the important characteristics of each soil type, where the soil came from and why it is located where it is, and explain how it is beneficial or detrimental to the plant. Germinate seeds in an aquatic environment to demonstrate hydroponics. Have students practice grafting and budding techniques to demonstrate an understanding of asexual reproduction.

Animal physiology, nutrition and behavior activity #7:
Have the students draw and identify the organs involved in the digestive, respiratory, reproductive, circulatory, endocrine, and nervous systems of different animals. Where possible, bring organs to class. Visit a packing plant to observe the entire digestive tract of a livestock species. Identify live animals with various nutritional diseases. Have the students develop a balanced ration for their SOEP, taking into consideration the animal's nutrient requirements, availability of feeds in the area, cost, and the animals behavioral patterns which would affect consumption of the ration. Have the students keep accurate records regarding the feeding program and write a report that includes the development of the project, day to day management, and results on the animal's growth or reproductive performance as it relates to the diet.

Plant and animal genetics and reproduction activity #8:
Use microscopes or slides to show the structure of chromosomes. Have the students diagram the processes of mitosis and meiosis. Start a small garden with different varieties of peas of different colors. Cross pollinate the plants to demonstrate dominance. Graft two varieties of plants together. Have the students draw a flow chart showing the development of an animal from the single egg stage, through fertilization, growth, and parturition. Use slides or films to show embryo transfer, artificial insemination, cell splitting, and cloning techniques. Have students write, or give an oral report describing the future possibilities of bioengineering including the ethical and moral concerns that may arise as a result. Show the videotape, "Garden of Inheritance: a Documentary on Gregor Mendell" to show societal and political pressures associated with genetic research.

Term Research Project:
Each student will design and carry out a year long research project. During the first quarter of the year, each student will select a topic, perform library research and form a hypothesis, or research questions. The second quarter will include the development of the methodology, and conducting of an experiment to test the hypothesis. Students can design a new project, or replicate one from past research, making appropriate changes to improve the research design. The third quarter will consist of the data analysis and a summarization of results. During the fourth quarter, the students will complete the research paper, prepare an exhibit and present an oral presentation of their research.

II. METHODS OF EVALUATION:

1. 45% of the grade will be based on classroom instruction, including:
   a. Exams
   b. Quizzes
   c. Work sheets – Lecture notes
   d. Homework and reading assignments
   e. Key classroom projects
   f. Major field and laboratory activities
   g. Written summaries of individual research projects

2. 30% of the grade will be based on their Agriscience Fair Project,
   a. Student will research a question in agriculture and form a hypothesis to solve the problem:
   b. Conduct an experiment to test their hypothesis
   c. Record, analyze and draw conclusions on their research
   d. Create a ALA formatted research paper and display board

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e. Defend their research to a panel of community members, administrators, and teachers
f. Compete at the State FFA Agriscience Fair Competition.

3. 20% of the grade will be based on:
   a. Participation in FFA activities and Supervised Agricultural Experience Projects
   b. Ongoing supervised agricultural experience project record books
   c. Summaries of FFA and leadership/personal development achievements and activities
VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items such as microscopes and video, audio visual materials, etc.)


Facilities: Classroom, school farm, library, and computer laboratories.
I. BASIC FACTS CONCERNING THE COURSE:

Course Title: Integrated Agriculture Biology  
Department: Agriculture  
Grade Level(s): 10 - 12  
Student Level: College Prep  
Course Duration: One year  
Credits: 10  
Elective/Req.: Life Sci. / Biology  
Prerequisites: 1) Ag. I & teacher permission, 2) Algebra I completed or concurrent.

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

Agriculture Biology is a one-year laboratory science course, designed for the college-bound student with career interests in agriculture. Principles, concepts and interrelationships of: Plant and animal growth, reproduction, cell biology, genetics, taxonomy, evolution, behavior, nutrition, health, diseases and ecology, similarities between animals and humans are explored. The course is centered on the laboratory component linking life and biological science with agriculture applications. Earth, physical and general science principals will be used to link these applications. Written and oral reporting skills will be emphasized.

III. COURSE LEARNING OUTCOMES:

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

Unit A. Introduction to Agriculture Biology
1. Explain the importance of Agriculture Biology in our society. Provide evidence for and defend your explanation
2. Compare various careers in the area of agricultural biology. Report on careers that are held by persons in underrepresented populations?

Unit B. Agricultural Research
1. Explain the importance of research in agriculture.
2. Describe the process of scientific research methods in agriculture.
3. Develop a Supervised Agricultural Experience Project which involves the scientific method.
4. Formulate a term project focusing on one topic in agricultural biology. Relate it to other scientific disciplines.
5. Develop a research project that can be entered in the FFA Agriscience competition.

Unit C. Agriculture and the Environment
1. Identify the roles of plants and animals and their interactions in the web of life.
2. Describe the flow of energy through the biosphere.
3. Compare and contrast the oxygen and nitrogen cycles. Report on their importance in agriculture.
4. Define the term “ecosystem.”
5. Appraise at least three current issues in agriculture which biologically affect the environment.
6. Explain the impact of populations on the environment and the effect of the environment on populations.
7. Report on both the good and bad effects of the agricultural revolution on the environment.
8. Evaluate the economic effects of pollution and erosion on production agriculture.
9. Develop and defend a plan to preserve limited resources related to agriculture.
10. Compare and contrast five forms of energy used in agriculture.
11. Design and conduct an experiment that shows the relationship between soil characteristics and plant growth.
12. Describe how agriculture practices can modify soil to improve soil moisture relationships.
13. Conduct an experiment that involves water movement through soil.
14. Compare the internal systems of a single celled organism to those of multicellular organisms.
15. Describe the difference between plant cells and animal cells.
16. Identify blood, bone, fat, nerve, and muscle cells.
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18. Compare and contrast the process of mitosis and meiosis.
19. Describe how cells respond to certain stimuli.
20. Explain the concept of cellular adaptation.
21. Discuss the development of the biological concept of “Kingdom.”
22. Discuss three reasons for the current use of the modern system of plant classification.
23. Apply taxonomy in three ways to the field of agriculture.
24. Prepare a phytogenic tree for at least one domestic animal species.
25. Explain how the process of natural selection affects plants and animals. Include the impact of external conditions in the explanation.
26. Analyze the impact of increasing populations on the environment and its resources.

**Unit D. Plant Physiology, Reproduction, Photosynthesis, and Growth**

1. Compare and contrast the structures and functions of plants from different families.
2. Design and conduct an experiment that covers the entire lifecycle of a plant.
3. Defend the role of green plants in the maintenance of life.
4. Compare and contrast monocotyledons and dicotyledons with respect to leaf, stem, flower structure, and agricultural significance.
5. Analyze the interrelationships among the different systems within the plant.
6. Discuss abiotic environmental factors that affect plant growth (wind, temperature, solar radiation, soil conditions, humidity, pollution etc...).
7. Explain the difference between sexual and vegetative reproduction.
8. Demonstrate an application of both sexual and vegetative reproduction.
9. Discuss how sexual and asexual reproduction are used in agriculture.
10. Research and report on the significant uses of plants in nutrition and medicine.
11. Compare the lifecycle of simple plants, such as algae or moss to a complex plant.
12. Grow at least one indoor and one outdoor landscaping plant or vegetable. Chart the growth pattern and report the results of observations.
Unit E. Animal Physiology and Behavior
1. Demonstrate an understanding of the structure and function of the digestive system by tracing the pathways of food through the various types of livestock digestive systems, with emphasis on the function of organs in the digestive process.
2. Analyze the function of each mammalian body system.
3. Compare the interrelationships of each system within the mammalian body.
4. Compare and contrast the estrus cycles of cattle, sheep, and swine and the menstrual cycle in humans. Chart the process of fertilization in each species.
5. Explain the importance of cellular respiration to living organisms. Develop a flow chart outlining the process of cellular respiration.
6. Develop a flow chart outlining the development of an embryo from conception through parturition.
7. Describe how animal behavioral patterns affect management and handling practices of domestic animals.
8. Dissect various organisms and identify the organs and systems of each.
9. Compare and contrast the organ systems of different livestock species.
10. Analyze the nutrient requirements of various domestic species.
11. Analyze the nutrient content of several feeds.
12. Develop a low cost feed ration for one species of livestock for maintenance, growth and lactation, using concentrates and roughage’s available locally.
13. Describe the symptoms of five common nutritional disorders caused by vitamin or mineral deficiencies or toxicity and explain the treatment and prevention of these diseases.
14. Feed an animal through an entire production cycle, recording the types of feed used, rate of gain, and the lean to fat ratio. Report on observations and conclusions.
15. Develop a flow chart outlining the lifecycle of one internal and one external parasite.
16. Describe the impact of parasites on livestock and on the agricultural industry.
17. Design a disease prevention and health care plan for a project animal.
18. Appraise the results of human medicine in relation to livestock medicine.

Unit F. Plant and Animal Genetics
1. Compare and contrast the phenotypic traits of related breeds and varieties of animals and plants.
2. Explain the function of each of the following: gene, allele, DNA, and RNA.
3. Explain the role of enzymes in chromosome replication, and the implications of biotechnology involving these enzymes.
4. Discuss the contributions of Gregor Mendel to the field of genetics.
5. Conduct a simple experiment which exhibits dominant and recessive properties.
6. Evaluate the effectiveness of selection and heritability in production agriculture by comparing modern day crops and animals to their ancestors.
7. Develop an experiment which develops a trait through selection and heritability.
8. Analyze the effects of biotechnology on modern agriculture.
9. Report on the importance of natural selection as the driving force of evolution and its importance in production agriculture.
IV. OUTLINE OF COURSE CONTENT

A. Introduction to Agricultural Biology
   1. What is agricultural biology and why is it important? C1.1
   2. What are the career opportunities for the student in agricultural biology? C1.7

B. Agricultural Research
   1. Why is research important? C13.1,2
   2. What does an agricultural researcher do? C13.1,2
   3. How do researchers go about conducting research? C13.1,2
   4. What are the principles of research? C13.1,2
      a. Project formulation and development
      b. Project management
      c. Analysis of project results

C. Agriculture and the Environment
   1. What are the characteristics of living things?
      a. Cell Biology HS-LS1-1,4,5,6,7
         1) Plant and animal cell identification and functions (prokaryotic, eukaryotic, viral)
         2) Cell structures and functions
         3) Cellular respiration, photosynthesis
         4) Cellular transport
         5) Cell differentiation
         6) Enzymes
         7) RNA, ATP and proteins
   2. What are the inorganic characteristics that support life?
      A. Soil and Water: The Chemical Foundation C10.1
         1) Atom and molecule structure and chemical bonding C10.2
         2) Soil: What are the components of soil and why are different soil samples
            found where they are? C10.1,2,3,4,5
            a) basic soil components
            b) soil formation factors and horizons
            c) soil texture, and structure
            d) soil organisms and organic matter
            e) interrelationships of plants and soil
         3) Water C10.3
            a) water movement properties
         4) Soil and water management
   3. How do living organisms interact with the environment? Why do the weather and
      other abiotic factors affect living organisms? C2.1,3,4,5
      a. Structure and function of ecosystems
      b. The Food Web
      c. The "agricultural revolution" and the environment
      d. Demographics and the environment
      e. Modern agricultural practices and the environment
   4. How are plants and animals classified?
      a. Taxonomy of living organisms
      b. Evolutionary relationships with other major groups
c. Comparison of modern agricultural crops and livestock to ancestors

5. Evolutionary concepts: HS-LS4-1,2,4
   a. Natural selection
   b. The gene pool
   c. The Hardy-Weinberg equation.
   d. Genetic drift

6. Comparison of modern agricultural crops and livestock to their ancestors. C1.1

D. **Plant Physiology, Reproduction, Photosynthesis, Health and Growth**

1. What are the structures and functions of plants? C11.1
2. How do plants grow? C11.2
   a. Seed germination
   b. Photosynthesis and respiration
3. How do plants reproduce? C11.4
   a. Sexual reproduction
   b. Asexual reproduction
4. How have modern agricultural practices and biotechnology changed plants? C3.1
5. What is the role of plants in nutrition and medicine? C3.1,2,4
6. The immune response.

E. **Animal Physiology, Reproduction, Nutrition, Health and Behavior**

1. What are the internal systems of animals? How do these systems differ among species? How are they similar? C6.1,2
2. How do these systems interact to sustain life and promote growth? C6.1,2
   a. The digestive process
   b. The respiratory system
   c. The reproductive system
   d. The circulatory system
   e. The endocrine system
   f. The nervous system
   g. The muscular system
3. Why do animals interact with each other? How does behavior affect management and feeding strategies? C4.0, C8.0
4. What do we feed domestic animals? How is food processed within the body? What are the important characteristics of feeds? What are the animal’s nutrient requirements? C8.0,1,2,3
   a. Feed identification and nutrient evaluation C8.1
   b. Livestock nutrient requirements C8.3
   c. Ration formulation C8.3
5. What are the major diseases that affect animals? How do these diseases spread? How does the body prevent and fight diseases and infections? What management practices can reduce the incidence of health problems? C9.0, 1, 2
6. The immune response C9.3
F. Plant and Animal Genetics
2. How do cells reproduce?
   a. Mitosis HS-LS3-2
   b. Meiosis HS-LS3-2
   c. Fertilization HS-LS3-2, LS3.A
   d. DNA sequencing HS-LS3-2, HS-LS3-3
   e. Chromosomes HS-LS3-2, HS-LS3-3
3. What are the physical and chemical structures involved in genetics?
   a. DNA HS-LS3-1
   b. RNA HS-LS3-1
   c. Amino acids HS-LS3-1
4. Who were some famous geneticists? What were their contributions? HS-LS3
5. Why are genetics important in production agriculture? HS-LS3-2
6. What are some future careers in genetics and biotechnology? HS-LS-1,3
7. Genetic physiology HS-LS-1,3
8. Genetic predictability HS-LS3-1,2,3
   a. Genotype and phenotype
   b. Mendels law
   c. Inheritance
   d. Genetic mapping

G. EXAMPLE LABORATORY ACTIVITIES
The laboratory activities are examples of general types of laboratory and field experiments that integrate many areas of life, physical, and earth sciences and agriculture. The purpose of the general, rather than specific, experiments is to give students an understanding of the interrelationships among scientific disciplines.

Pollution and ecology activity #1:
Have the students set up a fish tank in the classroom and introduce small amounts of common pollutant chemicals, in order to increase the nutrient content of water over a period of time. Have the students regularly take and record measurements, including, water temperature, pH, water clarity, and visual observations of changes. Apply a heat source to the water to increase the algae growth. Visit a water treatment plant or irrigation district site. Have a water quality specialist speak to the class about his/her job and current problems and challenges facing California related to water quality. Have the students write a report on California water quality that includes experimental results as well as information from the guest speaker and field trip.

Cell identification and function activity #2:
Prior to lecture and textbook readings regarding plant and animal cell similarities and differences, have the students take cheek cell samples and plant cell samples from any common houseplant or vegetable. Place both samples on a single slide and observe under a microscope. Have the students diagram both the plant and animal cell, label each component of the cells and describe the differences between the two. Based on observations have the students speculate why the cells differ in structure and function. Have available sample slides of blood, nerve, muscle, bone, and fat cells. Provide slide samples of single cell organisms (at least one plant and one animal organism) and have students compare and contrast the single cell organism to the other plant and animal cells. Take another cheek cell sample and place it in a petri dish. Incubate for one week and place the resulting bacterial cells on a slide to observe growth and splitting of the cells. Use viable, live organism eggs (i.e. sea urchins) and observe both the egg and the sperm under the microscope. Combine the two and allow each student to observe the fertilization through the first splitting of the egg. Have the students outline the process of meiosis. Apply a small amount of antibiotic to the sample in order to observe the cell response to stimuli.

Cellular environment and transport activity #3:
Use thin tubing or capillary tubes to demonstrate osmosis. Have the students experiment with the tubes using various solutions, ranging from pure water to a thick sugar and water solution. Have them describe the differences in transport.

Demographics, living systems, and the ecosystem activity #4:
Have the students draw a natural food web, including plants, insects, larger animal species, and humans. Compare the natural food chain to an artificial chain developed in production agriculture. The students will diagram the interrelationships of different systems in the food web, including the Nitrogen and Oxygen cycles, the effects of increasing populations, and the importance of plants to all participants in the food web. Use a trash can to make either compost or silage in order to demonstrate how the breakdown of organic materials leads to the production of beneficial elements.

Taxonomy of living organisms activity #5:
Have the students collect ten different plants and develop a key to determine the species of each. Given two similar plants of different species, have the students list the differences between the two, using a key. Perform the same activity using insect species. Have the students choose an animal species. Diagram the phylogenetic tree of the animal and list the differences that have occurred over time due to evolution. Compare modern agricultural plants, such as oats, to their relatives that grow in the wild in order to show the differences due to selection, heredity and biotechnology.

Plant physiology, reproduction and growth activity #6:
Start a small garden that includes plants from seed as well as transplants. Provide plant samples with different root, stem, flower, and fruit types. Have students develop models and diagrams of the different plants to demonstrate comparisons and contrasts and have them report on their findings. Using containers, grow similar plants in different soils to show the effects of soil texture and structure on plant growth. Have the students identify the important characteristics of each soil type, where the soil came from and why it is located where it is, and explain how it is beneficial or detrimental to the plant. Germinate seeds in an aquatic environment to demonstrate hydroponics. Have students practice grafting and budding techniques to demonstrate an understanding of asexual reproduction.

Animal physiology, nutrition and behavior activity #7:
Have the students draw and identify the organs involved in the digestive, respiratory, reproductive, circulatory, endocrine, and nervous systems of different animals. Where possible, bring organs to class. Visit a packing plant to observe the entire digestive tract of a livestock species. Identify live animals with various nutritional diseases. Have the students develop a balanced ration for their SOEP, taking into consideration the animal’s nutrient requirements, availability of feeds in the area, cost, and the animals behavioral patterns which would affect consumption of the ration. Have the students keep accurate records regarding the feeding program and write a report that includes the development of the project, day to day management, and results on the animal’s growth or reproductive performance as it relates to the diet.

Plant and animal genetics and reproduction activity #8:
Use microscopes or slides to show the structure of chromosomes. Have the students diagram the processes of mitosis and meiosis. Start a small garden with different varieties of peas of different colors. Cross pollinate the plants to demonstrate dominance. Graft two varieties of plants together. Have the students draw a flow chart showing the development of an animal from the single egg stage, through fertilization, growth, and parturition. Use slides or films to show embryo transfer, artificial insemination, cell splitting, and cloning techniques. Have students write, or give an oral report describing the future possibilities of bioengineering including the ethical and moral concerns that may arise as a result. Show the videotape, "Garden of Inheritance: a Documentary on Gregor Mendell" to show societal and political pressures associated with genetic research.

Term Research Project:
Each student will design and carry out a year long research project. During the first quarter of the year, each student will select a topic, perform library research and form a hypothesis, or research questions. The second quarter will include the development of the methodology, and conducting of an experiment to test the hypothesis. Students can design a new project, or replicate one from past research, making appropriate changes to improve the research design. The third quarter will consist of the data analysis and a summarization of results. During the fourth quarter, the students will complete the research paper, prepare an exhibit and present an oral presentation of their research.
H. METHODS OF EVALUATION:

1. 80% of the grade will be based on classroom instruction, including:
   a. Exams
   b. Quizzes
   c. Work sheets – Lecture notes
   d. Homework and reading assignments
   e. Key classroom projects
   f. Major field and laboratory activities
   g. Written summaries of individual research projects

3. 20% of the grade will be based on:
   a. Participation in FFA activities and Supervised Agricultural Experience Projects
   b. Ongoing supervised agricultural experience project record books
   c. Summaries of FFA and leadership/personal development achievements and activities
VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items such as microscopes and video, audio visual materials, etc.)


Facilities: Classroom, school farm, library, and computer laboratories.
TULARE JOINT UNION HIGH SCHOOL
DISTRICT COURSE OUTLINE

I. BASIC FACTS CONCERNING THE COURSE:

Course Title  Livestock Production & Management  Department  Agriculture

Grade Level ($)  11-12  Student Level:  College Prep  X
                 General  X
                 Basic

Course Duration     Year     Credit     20     Elective/Req.     None

Prerequisite  Agriculture II or permission of instructor

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

This course provides students with the opportunity to explore the various segments of the total livestock industry. Students will learn basic managerial skills involved in the raising of those breeds of sheep, swine and beef that are important to the industry. Feeding practices, basic veterinarian skills, systems of breeding and a study of the various animal systems are among the more significant areas studied.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

A. The student will be able to identify those breeds of livestock (sheep, swine and beef) that are important to the industry.

B. Students will demonstrate a knowledge of the following skills as the relate to the livestock industry.

1. Castrating
2. Docking
3. Dehorning
4. Vaccinating
5. Clipping needle teeth
6. Ear notching
7. Judging and selecting
8. Fitting and showing
III. COURSE LEARNING OUTCOMES: (Continued)

C. Consider a variety of agriculture careers and make realistic decisions about such careers.

D. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual, project or a sample project.

E. Understand the importance of FFA and its relationship and importance to the Vo-Ag student.

F. The student will be able to relate the importance of the livestock industry to the rest of the agricultural spectrum.

G. The student will be able to identify and properly formulate those feed stuffs for the rearing of cattle, swine and sheep.

H. The student will be able to identify the digestive system of a ruminant (cattle) and a monogastric (swine) and explain how they function.

I. Students will demonstrate proper feeding practices with livestock including:

   1. Amount to feed daily
   2. Rate of grain
   3. Cost per pound of grain
   4. Mixing ration
   5. Water importance

J. Students will be able to identify the major diseases of beef, sheep and swine, including the symptoms, treatment and prevention of such diseases.

K. Students will demonstrate knowledge of the following skills as they relate to the meat industry:

   1. To identify those cuts of meat that are in demand by the consumer
   2. To be able to select a desirable carcass from each of the species of the livestock breeds (sheep, swine and beef cattle)
   3. To apply the federal grading system to meats

L. Explain the various systems of breeding beef cattle, sheep and swine (artificial and natural).
III. **COURSE LEARNING OUTCOMES:** (Continued)

M. Identify the anatomy involved and explain the physiology of the reproductive tract for beef, swine and sheep.

N. Students will demonstrate safe and proper techniques in working with livestock.

IV. **OUTLINE OF COURSE CONTENT:**

A. **Breed Study**

1. History and development of the breed (CLO B)
2. Distribution, adaptation and the future of the industry (CLO B)
3. Breed management (CLO B)
4. Breed identification (CLO B)
   a. Beef (CLO A)
   b. Sheep (CLO A)
   c. Swine (CLO A)
5. Judging and selecting livestock (CLO KB)
6. Fitting and showing livestock (CLO BJK)

B. **Feeding Livestock**

1. Required nutrients and their importance (CLO C)
2. Identification of feedstuffs used (CLO C)
3. Factors affecting the value of feeds (CLO C)
4. Digestive systems of
   a. Monogastric (CLO D)
   b. Ruminants (CLO D)
5. Requirements for
   a. Growth (CLO E)
   b. Fattening (CLO E)
   c. Reproduction (CLO E)
6. Feeding farm animals-general management (CLO EJ)
7. Formulating rations (CLO C)
C. Disease and Parasites

1. Introduction
   a. Battle against animal diseases (CLO FJ)
   b. Food supply and animal diseases (CLO FJ)
   c. Economics of livestock diseases (CLO F)

2. Livestock Diseases
   a. Causes and treatment (CLO F)
   b. How diseases are spread (CLO F)
   c. Genetics and it's relationship to diseases (CLO F)
   d. Prevention and treatment (CLO F)
   e. Terminology (CLO F)

3. How the body functions in combating diseases (CLO F)

4. How to tell when an animal is sick (CLO F)

D. Animal Reproduction

1. Principles of livestock genetics (CLO H)
2. Anatomy and physiology of the reproduction tract (CLO H)
3. Problems or reproduction (CLO H)
4. Beef breeding program (CLO HJ)
5. Semen production and handling (CLO H)
6. Pregnancy checking (CLO H)

E. Meat and Carcass Evaluation

1. World livestock consumption (CLO G)
2. U.S. livestock consumption (CLO G)
3. Federal meat grades (CLO G)
4. Disposition of the carcass (CLO G)
5. Livestock carcass and it’s wholesale cuts (CLO G)
6. Nutritive value of meat (CLO G)
7. Purpose of aging meats (CLO G)
8. By-Products (CLO G)
9. Carcass evaluation (CLO Gk)

F. Future Farmers of America Activities

1. Meetings
2. Judging contests
3. Livestock shows
4. Project awards

V. METHODS OF EVALUATION:
A. Objective Evaluations

1. Classroom and lab participation..........................40%
2. Tests and quizzes..............................................40%
3. FFA participation, S.A.E. and Record Book..............20%

B. Subjective Evaluations

1. Classroom participation
2. Classroom cooperation
3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

Beef Cattle Science, M.E. Ensingmer, The Interstate
Sheep and Wool Science, M.E. Ensingmer, The Interstate
Swine Science, M.E. Ensingmer, The Interstate
Livestock & Poultry Production, Bundy & Diggins, Prentice Hall, Inc.
Livestock Videos, Vep.
TULARE JOINT UNION HIGH SCHOOL DISTRICT COURSE OUTLINE

I. BASIC FACTS CONCERNING THE COURSE:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Dairy Production &amp; Management</th>
<th>Department</th>
<th>Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level(s)</td>
<td>11-12</td>
<td>Student</td>
<td>College Prep</td>
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<tr>
<td></td>
<td></td>
<td>Level:</td>
<td>General</td>
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<td>Basic</td>
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<tr>
<td>Course Duration</td>
<td>1 Year</td>
<td>Credits</td>
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<tr>
<td></td>
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<td>Elective/Req.</td>
<td>Elective</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Agriculture II or permission of instructor</td>
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II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

This course is designed for students who are interested in working with dairy cattle as a manager, herdsman, and dairy worker or milkier. Students will gain a knowledge of the basic skills as well as a theoretical basis as it relates to such major areas of study as herd health, nutrition, reproduction, artificial insemination, record keeping, fitting and showing, etc.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

A. Demonstrate an understanding of the scope of the dairy industry in the United States, California and Tulare County. D10.0, C1.0, C1.2, C1.3, C1.4, C1.6,

B. Consider careers in the dairy industry and to make realistic decisions about such careers. 3.7

C. Identify the importance of the FFA and it’s relationship and importance to the Vo-Ag student.

D. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

E. Demonstrate proper fitting and showing techniques of dairy cattle. D1.3, D1.4

F. Identify the major diseases of dairy cattle, including the symptoms, treatment and prevention of such diseases. C9.0, C9.3

III. COURSE LEARNING OUTCOMES: (Continued)
G. Demonstrate an understanding of the importance of controlling mastitis in dairy cattle and it’s economic importance.

H. Explain “functional type” and how it relates to improving dairy cattle.

I. Demonstrate proper mating of dairy cattle using genetic mating service or AAA.

J. Explain the importance of dairy cattle records and their relationship to increased profits.

K. Demonstrate an understanding of computers and their application in dairy records.

L. Demonstrate proper milking procedure and explain it’s relationship to increased production and decreased incidence of mastitis.

M. Develop proper and economical rations for dairy cattle.

N. Explain the importance or reproductive efficiency in dairy cattle and factor that effect reproductive efficiency. D3.0 D3.1 D3.2 D3.3 D4.0 D4.1

O. Demonstrate proper techniques of semen handling and artificial insemination. D1.4

P. Explain a proper calf and heifer raising program and how this program relates to having heifers freshen at 24-30 months of age.

Q. Explain the different types of dairy cattle housing and milking barns with their advantages and disadvantages. D1.2,

R. Demonstrate safe and proper working habits as they relate to working with dairy cattle. D1.0, D1.1,

S. Demonstrate a practical knowledge of the following dairy operations

1. Artificial breeding
2. Vaccinating
3. Dehorning
4. Tattooing
5. Castration
6. Clipping cows udder
7. Trim feet
8. Apply magnet
9. Administering drugs and pills
10. Reading thermometer and taking temp.
11. Making rope halters
12. Fence repair
13. Pen scraping and manure disposal
14. Painting
15. Welding
16. Proper care of vet. Equipment
17. Remove extra teats
18. Diagnose and treat disease

IV. OUTLINE OF COURSE CONTENT:

A. Dairy

1. Fitting and showing of dairy cattle
   a. Selection of animals (CLO CFP)
   b. Breaking to lead (CLO CP)
   c. Clipping (CLO CQP)
   d. Grooming (CLO CP)
   e. Feeding (CLO CKP)
   f. Showing in the ring (CLO CP)
   g. Care of equipment (CLO CQP)
   h. Picture taking (CLO CP)

2. Disease and parasites of dairy cattle
   a. Metabolic (CLO DQP)
   b. Parasites (CLO DPQ)
   c. Infections-primary study—mastitis (CLO DEQP)

IV. OUTLINE OF COURSE CONTENT: (Continued)

3. Dairy cattle selection
   a. Functional type (CLO F)
   b. Judging dairy cattle (CLO F)
   c. Analyzing dairy cattle for proper mating (CLO FG)
   d. Classification of dairy cattle (CLO F)

4. Dairy cattle records
   a. DHIA records (CLO HI)
   b. Herd records (CLO HI)
   c. Pedigrees (CLO H)
   d. Bull proofs (CLO H)
   e. Computers (CLO HI)

5. Milk secretion—harvesting the milk crop
   a. Composition of milk and source of constituents (CLO J)
   b. Structure of the udder and the circulatory systems of the udder (CLO J)
c. The secretory process (CLO J)
c. Initiation of milk secretion (priming and milk let down) (CLO J)
e. Suggested milking procedures (CLO J)
f. Time required for proper milking (A) (CLO J)
g. Milking machine systems (CLO J)

6. Feeding the dairy cattle
a. Ruminant anatomy and physiology (CLO K)
b. Nutritive requirements of cattle (CLO K)
c. Nutrient contributions of feeds (CLO K)
d. Developing practical and economical rations (CLO K)
e. Computer ration formulation (CLO K)

7. Reproduction in dairy cattle
a. Reproductive physiology of the female (CLO L)
b. Reproductive physiology of the male (CLO L)
c. Abnormalities of reproduction causing decreased fertility or sterility (CLO L)
d. Disease effecting reproduction (CLO LD)
e. Nutrition and reproduction (CLO LK)
f. Inheritance of fertility (CLO L)
g. Management of reproduction in male (CLO L)
h. Management of dairy cattle for high fertility (CLO L)

IV. OUTLINE OF COURSE CONTENT: (Continued)

8. Artificial insemination for cattle
a. Techniques used in artificial insemination (CLO MP)
b. Effectiveness of artificial insemination (CLO M)
c. Artificial breeding organization (CLO M)
d. Records in artificial insemination (CLO MH)

9. Developing dairy calves and heifers
a. Care of the calf at birth (CLO NQ)
b. Feeding calves and heifers (CLO NK)
c. Maintaining healthy calves and heifers (CLO NQ)
d. General management of calves (CLO NQ)
e. Cost of raising heifers (CLO N)

10. Dairy cattle housing
a. Types of housing (CLO O)
b. Comparison of loose housing and free stalls (CLO O)
c. Milking facilities (CLO O)
11. Job opportunity in the industry
   a. Dairy manager (CLO AB)
   b. Dairy herdsman (CLO AB)
   c. Milkier (CLO AB)
   d. Feeder (CLO AB)
   e. Training after high school (CLO AB)

V. METHODS OF EVALUATION:

A. Objective Evaluations

1. Classroom and lab participation.........................................40%
2. Tests and quizzes.........................................................40%
3. FFA participation, S.A.E. and Record Book..........................20%

B. Subjective Evaluations

1. Classroom participation
2. Classroom cooperation
3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

A. Special equipment and facilities

1. Dairy facility for milking and practical instruction
2. Livestock working facilities

B. Texts:

2. Feeding Dairy Cattle, U.C. Davis, 1977
5. National Mastitis Council slide set on mastitis
7. Kelver cow for A.I. demonstrations
8. Hoards Dairyman Magazine
9. Holstein World Magazine
10. DairyComp 305 Computerized Dairy Herd Management System
BASIC FACTS CONCERNING THE COURSE:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Veterinary Science</th>
<th>Department</th>
<th>Agriculture</th>
</tr>
</thead>
</table>

Grade Level (s) 11-12  
Student Level:  
College Prep: X  
General: X  
Basic:  
Course Duration Year  
Credits 10  
Elective/Req. UC “G”  
Prerequisite Algebra I and Biology

I. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

This class is designed to teach students advanced skills used in animal health and care, focusing primarily on the nutrition, behavior, psychology, handling of and identification of small animal species along with livestock species, prepare students for the animal health field as it relates to veterinary medicine, auxiliary animal health services and products. Students will learn to handle and safely restrain various animals, collect various lab samples, and do simple laboratory tests. Office procedures and records will be stressed as well as oral and written communication.

II. MAJOR GOAL AND STUDENT OUTCOMES:

A. The student will be able to:

1. Access research material from the library, internet, and other sources to complete increasingly challenging assignments as self-directed learners. In depth study of the anatomy and physiology of a variety of animal species is designed to build knowledgeable problem solvers in the field of Veterinary Science. SCRP 4, 11 ANR D3.1-3.3 D4.1-4.5

2. Acquire advanced animal principles, know and respect diversity in the animal kingdom, and become an animal advocate for their welfare on all levels encompassing family pets, domestic livestock and our wildlife resources. SCRP 1, ANR D9.3

3. Prepare for advanced post-secondary level education in animal science, biology, and/or zoology. SCRP 1

4. Demonstrate ability to solve problems and think critically by effectively completing challenging group and individual projects and assignments. The combination of science labs and academic research enables students to use complex, creative thinking skills to reach sound conclusions. SCRP 1, 2, 4, 5

5. Develop and enhance computer skills while working on individual and group projects to practice and refine written, oral and multimedia communication skills. SCRP 2,4, 8
6. Develop advanced communication, leadership and research skills, which will contribute to personal and post-secondary success. SCR 2, 5 8

III. COURSE OBJECTIVES:

In Veterinary Science, students will be able to:

A. Anatomy and Physiology:
1. Explain the molecular makeup of cells ANR D.3.1
2. Identify the basic structures of the cell and their corresponding functions ANR D3.1
3. Discuss mitosis and its clinical significance in diseases such as cancer ANR D5.1
4. Detail meiosis in mammalian reproduction ANR D4.1-4.5
5. Describe the properties, locations, functions, and varieties of epithelial tissues, connective tissues, muscle and nerve tissues ANR D3.3
6. Describe the functions of musculoskeletal system ANR D3.3
7. Detail the structure of the bone; name the joint types and their accompanying role in movement ANR D 3.1, D3.3
8. List the two major sections of the skeleton, name the corresponding bones, and compare species differentiation ANR D3.1, D3.3
9. Explain how bone grows and remodels; relate bone and muscle groups to movement ANR D3.1, D3.3
10. List blood components and explain the functions of blood ANR D3.1, D3.3
11. Identify the basic structures of the mammalian heart; trace the flow of blood through the heart and body while detailing the parts of the blood vessels and their structural significance ANR D3.1, D3.3
12. Use knowledge of heart function and control to explain the clinical significance of the electrocardiogram; heart sounds, including heart murmurs; and blood pressure ANR D3.1, D3.3
13. Identify the basic components of the respiratory tract; list and discuss the function and control of breathing ANR D3.1, D3.3
14. Identify and name the basic structures in the renal system; name and explain the functions of the renal system ANR D3.1, D3.3
15. Identify structures within the kidney and detail the formation of urine and its regulation ANR D3.1, D3.3
16. Evaluate urine and blood as a measure of the health of the animal and the urinary system ANR D3.1, D3.3
17. Identify the basic structures of the digestive system; explain digestion in monogastrics, including digestive tract function, absorption and the role of the liver in digestion and metabolism ANR D2.3, D2.4, D3.1, D3.3
18. Compare and contrast the specialization of dentition and reproductive tracts identify male anatomy and relate associated hormonal function ANR D3.1, D3.3
19. Discuss female anatomy and the estrous cycle; list the steps in establishing pregnancy and identify the stages of parturition ANR D3.1, D3.3, D4.1-4.5
20. Describe the neuron, the nerve impulse, and the synapse and explain the components of a reflex arc ANR D3.1, D3.3
21. Identify the major structures of the brain ANR D3.1, D3.3
22. Discuss the anatomy and function of the spinal cord ANR D3.1, D3.3

2
23. Compare and contrast the function of the sensory somatic system to the autonomic nervous system and differentiate between the two branches of the autonomic system ANR D3.1, D3.1
24. Describe the endocrine system; name the major endocrine glands, list the hormones secreted by each gland, and describe the functions of these hormones ANR D3.1, D3.3
25. Define the term antigen and explain its significance in immunity; distinguish between passive and active immunity ANR D3.1, D3.3

B. Nutrition:
1. List the six major components of animal diets, and discuss their structure and significance in nutrition ANR D2.1-D2.4
2. Explain the general principles in animal nutrition ANR D2.1-D2.4
3. Discuss the difference between dogs, cats and equine nutrition needs ANR D2.1- D2.4

C. Infectious Diseases:
1. Describe Koch's postulates ANR D6.1-6.3
2. List the important distinguishing features and give example of major disease agents and discuss resulting diseases ANR D6.1-D6.7
3. Name the basic components of disease prevention ANR D6.4
4. Describe the types of vaccines available and their roles in disease prevention ANR D6.4
5. Classify diseases, match them with the domestic species in which they occur, and discuss their clinical significance ANR D6.2, D6.3
6. List and describe several diseases common in domestic animals that are contagious to humans ANR D6.6
7. List the major methods used to diagnose disease and cite examples of disease diagnosis with each testing method ANR D6.1

D. Principles of Surgery:
1. Explain the clinical significance of the basic principles of successful surgery ANR D9.1
2. Explain the healing of lacerations ANR D3.3

E. Pharmacology:
1. Define terms relating to general pharmacology SCRP 1
2. Explain the five schedules of controlled substances and their common use SCRP 1
3. Become familiar with pharmacologic agents their uses, adverse side effects and dosage form SCRP 1
4. Identify the parts of drug labels and inserts SCRP1
5. List routes and describe route of drug administration and routes of drug excretion SCRP 1
6. Define biotransformation and list common chemical reactions involved in this process SCRP 1

F. Genetics:
1. Debate the pro and con of genetic engineering animals for food, conservation and domestic pets D5.1-D5.5
2. Describe the theory of classification of the animal kingdom SCRP 1
3. List common genetic diseases and disorders D5.5

G. **Professional Opportunities:**
1. List requirements to become a registered animal health professional in California SCRP 3
2. Outline the steps to acquiring a veterinary licensed in California SCRP 3
3. Explain what work ethics are and give examples of their importance in the health profession SCRP 3
4. Create a professional portfolio and demonstrate its use in the interview process for college or work SCRP 3

IV. **COURSE OUTLINE:**

A. **Introduction to Pre-Veterinary Science**
   1. Safety and Regulations
   2. Laboratory skills
   3. Research and data collection procedures
   4. Medical terminology

   Lab – Using the microscope
   Lab – Introduction to lab techniques

B. **Anatomy & Physiology**
   1. Cells of the animal body
   2. Cell makeup, structure & function
   3. Mitosis and cancer
   4. Mammalian reproduction

   Lab – Identify animal cells; by tissue type
   Lab – Identify plant cells; compare the difference between plant and animal cells
   Lab – Cell Chemistry – Periodic table of elements
   Lab – Build a cell model
   Lab – Osmosis & diffusion investigation

C. **Tissue Types and Functions**
   1. Epithelial
   2. Connective
   3. Muscle
   4. Nerve

   Lab – Contraction of glycinated muscle with ATP
   Lab – Examination and diagram cells microscopically
   Lab – Dissect muscle, bone, and connective tissue

D. **Musculoskeletal System**
   1. Musculoskeletal system functions
   2. Bone structure, growth and remodeling
   3. Joint types and movements
4. Axial and appendicular skeletons

Lab – Owl pellet dissection
Lab – Compare and contrast skeletons of mammals, avian, fish
Lab – Observation & diagram of muscle tissue and bone cells

E. Circulatory System
1. Blood components and functions
2. Mammalian heart structures
3. Blood vessels and blood flow
4. Electrocardiograms, heart sounds, and blood pressure

Lab – Separate chemical compounds of blood samples, PCV – Total Protein – ph, etc
Lab – Evaluate sample of different species for normal and abnormal values
Lab – Compare human norms with animals
Lab – Dissection of a cow heart
Lab – Examine stained blood slides for form, function, parasites etc.

F. Respiratory System
1. Respiratory tract
2. Mechanisms of breathing

Lab – Pulse & breathing rate
Lab – Compare metabolic rates of species
Lab – How fish respire

G. Renal System
1. Renal system structure and functions
2. Kidney structure and urine formation and regulation
3. Urine and blood evaluation

Lab – Urinalysis – chemistry and morphology
Lab – Dilution and toxicity

H. Digestive System
1. Digestive system structures
2. Monogastric digestion

Lab – Chemical mechanism of digestion
Lab – Conversion of cellulose to glucose through enzymatic hydrolysis
Lab – Enzyme action on starch
Lab – Chemistry analysis that identifies blood glucose levels

I. Reproductive System
1. Male and female anatomy hormonal function
2. Pregnancy and parturition

Lab – Mitosis and meiosis
Lab – Chick embryo development
Lab – Alcohol and seed germination

J. Central Nervous System
   1. Neuron function

K. Nutrition
   1. Basic Nutrients
   2. Species comparison
   3. Animal nutrition
   4. Pet food labels
   5. Equine nutrition and fiber digestion
   6. Ruminant nutrition and fiber digestion

Lab – Chemical analysis of common foods such as: sugar, starch, lipids, proteins, Vitamin C
Lab – Evaluation of nutritional values of a meal
Lab – Energy from yeast

L. Common Diseases & Disorders
   1. Principles of infectious disease
   2. Koch’s postulates
   3. Disease agents
   4. Disease prevention
   5. Vaccines
   6. Classification of diseases
   7. Parasites (endoparasites and exoparasites)
   8. Viral
   9. Bacterial
  10. Fungal
  11. Protozoan
  12. Zoonotic
  13. Diagnosis of disease

Lab – Fecal analysis for parasites, bacteria
Lab – Microscopic examination of fleas, ticks, roundworms, flatworms
Lab – Gram stain and morphology of bacterium
Lab – Bacterial culture and inhibition
Lab – Build a virus model
Lab – Observe and grow fungi

M. Principles of Surgery
   1. Laceration healing
   2. Surgical considerations

Lab – Testing bactericides
Lab – Simulated germs and hand washing

N. Pharmacology
1. Classification and chemistry of common drugs
2. Determine amount and correctly measure prescribed medication using medical math, calculation, conversions
3. Drug laws, dispensing and record keeping

Lab – Solute and solutions
Lab – Chemical structure and compounds

O. Radiology
1. Darkroom techniques and radiation safety
2. Biologic changes with radiation

Lab – Anatomical positioning

P. Genetics and Heredity
1. Theory of Classification - Taxonomy
2. Animal Kingdom –Vertebrate & Invertebrate
3. Genetic diseases and disorders
4. Current Issues and Ethics

Lab – Pattern of variation
Lab – Gene regulation
Lab – Manipulation of DNA
Lab – Genetic traits
Lab – Gene regulation

Q. Professional Career Opportunities
1. College education and career planning
2. Professional growth
3. Work ethics and employability skills
4. Resume writing
5. Interview techniques
6. Developing a professional portfolio

R. Veterinary Science Research Presentation
1. Current animal research and investigation
2. Data presentation
3. Summarization and conclusion

S. Agricultural Inter-Personal & Leadership Development
1. Completion of a Supervised Agricultural Experience Program and Record Book
2. Development of listening, speaking, writing & reading skill activities
3. Critical thinking & group team building activities
4. Speaking & Seminar Presentations

V. Texts & Supplemental Instructional Materials:
   Introduction to Veterinary Science, Lawhead & baker, Thomson Learning First Edition
VI. KEY ASSIGNMENTS
A. Weekly academic textbook assignments
B. Weekly laboratory activities & report
C. Veterinary Science Term Paper
D. Supervised Agricultural Experience Project & Record Book
E. Student Seminar Presentation on a Veterinary Science Topic
F. Portfolio of Laboratory Exercises

VII. INSTRUCTIONAL METHODS
A. Laboratory Activities and Experiments
B. Lecture and Discussion
C. Reading research Assignments
D. Written and Oral Reports
E. Homework Assignments
F. Audio-Visual Presentations
G. Projects

VIII. METHODS OF EVALUATION & ASSESSMENT
A. Tests and Quizzes 40%
B. Homework Assignments/Term Paper 15%
C. Notebook/Portfolio 05%
D. Laboratory Activities 20%
E. SAE Project & Record Book 10%
F. Leadership Development Activities 10%

IX. LABORATORY ASSIGNMENTS
A. The following laboratory activities will be incorporated:
   1. Using the microscope
   2. Introduction to lab techniques
   3. Identify animal cells; by tissue type
   4. Animal health investigation
   5. Oral Anatomy & health care investigation
   6. Species research - Dogs
   7. Species research - Cats
   8. Contraction of glycogenated muscle with ATP
   9. Examination and diagram cells microscopically
  10. Dissect muscle, bone, and connective tissue
  11. Owl pellet dissection
  12. Compare and contrast skeletons of mammals, avian, fish
  13. Observation & diagram of muscle tissue and bone cells
14. Separate chemical compounds of blood samples, PCV – Total Protein – ph, etc
15. Evaluate sample of different species for normal and abnormal values
16. Compare human norms with animals
17. Dissection of an animal heart
18. Examine stained blood slides for form, function, parasites etc.
19. Pulse & breathing rate
20. Compare metabolic rates of species
21. Circulatory system
22. Urinalysis – chemistry and morphology
23. Dilution and toxicity
24. Chemical mechanism of digestion
25. Chemistry analysis that identifies blood glucose levels
26. Chick embryo development
27. Exploring the senses
28. Animal eye dissection
29. Effects of steroids on growth
30. Fecal analysis for parasites & bacteria
31. Immunology Hematology activity
TULARE JOINT UNION HIGH SCHOOL
DISTRICT COURSE OUTLINE

I. BASIC FACTS CONCERNING THE COURSE:

Course Title: Nursery & Landscape Technology
Department: Agriculture

Grade Level(s): 10-12
Student Level: College Prep: X
General: X
Basic:

Course Duration: Year
Credits: 20
Elective/Req.: Elective

Prerequisite: None

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

The Nursery Technology course will provide students the opportunity to gain knowledge and understanding of the horticultural industry. Horticulture is a vital and growing industry in California, one that offers many career opportunities. Course study will include such areas as modern nursery production operations, retail sales, landscape design and construction, landscape maintenance and pest control. Students will make use of greenhouses, shade house, garden, orchard and landscape areas.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

1. F1.0 Students understand plant classification and use principles:
   a. F1.1 Understand how to classify and identify plants by order, family, genus, and species.
   b. F1.2 Understand how to identify plants by using a dichotomous key.
   c. F1.3 Understand how common plant parts are used to classify the plants.
   d. F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
   e. F1.5 Understand plant selection and identification for local landscape applications.
2. F2.0 Students understand plant physiology and growth principles:
   a. F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
   b. F2.2 Understand the seed's essential parts and functions.
   c. F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
d. F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
e. F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
f. F2.6 Understand the factors that affect plant growth.

3. F3.0 Students understand sexual and asexual plant reproduction:
   a. F3.1 Understand the different forms of sexual and asexual plant reproduction.
   b. F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
   c. F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

4. F4.0 Students understand basic integrated pest management principles:
   a. F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
   b. F4.2 Understand how pesticide regulations and government agencies affect agriculture.
   c. F4.3 Understand common horticultural pests and diseases and methods of controlling them.
   d. F4.4 Understand the systematic approach to solving plant problems

5. F5.0 Students understand water and soil (media) management practices:
   a. F5.1 Understand how basic soil science and water principles affect plant growth.
   b. F5.2 Know basic irrigation design and installation methods.
   c. F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
   d. F5.4 Understand major issues related to water sources and water quality.
   e. F5.5 Know the components of soilless media and the use of those media in various types of containers.

6. F6.0 Students understand ornamental plant nutrition practices:
   a. F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
   b. F6.2 Understand basic nutrient testing procedures on soil and plant tissue.
   c. F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
   d. F6.4 Understand how to read and interpret labels to properly apply fertilizers.

7. F8.0 Students understand nursery production principles:
   a. F8.1 Understand how to properly use production facilities and common nursery equipment.
   b. F8.2 Understand common nursery production practices.
   c. F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
   d. F8.4 Understand marketing and merchandising principles used in nursery production.

8. F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:
a. F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.

b. F9.2 Operate and maintain selected hand and power equipment safely and appropriately.

c. F9.3 Select proper tools for specific horticultural jobs.

d. F9.4 Understand how to install landscape components and electrical land and water features.

9. F10.0 Students understand basic landscape planning, design, construction, and maintenance:
   a. F10.1 Know the terms associated with landscape and design and their appropriate use.
   b. F10.2 Understand the principles of residential design, including how to render design to scale.
   c. F10.3 Understand proper landscape planting and maintenance practices.
   d. F10.4 Prune ornamental shrubs, trees, and fruit trees.
   e. F10.5 Develop clear and concise landscape business contracts.

10. F11.0 Students understand basic floral design principles:
    a. F11.1 Understand the use of plant materials and tools.
    b. F11.2 Apply basic design principles to products and designs.
    c. F11.3 Handle, prepare, and arrange cut flowers appropriately.
    d. F11.4 Understand marketing and merchandising principles used in the floral industry.

11. 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.)

   a. 2.1 Reading Specific applications of Reading Comprehension standards (grades nine and ten):
      i. (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.
      ii. (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
      iii. (2.3) Generate relevant questions about readings on issues that can be researched.
      iv. (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).

   b. 2.2 Writing Specific applications of Writing Strategies and Applications standards (grades nine and ten):
      i. (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.
      ii. (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
c. **(2.6) Deliver multimedia presentations:**
   
i. **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).**
   
ii. **Select an appropriate medium for each element of the presentation.**
   
iii. **Use the selected media skillfully, editing appropriately and monitoring for quality.**
   
iv. **Test the audience’s response and revise the presentation accordingly.**

d. **3.0 Career Planning and Management Students understand how to make effective decisions, use career information, and manage personal career plans:**
   
i. **Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.**
   
ii. **Understand the scope of career opportunities and know the requirements for education, training, and licensure.**
   
iii. **Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.**
   
iv. **Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.**
   
v. **Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.**
   
vi. **Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.**

e. **4.0 Technology Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:**
   
i. **Understand past, present, and future technological advances as they relate to a chosen pathway.**
   
ii. **Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.**
   
iii. **Understand the influence of current and emerging technology on selected segments of the economy.**
   
iv. **Understand geographic information systems (G.I.S.).**
   
v. **Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.**
   
vi. **Differentiate among, select, and apply appropriate tools and technology.**

f. **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:**
   
i. **Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.**
ii. 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

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

g. 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:

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

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

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

iv. 6.4 Maintain safe and healthful working conditions.

v. 6.5 Use tools and machines safely and appropriately.

vi. 6.6 Know how to both prevent and respond to accidents in the agricultural industry.

h. 7.0 Responsibility and Flexibility Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

i. 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

ii. 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

iii. 7.3 Understand the need to adapt to varied roles and responsibilities.

iv. 7.4 Understand that individual actions can affect the larger community.

v. 7.5 Understand the importance of time management to fulfill responsibilities.

vi. 7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

i. 8.0 Ethics and Legal Responsibilities Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

i. 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

ii. 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

iii. 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

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

j. Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:
i. 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

ii. 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.

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

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

v. 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.

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

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

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

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

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

iv. 10.4 Maintain and troubleshoot equipment used in the agricultural industry.

V. METHODS OF EVALUATION:

A. Objective Evaluations

1. Classroom and Tests..........................................................45%
2. Projects.................................................................25%
3. Participation...........................................................10%
4. FFA...............................................................10%
5. S.A.E..............................................................10%

B. Subjective Evaluations

1. Classroom participation
2. Classroom cooperation
3. Classroom behavior
VI. **MATERIALS OF INSTRUCTION:** (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

A. *Western Garden Book*, Lane Publishing Co. (current edition)  
I. BASIC FACTS CONCERNING THE COURSE:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Floral Design I</th>
<th>Department</th>
<th>Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level(s)</td>
<td>11-12</td>
<td>Student Level: College Prep X General X Basic</td>
<td></td>
</tr>
<tr>
<td>Course Duration</td>
<td>Year Credits 10 Elective/Req. UC “f”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Agriculture I or instructor’s permission</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

This class is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. Students will use the skills learned to create the following designs:

1. Bud Vase
2. Drop-in arrangement
3. Halloween jack o’ lantern
4. Dried flowers
5. Thanksgiving Cornucopia
6. Christmas Centerpieces
7. Corsage
8. Boutonniere
9. Colonial round
10. Symmetrical triangle
11. Party arrangements
12. Christmas wreath
13. Wedding bouquets
14. Potted plants

In addition, all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance and harmony within an arrangement, along with scale, color, and date. The historical and cultural past of the floral industry will be discussed as it relates to modern floral design and tradition.

III. COURSE LEARNING OUTCOMES:
The specific course objectives are as follows:

1. Students will use their senses to perceive work of art, objects in nature, events and the environment. SCRP 10
2. Students will identify visual structures and functions of art using language of visual arts. SCRP 10
3. Students will develop knowledge of an artistic skill in a variety of visual arts and medias. SCRP 1, 10
4. Students will create an original artwork based on personal experiences. SCRP 10
5. Students will select a western line design using one of the major color schemes, monochromatic, complementary colors or triadic. SCRP 10
6. Students will explore the role of floral design in human history and culture. SCRP 1
7. Students will investigate the universal themes and concepts in historical and contemporary periods. SCRP 1
8. Students will develop a timeline outlining the floral changes and trends of a culture. SCRP 1
9. Students will examine the different artistic works that feature flowers and/or floral displays. SCRP 1
10. Students will derive meaning from artworks through analyzing, interpretations, and judgment by sketching flower arrangements done by one of the great artists of three different historical time periods. SCRP 1

IV. MAJOR COURSE GOALS:
A. Communication Skills SCRP 2
   1. Communicate effectively orally and in writing. SCRP 2
   2. Identify non verbal communication techniques. SCRP 2
B. Understand and adapt to changing technology SCRP 4
   1. Understand the importance of lifelong learning in adapting to changing technology. SCRP 4
   2. Use Internet, Xerox, fax, digital camera, and other technology. SCRP 4
   3. Correctly use and care for all supplies and equipment. SCRP 4
   4. Understand the importance of computers as they pertain to wire service orders and record keeping. SCRP 4
   5. Demonstrate basic computer knowledge, function, and skills as required by individual employers. SCRP 4

II. Flowers and Foliage, Mechanics and Materials
A. Identification of annual, perennial, bulbs, potted flowering plants and tools used in floral industry. ANR F 1.1-F1.2
B. Identify plant growing structures. ANR F 9.1
C. Propagate plants by separation and division. ANR F3.1 F3.3
D. Explain the use of growth stimulants, retardants and rooting hormones. ANR F 3.1-F3.3
E. Explain the environmental conditions required for potted and flowering plants. ANR F 11.
F. Explain techniques used in grading, bunching and shipping cut flowers. ANR F 11.
G. Select flowers at optimum stages of maturity. ANR F 11.
H. Selection of marketable, healthy potted plants. ANR F 11.1
I. Practice procedures for extending the life of cut flowers and foliage. ANR F11.1
J. Demonstrate the ability of drying flowers. ANR F11.2
K. Demonstrate appropriated uses of different media according to theme. ANR F11.2
L. Identify different media used in floral design. ANR F11.1
M. Explain different uses of containers during historical periods. ANR F11.1
N. Identify mechanics and material used in floral design. ANR F11.1
O. Identify career opportunities in floral design. SCRP 3
P. Identify achievements, contests and awards in FFA through Floral Design.

III. Design Elements
A. Explain the history of floral design
   1. Identify cultural floral designs
   2. Monet’s Garden
   3. Design practicum
B. Explain the cultural diversity and implications of different floral designs. ANR F11.2
C. Explain the arrangement styles and techniques of modern floral design and their origination. ANR 11.2
   1. Oriental
   2. Contemporary
   3. Art Deco
   4. Art Nouveau
   5. Freeform expression
   6. Geometric Mass
   7. Design Practicum
D. Explain, Identify, and Evaluate the element and principles of design. ANR F11.2, F11.3
   1. Textures
   2. Colors
   3. Shapes / Forms
   4. Balance
   5. Proportion
   6. Scale
   7. Focal Points
   8. Rhythm
   9. Lines
   10. Depth
   11. Design Practicum

E. Explain, Evaluate, and Design Seasonal, Holiday and Occasional Designs through the Elements and Principles. ANR F11.2, F11.3
   1. Seasonal Themes
   2. Cultural Themes
   3. Design Practicum

F. Explain, Evaluate and Design Alternative Arrangements ANR F11.2, F11.3
   1. Weaving and Tying Techniques

IV. Design Practicum
A. Demonstrate Historical Arrangements ANR F11.2, F11.3
   1. Basic designs cultural and thematic
   2. Correct usage
3. Selection of flowers
4. Incorporation of accessories

B. Demonstrate Floral Arrangements Styles and Techniques ANRF 11.2, F11.3
   1. Use and incorporation of fresh and dry cut flowers and foliage.
   2. Use and incorporation of artificial product.
   3. Use and selection of containers.
   4. Selection of arrangement style and use.

C. Demonstrate construction of Wedding work ANR F11.2, F11.3
   1. Explain cultural differences.

D. Demonstrate construction of sympathy work ANR F11.2, F11.3
   1. Explain cultural differences.

E. Demonstrate Alternative Arrangements ANR F11.2, F11.3
   1. Explain cultural differences.

V. Special Projects
   A. Develop a personal portfolio. SCRP 3, ANR F11.4

V. OUTLINE OF COURSE CONTENT:

I. History of Floral Design (10 hrs)
   A. Flower art in ancient civilizations
   B. European periods
   C. Oriental influence
   D. American styles
   E. Modern floral arrangement styles

II. Design, Harmony, and Unity (5 hrs)
   A. Design process
   B. Style and composition
   C. Harmony
   D. Unity

III. Color (5 hrs)
   A. Color phenomenon
   B. Properties of color
   C. Psychological effects
   D. Color in design
   E. Color schemes
   F. Color inspiration

IV. Balance Proportion and Scale (5 hrs)
   A. Balance
   B. Proportion
   C. Scale

V. Focal Point and Rhythm (5 hrs)
   A. Focal point
   B. Rhythm

VI. Line, Form, Space, and Depth (5 hrs)
   A. Line
   B. Form
   C. Space
   D. Depth
VII. Texture and Fragrance (5 hrs)
   A. Texture
   B. Fragrance

VIII. Tools, Containers, and Mechanics (10 hrs)
   A. Hand tools
   B. Containers
   C. Mechanics of arrangements
   D. Packaging

IX. Nomenclature and Post harvest Physiology (10 hrs)
   A. Flower nomenclature
   B. Leaf nomenclature
   C. Post harvest physiology and metabolic processes

X. Care and Handling (10 hrs)
   A. Chain of life
   B. Initial procedures to delay wilting
   C. Water quality
   D. Chemical solutions and procedures
   E. Refrigeration
   F. Ethylene
   G. Care and handling of garden flowers
   H. Care and handling of floral arrangements

XI. Flower and Foliage Forms (10 hrs)
   A. Line material
   B. Form material
   C. Mass material
   D. Filler material

XII. Shapes of Floral Arrangements (10 hrs)
   A. Factors influencing arrangement shape
   B. Basic shapes of arrangements

XIII. Seasonal, Holiday, and Special Occasion Designs (10 hrs)
   A. Seasonal themes
   B. Floral holidays
   C. Theme designs for special occasions
   D. Hospital designs
   E. Novelty designs
   F. Expressing sentiments with flowers

XIV. Flowers to Wear (10 hrs)
   A. Guidelines of design
   B. Preparation of materials
   C. Boutonnieres
   D. Corsages
   E. Other floral designs to wear
   F. Sealers
   G. Packaging

XV. Everlasting Flowers (10 hrs)
   A. Permanent flowers and foliage
   B. Dried plant material
   C. Designing with everlasting
D. Maintenance and cleaning

XVI. Oriental Style of Design (10 hrs)
   A. Chinese influence
   B. Japanese influence

XVII. Contemporary Design Styles and Techniques (10 hrs)
   A. Classic design styles
   B. Naturalistic design styles
   C. Linear design styles
   D. Modernistic design styles
   E. Advanced design techniques

XVIII. Wedding Flowers (10 hrs)
   A. Floral romance
   B. Promotion and advertising by the retail florist
   C. The wedding consultation
   D. Servicing the wedding

XIX. Sympathy Flowers (10 hrs)
   A. Importance of sympathy flowers
   B. Trends and regional differences
   C. Selling sympathy flowers
   D. Flowers for the casket
   E. Easel design and set pieces
   F. Other expressions of sympathy
   G. Working with funeral directors
   H. Servicing the funeral

XX. Harvest and Distribution (10 hrs)
   A. The world flower market
   B. Harvest
   C. Packing
   D. Shipping
   E. Distribution
   F. National advertising

XXI. The Retail Flower Shop (5 hrs)
   A. Types of flower shops
   B. Location
   C. Product presentation and shop layout
   D. Operational considerations

XXII. Careers and Continuing Education (5 hrs)
   A. Career options
   B. Continuing education

VI. **KEY ASSIGNMENTS:**

A. **Student Portfolio** – students will collect art works that featured floral arrangements or bouquets, identify the artist, time period and critique the art.

B. **Visitation to Art Museum** – students will visit an Art Museum and identify a specific artwork featuring flowers and sketch/draw that work.

C. **Floral exhibition at school and county fair**

D. **Written and verbal tests on vocabulary, history, and floral art concepts.**
E. Supervised Floral Experience Project
F. Term Paper on a specific aspect of floral art.
G. Complete a Floral Arrangement for a Wedding and Funeral

VII. METHODS OF EVALUATION:

A. Objective Evaluations
   1. Classroom, tests and quizzes...........................................40%
   2. Floral Arrangements and portfolio....................................40%
   3. FFA participation, S.A.E. and Record Book.........................20%

B. Subjective Evaluations
   1. Classroom participation
   2. Classroom cooperation
   3. Classroom behavior

VIII. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource
      Books, special equipment items, audiovisual materials, etc.)

3. *California Vocational Agriculture Model Core Curriculum*, Ornamental  Horticulture
4. Basic Floral Design Workbook
5. University of California Content Standards for Visual and Performing Arts
6. Lecture
7. Essays and Written Assignments
8. Reading Activities
9. Group/Individual Activities
10. Discussion and Critical Thinking Activities
11. Field trips
12. The Internet and Computerized Assignments
13. Video tapes
14. Guest speakers and presentations
15. Portfolio
TULARE JOINT UNION HIGH SCHOOL
DISTRICT COURSE OUTLINE

I. BASIC FACTS CONCERNING THE COURSE:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Agriculture Business and Economics</th>
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<tbody>
<tr>
<td>Grade Level(s)</td>
<td>11-12</td>
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<tr>
<td>Student Level:</td>
<td>College Prep</td>
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<td>General</td>
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<td>Year</td>
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<tr>
<td>Elective/Req.</td>
<td>UC &quot;g&quot;</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Agriculture I or instructor’s permission</td>
</tr>
</tbody>
</table>

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

This course is designed for advanced study of agriculture business opportunities and economics for the college bound students with interests in agriculture. Through the course, the students will understand and apply basic economic principles as they relate to individual consumers, production agriculture, and agribusiness management. Life skills such as resumes, job applications, interview skills, and college and scholarship applications will be included. The students will develop a “business” that will produce, package, determine prices, and market their products. Students will keep accurate records of expenses, receipts, and profit/loss. At the conclusion of the course, profits will be split equally between the partners.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

A. Develop an appreciation of agriculture and how it affects our economy.

B. Incorporate agriculture into the principles of economics, business management, employability, and marketability of agriculture products.

C. Create an awareness of the importance of agricultural business and economics.

D. Prepare students for college level entry in the various disciplines of agriculture science.

E. Demonstrate the ability to understand the scope of American agriculture by explaining the role of economics as it relates to the agricultural industry as a whole.
F. Demonstrate the ability to understand the difference between the final goods and services that an economy produces and the productive resources that are used to produce the goods and services by comparing and contrasting the relationships of labor, capital, and technology.

G. Demonstrate the ability to understand how resources affect an economic system by explaining the role through oral, written, or visual expression.

H. Demonstrate the ability to understand the difference between industrial production and agricultural production by comparing and contrasting them.

I. Demonstrate the ability to understand the economic systems by comparing the advantages and disadvantages of each system.

J. Demonstrate the ability to analyze the concepts of microeconomics by indicators and policies to understand how they relate to economic goals.

K. Demonstrate the ability to analyze international economics by comparing and contrasting past, present, and future policy on international trade.

IV. OUTLINE OF COURSE CONTENT:
A. Introduction to Agriculture Economics
   1. What is Agricultural Economics
   2. History of US Agriculture

B. Economic Systems
   1. Types of Economic Systems
   2. Types of Business Organizations
   3. US Monetary System and Fiscal Policy
   4. Profile of the US Economy

C. Resources in Agriculture
   1. Natural Resources
   2. Capital Resources
   3. Human Resources

D. Economic Concepts
   1. Specialization and Comparative Advantage
   2. Physical Production Relationships
   3. Cost and Revenue
   4. The Supply and Demand Concept
   5. Types of Input Costs
   6. Effect of Technology on Costs
   7. Revenue Consideration

E. The Demand Concept
   1. Utility
2. Consumer Behavior
3. Food Products

F. Interaction of Supply and Demand
   1. Market Structure and Competition
   2. Monopolistic Competition
   3. Perfect Competition
   4. Role of Government
   5. Planning and Zoning

G. Business Organizations
   1. Single Proprietorship
   2. Partnerships
   3. Corporations
   4. Cooperatives

H. Marketing of Products
   1. Economic Aspects of the Farm Supply Business
   2. Marketing Functions
   3. Costs of Marketing Food and Fiber Products
   4. Economic Setting for US Agricultural Policy

I. Principles of US Monetary System
   1. Federal Reserve System
   2. Input-output Function
   3. International Trade and Agriculture

J. Commodity Marketing
   1. Cash Markets and Forward Contracts
   2. Future Contracts
   3. Put Option and Call Option

K. Professional Career Opportunities
   1. Resumes
   2. Cover Letters
   3. Interview Skills
   4. University and College Applications
   5. Scholarship Applications

L. Agribusiness Research Project
   1. Development of Agribusiness Projects
   2. Statistical Management of Project via Record Book
   3. Instructional Coordination
   4. Analysis of Project Results
   5. Presentation and Defense Results

M. Agricultural Inter-Personal and Leadership Development
   1. Competition of a Supervised Agricultural Experience Program and Record Book
   2. Development of listening, speaking, writing, and reading skill activities
3. Critical thinking and groups team building activities
4. Speech and seminar presentations

V. KEY ASSIGNMENTS:
2. Seminar Presentation on Economic Practices
3. Development of Personal Portfolio
4. A rich variety of guide practice activities involving data analysis of business enterprises
5. Development of Business Marketing Plan
6. Interview of Business Owner

VI. METHODS OF EVALUATION:

A. Objective Evaluations

1. Test, Quizzes, Assignment..................................................70%
2. FFA Participation (35 Points Each Semester).......................10%
3. SAE- Record Books..........................................................10%
4. Participation...............................................................10%

B. Subjective Evaluations

1. Classroom participation
2. Classroom cooperation
3. Classroom behavior

VII. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource Books, special equipment items, audiovisual materials, etc.)

2. Lecture
3. Essays and Written Assignments
4. Reading Activities
5. Group/Individual Activities
6. Discussion and Critical Thinking Activities
7. Field trips
8. The Internet
9. Video tapes
10. Guest speakers and presentations
I. BASIC FACTS CONCERNING THE COURSE:

Course Title: Agriculture Mechanics I  
Department: Agriculture

Grade Level(s): 9-12  
Student Level: College Prep  
           College Prep
           General
           Basic

Course Duration: One Year  
Credit: Elective/Req.

Prerequisite: 

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Topics include technology, physical science principles, construction, mechanics and welding. Students also learn safety principles, electrical wiring, hydraulic technology, and farm power and equipment operation.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

2. Safety
   a. Students understand personal and group safety.
   b. Demonstrate personal and group safety while working in an agriculture mechanics environment.
   c. Pass a safety test.
   d. Demonstrate how to safely operate tools and equipment in the shop.
   e. Demonstrate how to safely operate tractors and machinery.

2. Woodworking
   a. Students understand basic woodworking principals.
   b. Identify common wood products, lumber types and sizes.
   c. Calculate board feet, lumber volume, and square feet.
   d. Identify, select and implement basic fastening systems.
e. Interpret a plan, develop a bill of materials and cutting list, select materials, shape, join and finish a woodworking project

3. Electrical Systems
   a. Students understand the basic electricity principles and wiring practices commonly used in agriculture.
   b. Interpret basic agricultural electrical plans
   c. Demonstrate proper electrical test equipment use for AC and DC currents
   d. Explain the relationship between voltage, amperage, resistance, and power in single phase AC circuits
   e. Wire a 110/220-volt service entrance panel
   f. Demonstrate proper basic electrical circuit and wiring techniques in non-metallic cable and conduit as defined by the National Electric Code
   g. Troubleshoot and correct basic circuit problems (e.g. open circuits, short circuits, incorrect grounding.)

4. Plumbing Skills
   a. Students understand plumbing system practices commonly used in agriculture.
   b. Demonstrate basic plumbing fitting skills with a variety of materials such as copper, PVC (polyvinyl chloride), steel, polyethylene, ABS (Acrylonitrile Butadiene Styrene)

5. Cold Metalwork
   a. Students understand agricultural cold metal processes.
   b. Identify common metals, sizes, and shapes
   c. Demonstrate basic tool fitting skills
   d. Demonstrate layout skills
   e. Demonstrate basic cold metal processes (e.g. shearing, cutting, drilling, threading, bending etc.)
   f. Interpret a plan, develop a bill of materials, select materials, shape, fasten and finish a cold metal project

6. Concrete and Masonry
   a. Students understand concrete and masonry practices commonly used in agriculture.
   b. Accurately calculate volume, materials needed, and project costs for a concrete or masonry project
   c. Demonstrate proper bed preparation and concrete forms layout
   d. Develop a bill of materials, assemble, mix, place, and finish a concrete or masonry project

7. Oxy-fuel Cutting and Welding
   a. Students understand oxy-fuel cutting and welding.
   b. Properly set up, adjust, shut down and maintain an oxy-fuel system
c. Explain the role of heat and oxidation in the cutting process

d. Flame cut metal with an oxy-fuel cutting torch

e. Fusion weld mild steel with and without filler rod using oxy-fuel equipment

8. Electric Arc Welding Processes
   a. Students understand electric arc welding processes.
   b. Select, properly adjust, safely employ and maintain appropriate welding equipment (e.g. Gas Metal Arc Welding, Shielded Metal Arc Welding, and Gas Tungsten Arc Welding)
   c. Apply Gas Metal Arc Welding, Shielded Metal Arc Welding and/or Flux Core Arc Welding processes to fusion weld mild steel with appropriate welding electrodes
   d. Demonstrate how to weld a variety of joints and in multiple positions

9. Metal Fabrication and Engineering
   a. Students understand basic metallurgy principals and fabrication techniques.
   b. Explain metallurgy principles including distortion, hardening, tempering, and annealing
   c. Properly operate and maintain various arc welding and cutting systems
   d. Properly operate and maintain fabrication tools and equipment

10. Small and Compact Engine Technology
    a. Students understand small and compact engines.
    b. Compare different types of small engines and categorize them by their applications and fuel systems
    c. Identify small engine parts and explain the various systems
    d. Explain engine theory for both two and four stroke cycle engines
    e. Demonstrate logical troubleshooting and problem solving of engine problems

11. Ag power and Technology
    a. Students understand safe tractor and equipment operation and maintenance.
    b. Identify types of engines and describe the theory and operation of engine systems (e.g. cooling, electrical, fuel)
    c. Troubleshoot common problems with engines and agricultural equipment
    d. Demonstrate safe and efficient equipment operation and common equipment maintenance
    e. Demonstrate proper equipment hitching, and tractor driving and backing techniques

13. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

14. Consider a variety of agriculture careers and make realistic decisions about such careers.
IV. OUTLINE OF COURSE CONTENT:

1. Safety
   a. Personal and group safety.
   b. Tools and equipment in the shop
   c. Tractors and machinery

2. Woodworking
   a. Basic woodworking principals.
   b. Common wood products, lumber types and sizes
   c. Board feet, lumber volume, and square feet
   d. Fastening systems
   e. Reading plans
   f. Bills of materials
   g. Shaping and joining
   h. Finishing

3. Electrical Systems
   a. Basic electricity principles and wiring practices commonly used in agriculture.
   b. Electrical test equipment use for AC and DC currents
   c. Voltage, amperage, resistance, and power in single phase AC circuits
   d. Troubleshoot and correct basic circuit problems

4. Plumbing Skills
   a. Basic plumbing fitting skills with a variety of materials such as copper, PVC (polyvinyl chloride), steel, polyethylene, ABS (Acrylonitrile Butadiene Styrene)

5. Cold Metalwork
   a. The cold metal processes.
   b. Common metals, sizes, and shapes
   c. Basic tool fitting skills
   d. Layout
   e. Planning, bill of materials, shape, fasten and finish

6. Concrete and Masonry
   a. Concrete and masonry practices
   b. Volume, materials needed, and project costs
   c. Bed preparation and concrete forms layout
   d. Bill of materials, assemble, mix, place, and finish

7. Oxy-fuel Cutting and Welding
   a. The oxy-fuel cutting and welding process
   b. Set up, adjusting, shutting down and maintaining an oxy-fuel system
   c. The cutting process
   d. Fusion welding mild steel with and without filler rod
8. Electric Arc Welding Processes
   a. The electric arc welding processes.
   b. Selecting, properly adjusting, employing and maintaining appropriate welding equipment
   c. Gas Metal Arc Welding.
   d. The welding processes to fusion weld mild steel
   e. Selecting electrodes
   f. Welding basic joints and in multiple positions

9. Metal Fabrication and Engineering
   a. Basic metallurgy principals and fabrication techniques.
   b. Metallurgy principles including distortion, hardening, tempering, and annealing
   c. Operate and maintain various arc welding and cutting systems
   d. Operate and maintain fabrication tools and equipment

10. Small and Compact Engine Technology
    a. Small and compact engines.
    b. Small engine parts and systems
    c. Engine theory for both two and four stroke cycle engines
    d. Troubleshooting and problem solving

11. Ag power and Technology
    a. Tractor and equipment safety, operation and maintenance.
    b. Engines system theory
    c. Troubleshooting
    d. Safe equipment hitching, tractor driving and backing techniques

13. The California Vo-Ag record book and FFA projects


V. METHODS OF EVALUATION:

A. Objective Evaluations
   1. Classroom and Tests.......................................................40%
   2. Agri-Science Fair Projects..............................................25%
   3. Shop Projects and Participation......................................15%
   4. FFA..............................................................................10%
   5. S.A.E.............................................................................10%

B. Subjective Evaluations
   1. Classroom participation
   2. Classroom cooperation
3. Classroom behavior

VI. **MATERIALS OF INSTRUCTION:** (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

Each student will have at his/her disposal the use of all shop equipment to include all the necessary hand tools, power saws, drill, shears, etc. Arc welding and oxy-acetylene welding and cutting equipment will be used throughout the year. All safety equipment to include glasses, shields, helmets, etc. will be provided for each student. Audiovisual equipment and tapes/movies shown when appropriate.
I. **BASIC FACTS CONCERNING THE COURSE:**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Agriculture Mechanics II: Welding Skills</th>
<th>Department</th>
<th>Agriculture</th>
</tr>
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<td>Grade Level(s)</td>
<td>10-12</td>
<td>Student Level:</td>
<td>College Prep</td>
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<td>General</td>
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<tr>
<td>Course Duration</td>
<td>Year</td>
<td>Credits: 10</td>
<td>Elective/Req. Elective</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Ag. Mech I or permission of instructor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. **BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:**

This course includes the study of both arc, oxy-acetylene, TIG and MIG welding. In arc welding, safety procedures, rod identification and stresses of metals are emphasized, plus the student develops a sufficient level of skill to pass a basic industry welding test. The student becomes familiar with and able to weld different metals and alloys. Other skills, such as cutting, brazing, fusion welding, hard surfacing, vertical welding, cutting thick and thin metals, are applied to actual project work, such as trailers, loading chutes, and other agricultural equipment. This course prepares the student for a job in industry for specialized work on large farming operations, or for repair and fabrication work on the home farm.

III. **COURSE LEARNING OUTCOMES:**

Upon successful completion of this course, the student will:

A. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.
B. Consider a variety of agriculture careers and make realistic decisions about such careers. Career Planning and Management 3.4
C. Demonstrate a knowledge (review) of all four positions and essentials in arc and acetylene welding. B7.4 & B8.4
D. Know the four essentials in arc welding (angle, heat, speed, and distance). B8.1
E. Be able to master the flat and out of position welds. B8.4
F. Learn the basic operation of the various types of gas and arc welding, drill presses, cut-off saws and the ironworker. B8.2
III. **COURSE LEARNING OUTCOMES:** (continued)

G. Demonstrate the safety features in the welding process. B1.1 & B1.2
H. Demonstrate the proper use of the cutting torch. B7.2 & B7.3
I. Master the basic positions in Acetylene welding with steel and brass rod. B7.4
J. Explain and demonstrate what and how to braze. B7.5
K. Identify and demonstrate the various types of machines in Oxy-Acetylene welding. B7.2
L. Accurately read shop drawings. B8.2
M. Demonstrate a knowledge of the general safety rules and procedures, including welding and cutting equipment safely. B8.1
N. Demonstrate a knowledge (review) of manipulative skills (angle, material deposit motion) in brazing, hardsurfacing, cutting mild steel and aluminum welding.
O. Demonstrate proper usage of the cut-off saw, drill press, cutting torch, Iron worker, grinders and arc and gas welders in the process of constructing major projects. B1.1 & B1.2
P. Students will apply the above welding, associating skills through building of assigned metal projects, such as cotton and cow trailers, utility trailers, abrasive saws, loading chutes, and other agricultural equipment. B8.2 & B8.3
Q. Exhibit a knowledge of welding codes and symbols. B8.2
R. Understand the importance of FFA and its relationship and importance to the Vo-Ag student.

IV. **OUTLINE OF COURSE CONTENT:**

A. **Welding Safety**
   1. Review and testing of general shop safety
   2. Industrial safety requirements
   3. Farm shop safety
   4. Operate general shop tools safely
   5. Identify and avoid potentially dangerous shop situations
   6. Welding and cutting safety

B. **Welding Procedures**
   1. Heat control
   2. Speed of travel
   3. Angle of electrode
   4. Length of arc
   5. Melting points of various common metals and alloys
   6. Matching metals
   7. Application of straight and reverse polarity
   8. Gauge pressures for welding, cutting, MIG/TIG
   9. Welding
   10. Farm and industrial projects

IV. **OUTLINE OF COURSE CONTENT:** (continued)
C. Types of Welders and Equipment
1. AC-DC welders
2. MIG
3. Gas welding and cutting equipment
4. Accessories

D. Welding Operations
1. Welding, using short arc, both horizontal and flat
2. Vertical welding using Arc and Oxy-Acetylene equip.
4. Project work producing useful working project

E. Blue Print Reading
1. Reading basic shop drawings
2. Welding symbols and their application in equipment Fabrication.

F. Cutting Operations
1. Cutting with 20” hot saw
2. Using the metal cutting band saw
3. Management

G. Shearing and Punching Holes
1. Shearing mild steel with iron worker
2. Punching holes with hydraulic punch

H. Type Welds
1. Bead, lap and butt welds
2. Pipe and T-welds

I. Pipe Welding
1. Common pipe joint welds
2. 45’ pipe welds

J. Grinding and Surface Operations
1. Portable grinder
2. Stationary grinder
3. Operation of power wire buffer

K. Using Oxy-Acetylene Shape Cutter
1. Setting up common jigs
2. Cutting bevels
3. Cutting holes

IV. OUTLINE OF COURSE CONTENT: (continued)
L. Identification of Electrodes
   1. Classification of electrodes
      a. Numbers and positions
      b. Color codes
M. Identification of Gas Welding Rods
   1. Brazing
      a. bare
      b. flux coated
   2. Mild Steel
   3. Hardfacing
      a. bare
      b. flux coated
      c. borium filled rods

O. Use of the Drill Press
   1. Drilling common holes
   2. Countersinking
   2. Drilling pipe

P. Bronze Welding
   1. Pipe braze
   2. T-Braze
   3. Lap braze

Q. Welding Positions
   3. Flat
   4. Horizontal
   5. Overhead
   1. Vertical Vertical up, vertical down
   2. Horizontal butt
   6. 3. Overhead lap

R. Oxy-Acetylene Process
   1. Equipment and accessories
      a. Acetylene tanks and regulators
      b. Oxygen tanks and regulators
      c. CO2 and Argon tanks
      d. Hosee, torch, tips and handpieces

S. Setting up and Adjustment
   3. Assembly and safety checks
   4. Ignition and adjustment
   5. Shutting down and securing equipment

IV. OUTLINE OF COURSE CONTENT: (continued)
T. Joining Metal
   3. Fusion welding mild steel
   4. Brazing

U. Oxy-Acetylene Cutting Process
   3. Set up and adjustment
   4. Special cutting techniques
   5. Shut down and storing equipment

V. Projects
   1. Squaring frames
   2. Building jigs and forms
   3. Balancing and leveling

W. Painting
   4. Using proper paints
   5. Preparation
   6. Mixing Procedures

X. Undercarriage Assembly
   1. Installation of axles springs
   2. Adjustment of brakes electric and hydraulic
   3. Packing and servicing of wheel bearings

Y. Fifth Wheel Hitches
   1. Assembly
   2. Installation

Z. Future Farmers of America
   1. History
   2. Degree
   3. S.O.E.P.
   4. Leadership Opportunities

V. METHODS OF EVALUATION:

A. Objective Evaluations
   1. Test Quizzes, Assignments..............................45%
   2. Projects..............................................25%
   3. FFA Participation (35 points per semester)...........10%
   4. SAE- Record Book.....................................10%
   5. Participation..........................................10%

V. METHODS OF EVALUATION: (continued)
B. Subjective Evaluations
1. Classroom participation
2. Classroom cooperation
3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

Working in Ag Mechanics, Lincoln Electric Co., Cleveland, Ohio
How to Read Shop Drawing, Lincoln Electric Co., Cleveland, Ohio
Welding Videos
I. **BASIC FACTS CONCERNING THE COURSE:**

- **Course Title:** Agriculture Mechanics III: Welding Construction
- **Department:** Agriculture
- **Grade Level(s):** 11-12
- **Student Level:** College Prep
- **Course Duration:** Year
- **Credits:** 10
- **Prerequisite:** Ag. Mech I and Ag Mech II or permission of instructor

II. **BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:**

This course includes the study of both arc, oxy-acetylene, TIG and MIG welding. In arc welding, safety procedures, rod identification and stresses of metals are emphasized, plus the student develops a sufficient level of skill to pass a basic industry welding test. The Student becomes familiar with and able to weld different metals and alloys. Other skills, such as cutting, brazing, fusion welding, hard surfacing, vertical welding, cutting thick and thin metals, are applied to actual project work, such as trailers, loading chutes, and other agricultural equipment. This course prepares the student for a job in industry for specialized work on large farming operations, or for repair and fabrication work on the home farm.

III. **COURSE LEARNING OUTCOMES:**

Upon successful completion of this course the student will:

A. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.
B. Consider a variety of agriculture careers and make realistic decisions about such careers. A6.1
C. Demonstrate a knowledge (review) of all four positions and essentials in arc and acetylene welding. B8.2
D. Know the four essentials in arc welding (angle, heat, speed, and distance). B8.2
E. Be able to master the flat and out of position welds. B8.1, B8.2
F. Learn the basic operation of the various types of gas and arc welding, drill presses, cut-off saws and the ironworker. B9.6
III. **COURSE LEARNING OUTCOMES:** (continued)

G. Demonstrate the safety features in the welding process. B7.2 B8.1
H. Demonstrate the proper use of the cutting torch. B7.1, B7.2
I. Master the basic positions in Acetylene welding with steel and brass rod.
J. Explain and demonstrate what and how to braze. B7.4
K. Identify and demonstrate the various types of machines in Oxy-Acetylene welding. B7.2 B7.4, B7.5
L. Accurately read shop drawings. B8.2, B9.4
M. Demonstrate a knowledge of the general safety rules and procedures, including welding and cutting equipment safely. B9.2, B9.3
N. Demonstrate a knowledge (review) of manipulative skills (angle, material deposit motion) in brazing, hardsurfacing, cutting mild steel and aluminum welding. B7.3, B7.4
O. Demonstrate proper usage of the cut-off saw, drill press, cutting torch, iron worker, grinders and arc and gas welders in the process of constructing major projects. B5.4, B7.2, B9.3
P. Students will apply the above welding, associating skills through building of assigned metal projects, such as cotton and cow trailers, utility trailers, abrasive saws, loading chutes, and other agricultural equipment. B9.4, B9.5, B9.7
Q. Exhibit a knowledge of welding codes and symbols. B8.2

IV. **OUTLINE OF COURSE CONTENT:**

A. Welding Safety
   1. Review and testing of general shop safety
   2. Industrial safety requirements
   3. Farm shop safety
   4. Operate general shop tools safely
   5. Identify and avoid potentially dangerous shop situations
   6. Welding and cutting safety

B. Welding Procedures
   1. Heat control
   2. Speed of travel
   3. Angle of electrode
   4. Length of arc
   5. Melting points of various common metals and alloys
   6. Matching metals
   7. Application of straight and reverse polarity
   8. Gauge pressures for welding, cutting, MIG/TIG
   9. Welding
   10. Farm and industrial projects

IV. **OUTLINE OF COURSE CONTENT:** (continued)
C. Types of Welders and Equipment
   1. AC-DC welders
   2. MIG
   3. Gas welding and cutting equipment
   4. Accessories

D. Welding Operations
   1. Welding, using short arc, both horizontal and flat
   2. Vertical welding using Arc and Oxy-Acetylene equip.
   4. Project work producing useful working project

E. Blue Print Reading
   1. Reading basic shop drawings
   2. Welding symbols and their application in equipment Fabrication.

F. Cutting Operations
   1. Cutting with 20” hot saw
   2. Using the metal cutting band saw
   3. Management

G. Shearing and Punching Holes
   1. Shearing mild steel with iron worker
   2. Punching holes with hydraulic punch

H. Type Welds
   1. Bead, lap and butt welds
   2. Pipe and T-welds

I. Pipe Welding
   1. Common pipe joint welds
   2. 45’ pipe welds

J. Grinding and Surface Operations
   1. Portable grinder
   2. Stationary grinder
   3. Operation of power wire buffer

K. Using Oxy-Acetylene Shape Cutter
   1. Setting up common jigs
   2. Cutting bevels
   3. Cutting holes

IV. OUTLINE OF COURSE CONTENT: (continued)

L. Identification of Electrodes
1. Classification of electrodes
   a. Numbers and positions
   b. Color codes

M. Identification of Gas Welding Rods
1. Brazing
   a. bare
   b. flux coated
2. Mild Steel
3. Hardfacing
   a. bare
   b. flux coated
   c. borium filled rods

O. Use of the Drill Press
1. Drilling common holes
2. Countersinking
2. Drilling pipe

P. Bronze Welding
1. Pipe braze
2. T-Braze
3. Lap braze

Q. Welding Positions
3. Flat
4. Horizontal
5. Overhead
   1. Vertical Vertical up, vertical down
   2. Horizontal butt
   3. Overhead lap

R. Oxy-Acetylene Process
1. Equipment and accessories
   a. Acetylene tanks and regulators
   b. Oxygen tanks and regulators
   c. CO2 and Argon tanks
   d. Hoses, torch, tips and handpieces

S. Setting up and Adjustment
3. Assembly and safety checks
4. Ignition and adjustment
5. Shutting down and securing equipment

IV. OUTLINE OF COURSE CONTENT: (continued)

T. Joining Metal
3. Fusion welding mild steel
4. Brazing

U. Oxy-Acetylene Cutting Process
   3. Set up and adjustment
   4. Special cutting techniques
   5. Shut down and storing equipment

V. Projects
   1. Squaring frames
   2. Building jigs and forms
   3. Balancing and leveling

W. Painting
   4. Using proper paints
   5. Preparation
   6. Mixing Procedures

X. Undercarriage Assembly
   1. Installation of axles springs
   2. Adjustment of brakes electric and hydraulic
   3. Packing and servicing of wheel bearings

Y. Fifth Wheel Hitches
   1. Assembly
   2. Installation

Z. Future Farmers of America
   1. History
   2. Degree
   3. S.O.E.P.
   4. Leadership Opportunities

V. METHODS OF EVALUATION:

A. Objective Evaluations
   1. Test Quizzes, Assignments ........................................ 45%
   2. Projects ........................................................................ 25%
   3. FFA Participation (35 points per semester) .................... 10%
   4. SAE-Record Book ......................................................... 10%
   5. Participation ................................................................ 10%

V. (continued)

B. Subjective Evaluations
   1. Classroom participation
2. Classroom cooperation
3. Classroom behavior

VI. MATERIaLS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

Working in Ag Mechanics, Lincoln Electric Co., Cleveland, Ohio
How to Read Shop Drawing, Lincoln Electric Co., Cleveland, Ohio
Welding Videos
TULARE JOINT UNION HIGH SCHOOL
DISTRICT COURSE OUTLINE

I. BASIC FACTS CONCERNING THE COURSE:

Course Title  Agriculture Mechanics IV: Advanced Welding Construction and Fabrication

Department  Agriculture

Grade Level(s)  12  Student Level:  College Prep

General  X

Basic

Course Duration  Year  Credits  10  Elective/Req.  Elective

Prerequisite  Ag Mechanics I, II and III or permission of instructor

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

This course includes the study of SMAW (Shielded Metal Arc Welding), GMAW (Gas Metal Arc Welding) and GTAW (Gas Tungsten Arc Welding) welding. In SMAW, safety procedures, rod identification and stresses of metals are emphasized, plus the student develops a sufficient level of skill to pass a basic industry welding test. The Student becomes familiar with and able to weld different metals and alloys. Other skills, such as cutting, brazing, fusion welding, hard surfacing, vertical welding, cutting thick and thin metals, are applied to actual project work, such as trailers, loading chutes, and other agricultural equipment. This course prepares the student for a job in industry for specialized work on large farming operations, or for repair and fabrication work on the home farm.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

A. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.
B. Consider a variety of agriculture careers and make realistic decisions about such careers. A6.1
C. Demonstrate a knowledge (review) of all four positions and essentials in SMAW, GMAW and GTAW welding. B8.2
D. Know the four essentials in all welding processes (angle, heat, speed, and distance). B8.2
E. Be able to master the flat and out of position welds. B8.2, B8.4
F. Learn the advanced operation of the various types of welding processes, drill presses, cut-off saws, iron worker and computer applications in fabrication. B9.6
III. **COURSE LEARNING OUTCOMES: (continued)**

G. Demonstrate the safety features in the welding process. B1.2
H. Demonstrate the proper use of the cutting torch. B7.3
I. Master the basic positions in Acetylene welding with steel and brass rod. B7.4
J. Explain and demonstrate what and how to weld with each process (SMAW, GMAW, GTAW). B8.3
K. Identify and demonstrate the various types of machines in welding processes. B9.2
L. Accurately read shop drawings. B9.4
M. Demonstrate a knowledge of the general safety rules and procedures, including welding and cutting equipment safely. B9.2, B9.3
N. Demonstrate a knowledge (review) of manipulative skills (angle, material deposit motion) in brazing, hardsurfacing, cutting mild steel and aluminum welding. B7.3, B7.4
O. Demonstrate proper usage of the cut-off saw, drill press, cutting torch, iron worker, grinders and arc and gas welders in the process of constructing major projects. B5.4, B7.2, B9.3
P. Students will apply the above welding, associating skills through building of assigned metal projects, such as cotton and cow trailers, utility trailers, abrasive saws, loading chutes, and other agricultural equipment. B9.4, B9.5, B9.7
Q. Exhibit a knowledge of welding codes and symbols. B8.2

IV. **OUTLINE OF COURSE CONTENT:**

A. **Welding Safety**
   1. Review and testing of general shop safety
   2. Industrial safety requirements
   3. Farm shop safety
   4. Operate general shop tools safely
   5. Identify and avoid potentially dangerous shop situations
   6. Welding and cutting safety

B. **Welding Procedures**
   1. Heat control
   2. Speed of travel
   3. Angle of electrode
   4. Length of arc
   5. Melting points of various common metals and alloys
   6. Matching metals
   7. Application of straight and reverse polarity
   8. Gauge pressures for welding, cutting, MIG/TIG
   9. Welding
   10. Farm and industrial projects

IV. **OUTLINE OF COURSE CONTENT:** (continued)
C. Types of Welders and Equipment
   1. SMAW Welders and Equipment
   2. GMAW Welders and Equipment
   3. GTAW Welders and Equipment
   4. Accessories

D. Welding Operations
   1. Welding, using SMAW, both horizontal and flat
   2. All position welding using GMAW process.
   3. Flat and Horizontal position welding using GTAW equipment.
   4. Project work producing useful working project

E. Blue Print Reading
   1. Reading basic shop drawings
   2. Welding symbols and their application in equipment Fabrication.

F. Cutting Operations
   1. Cutting with 20” hot saw
   2. Using the metal cutting band saw
   3. Management

G. Shearing and Punching Holes
   1. Shearing mild steel with iron worker
   2. Punching holes with hydraulic punch

H. Type Welds
   1. Bead, lap and butt welds
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I. Pipe Welding
   1. Common pipe joint welds
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   1. Portable grinder
   2. Stationary grinder
   3. Operation of power wire buffer

K. Using Oxy-Acetylene Shape Cutter
   1. Setting up common jigs
   2. Cutting bevels
   3. Cutting holes

IV. **OUTLINE OF COURSE CONTENT:** (continued)
L. Identification of Electrodes
   1. Classification of electrodes
      a. Numbers and positions
      b. Color codes

M. Identification of Gas Welding Rods
   1. Brazing
      a. bare
      b. flux coated
   2. Mild Steel
   3. Hard-facing
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O. Use of the Drill Press
   1. Drilling common holes
   2. Countersinking
   2. Drilling pipe

P. Bronze Welding
   1. Pipe braze
   2. T-Braze
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Q. Welding Positions
   3. Flat
   4. Horizontal
   5. Overhead
   1. Vertical - Vertical up, vertical down
   2. Horizontal butt
   6. 3. Overhead lap

R. Oxy-Acetylene Process
   1. Equipment and accessories
      a. Acetylene tanks and regulators
      b. Oxygen tanks and regulators
      c. CO2 and Argon tanks
      d. Hoses, torch, tips and handpieces

S. Setting up and Adjustment
   3. Assembly and safety checks
   4. Ignition and adjustment
   5. Shutting down and securing equipment

IV. **OUTLINE OF COURSE CONTENT:** (continued)
T. Joining Metal
   3. Fusion welding mild steel
   4. Brazing

U. Oxy-Acetylene Cutting Process
   3. Set up and adjustment
   4. Special cutting techniques
   5. Shut down and storing equipment

V. Projects
   1. Squaring frames
   2. Building jigs and forms
   3. Balancing and leveling

W. Painting
   4. Using proper paints
   5. Preparation
   6. Mixing Procedures

X. Undercarriage Assembly
   1. Installation of axles springs
   2. Adjustment of brakes electric and hydraulic
   3. Packing and servicing of wheel bearings

Y. Fifth Wheel Hitches
   1. Assembly
   2. Installation

Z. Future Farmers of America
   1. History
   2. Degree
   3. S.A.E.P.
   4. Leadership Opportunities

V. METHODS OF EVALUATION:

A. Objective Evaluations
   1. Test, Quizzes, Assignments.................................45%
   2. Projects..................................................................25%
   3. FFA Participation (35 points per semester)...............10%
   4. SAE- Record Book................................................10%
   5. Participation......................................................10%

V. METHODS OF EVALUATION: (continued)
B. Subjective Evaluations
   1. Classroom participation
   2. Classroom cooperation
   3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)


Working in Ag Mechanics, Lincoln Electric Co., Cleveland, Ohio
How to Read Shop Drawing, Lincoln Electric Co., Cleveland, Ohio
Welding Videos
I. **BASIC FACTS CONCERNING THE COURSE:**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Small Gas Engines/Power Systems</th>
<th>Department</th>
<th>Agriculture</th>
</tr>
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<tbody>
<tr>
<td>Grade Level (s)</td>
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<td>College Prep</td>
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<td>Basic</td>
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<tr>
<td>Prerequisite</td>
<td>Ag, Mech I and Ag Mech II or permission of instructor</td>
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II. **BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:**

Small Gas Engines/Power Systems includes the study of basic engine operation principals as well as troubleshooting and the repair of small gas engines in a wide range of agricultural applications. Emphasis is placed on safety, tool and part identification and, engine systems. Students develop a sufficient level of skill to pass a basic industry small engines repair test.

III. **COURSE LEARNING OUTCOMES:**

Upon successful completion of this course the student will:

A. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.
B. Demonstrate the safety features in a Small Engines Shop Setting. B1.1 & B1.2
C. Consider a variety of agriculture careers and make realistic decisions about such careers.
D. Develop an understanding of two and four stroke small engines. B10.1 & B10.2
E. Develop a basic technical skill and knowledge to perform routine maintenance, minor and major tune-ups, and minor and major overhauls. B10.3
F. Be able to properly troubleshoot and diagnose small engine problems. B10.2, B10.3, B10.4, B10.5
G. Be able to properly read and understand technical manuals and parts books. B10.6
H. Develop desirable work habits and attitudes. Career Planning and Management 3.1
I. Create a logical procedure for the proper diagnosis and repair small gas engine systems. B10.5, B10.6
J. Demonstrate analysis, comparison, and synthesis in selecting and using the correct tools and equipment required for the repair of small gas engine systems. B10.6, B11.3
IV. OUTLINE OF COURSE CONTENT:

Shop and Equipment Safety
1. Safety attitudes
2. Proper use of hand and power tools
3. Fire safety
4. Chain saw and Machinery safety
5. Personal safety

Basic Operating Principles
1. Engine construction
2. Four-stroke cycle operation
3. Two-stroke cycle operation

Identifying Engines and Using Parts Books
1. Model designations and their meanings
2. Use of repair manuals
3. Use of parts manuals
4. Engine specifications
5. Ordering parts

Use of Special Tools
1. Micrometers
2. Dial bore gauge
3. Plastiguage
4. Valve grinder
5. Boring bar
6. Dial indicators
7. Steam/pressure cleaner
8. Leakdown tester
9. Micro fiche reader

Engine Troubleshooting and Diagnosis
1. Fuel system
2. Electric system
3. Valves
4. Rings
5. Carburetor
6. Air cleaner
7. Power train

Engine Disassembly and Assembly
1. Proper procedures
2. Check points
3. Engine specifications and tolerances

**Tune-up**
1. Ignition system
2. Spark plugs
3. Magneto service
4. Retrofitting points to Electronic Ignition
5. Timing
6. Valves
7. Carburetor

**Engine Overhaul**
1. Complete disassembly
2. Systems check
3. Crankshaft
4. Camshaft
5. Tappets
6. Valves and guides
7. Piston
8. Rings
9. Cylinder reconditioning and boring
10. Bearings and bushing replacement
11. Governors
12. Valve springs and rotators
13. Oil dippers, stingers, and pumps
14. Crankcase breathers
15. Starters

**Cleaning and Storing Engines**
1. Parts of the system
2. Methods of cleaning engine
3. Cleaning procedure
4. Preparing engine for storage

**Cooling Systems**
1. Types of systems
2. Parts and functions

**Air Cleaners**
1. Dry Type
2. Oil type
3. Oil bath
4. Cleaning and checking system

**Lubricating System**
1. Dipper and slinger
2. Pump
3. Pump and splash

**Crankcase Breathers**
1. Floating disc
2. Reed

**Valves and Valve Grinding**
1. Grinding valves
2. Grinding seats
3. Valve guides
4. Checking valve springs
5. Valve regulators
6. Tappets
7. Setting valve gap
8. Lapping valves

**Piston and Rings**
1. Cleaning
2. Sizing
3. Ring removal and installation
4. Types of rings
5. Installation and removal of piston pins

**Rods and Bearings**
1. Rod reconditioning
2. Types of bearings
3. Proper installation
4. Locking devices

**Fuel Systems**
1. Tank, lines, and fittings
2. Filters
3. Types of systems
4. Fuel pumps
5. Pressurized systems

**Old Style Ignition Systems**
1. Parts of system
2. Coil
3. Spark plugs
4. Points
5. Condenser

**New Style Ignition Systems**
1. Solid State Ignition
Carburetion
1. Principles of carburetion
2. Float type carburetor
3. Suction lift carburetor
4. Diaphragm carburetor
5. Adjustments

FFA
1. History
2. Degree
3. SOEP’s
4. Leadership opportunities

V. METHODS OF EVALUATION:
A. Objective Evaluations
   1. Classroom and Test ........................................45%
   2. Projects.........................................................25%
   3. FFA participation, S.A.E. and Record Book...........20%
   4. Class/Lab Participation.....................................10

B. Subjective Evaluations
   1. Classroom participation
   2. Classroom cooperation
   3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

A. Textbooks:

B. Other:
   1. Briggs & Stratton Small Engines video set
TULARE JOINT UNION HIGH SCHOOL
DISTRICT COURSE OUTLINE

I. BASIC FACTS CONCERNING THE COURSE:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Ag. Work Experience</th>
<th>Department</th>
<th>Agriculture</th>
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<table>
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<tr>
<th>Prerequisite</th>
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</table>

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

Agriculture Work Experience provides the opportunity for students to experience on-the-job experience in the world of work. Students are place in agriculture or Agri-business jobs and must complete related instruction assignments as part of the program. The related instruction focuses on the development of proper job habits and attitude and includes individualized instruction, which is directly related to the job. School credit is given and is based on both the employer’s evaluation as well as that of the work experience supervisor.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

A. Develop knowledge of the FFA organization, projects, competitions and leadership opportunities.

B. Consider a variety of agriculture careers and make realistic decisions about such careers.

C. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual project or a sample project.

D. Develop skills needed for a job interview.

E. Develop skills needed for filling out job applications and resume’s.

III. COURSE LEARNING OUTCOMES: (Continued)
F. Understand employee, employer relationships, such as respect for property, following directions, workplace productivity, etc.

G. Be able to meet dress code standards of a job.

H. Accept responsibility for proper conduct on the job.

I. Understand the different types of insurance and/or welfare programs to include disability, health, retirement, social security, unemployment and welfare

J. Consider a variety of agriculture careers and make realistic decisions about such careers.

K. Develop proper techniques in ag, math, job specific calculations i.e. making change, figuring sales tax, payroll, etc.

L. Develop skills, with the assistance from the teacher and employer, related to the specific to the specific job assignment.

IV. OUTLINE OF COURSE CONTENT:

A. Instruction

1. Future Farmers of America (CLO A, B)
   a. History
   b. Degrees
   c. S.O.E.P.
   d. Leadership opportunities

2. Interviewing for a job (CLO D)
   a. Dress
   b. Attitude
   a. Personalities
   b. Practice skills

3. Applications of employment (CLO D, E)
   c. Types of applications
   d. Proper procedures for filing out employment applications
   e. Develop a resume and cover letter
   f. Definition of terminology

4. Employee / Employer relationship (CLO F)
IV. **OUTLINE OF COURSE CONTENT:** (Continued)

B. Work Habits and Attitudes

1. **Dress**
   a. Proper dress for the job
   b. Cleanliness and neatness
   c. Safety clothes

2. **Human relations**
   a. Getting along with others in the job
   b. Respect for managers

3. **Conduct on the job**
   a. Abiding by rules and regulations
   b. Doing the best possible to develop the necessary skills for the job

4. **Careers and opportunities**
   a. Available jobs
   b. Possible places of employment

5. **Insurance**
   a. State disability
   b. Retirement
   c. Insurance group plans

6. **Welfare, disability, social security**
   a. Attitudes

7. **Related instruction**
   a. Specific individualized instruction

8. **Working with money, calculations**
   a. Ag. math skills
   b. Figuring sales tax, payroll
   c. Make correct change
V. METHODS OF EVALUATION:

A. Objective Evaluations

1. Assignments ................................................. 80%
2. FFA Participation (35 Points per semester) .......... 10%
3. SAE-Record Books ..................................... 10%

B. Subjective Evaluations

1. Participation
2. Cooperation
3. Behavior
4. Employer Evaluation

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

A. Written assignments

B. On-the-job work site
F.

Program Completion Standards
TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

F. PROGRAM COMPLETION STANDARDS

In order for a student to complete a program in Agriculture Education at the Tulare Joint Union High School District, their supervised agricultural experience program (SAEP) must be related to their career goal. The student will be a member of the FFA Organization and be involved in FFA activities at the local level.

1. To complete a program the following sequences of classes are recommended:

- **Plant & Soil Science**
  - Agriculture Science I
  - Integrated Agriculture Biology
  - Ornamental Horticulture
  - Floriculture
  - Agriculture Business

- **Agricultural Business Management**
  - Agriculture Science I
  - Integrated Agriculture Biology
  - Ornamental Horticulture/Livestock/Dairy Skills/Agriculture Business

- **Animal Science**
  - Agriculture Science I
  - Integrated Agriculture Biology
  - Dairy Science/Livestock
  - Vet Science
  - Agriculture Business

- **Ornamental Horticulture**
  - Agriculture Science I
  - Integrated Agriculture Biology
  - Ornamental Horticulture
  - Floriculture
  - Agriculture Business

- **Agricultural Mechanics: Welding Technology**
  - Agriculture Mechanics I
  - Agriculture Mechanics II: Welding Skills
  - Agriculture Mechanics III: Welding Construction
  - Agriculture Mechanics IV: Advanced Welding Construction

- **Agricultural Mechanics: Power Technology**
  - Agriculture Mechanics I
  - Agriculture Mechanics II: Welding Skills
  - Small Gas Engines
  - Diesel Engines

2. Certificates of Completion

Certificates of Completion are given to qualified students based on the standards list on each certificate.
Agriculture Science Career Pathway

Career Pathways:
Agri-science  Dairy Science  Animal Science  Veterinary Science  Ornamental Horticulture

Grade
9th

Career Pathway Courses

Agriculture Science I

10th

Agriculture Biology/Agriculture Biology Honors

Plant and Animal Physiology
Agriculture Internship

Dairy Skills
Agriculture Business

Livestock
Agriculture Business

Livestock/Dairy Skills
Veterinary Science

Ornamental Horticulture/Lands
Agriculture Business

Floral Design (Art)
Ag Work Experience 11th or 12th
Tulare High School — Agriculture Department
Sequence of Courses for the Agriculture Science Pathways

Use this guide to help plan your course selections for each year of high school. Required courses for graduation are shown for each year. Agriculture Science courses are listed in a suggested order that you may desire to choose for your electives. Students will need to select a Agriculture Program major by their junior year; choices are Animal Science, Dairy Science, Ornamental Horticulture, Agriculture Science or Veterinary Science. The table below shows a UC/CSU college preparatory schedule that includes agriculture classes:

<table>
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<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
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<tbody>
<tr>
<td>English 1</td>
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<td>Civics/Economics</td>
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<td>World History</td>
<td>U.S. History</td>
<td>Math</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Foreign Language</td>
<td>Art - Floriculture *</td>
<td>Physical Education</td>
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<td>Chemistry</td>
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<td>Agriculture Course-Junior Level</td>
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Agriculture Science Pathway -- Course Descriptions

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<tr>
<th>COURSE NAME</th>
<th>DESCRIPTION</th>
<th>SEQUENCE</th>
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<tbody>
<tr>
<td>Agriculture Science I</td>
<td>This course is designed to familiarize students with the general skills that they may need for a career in Agriculture. Students will be introduced to the world of California Agriculture, FFA Leadership Development and Supervised Agriculture Experience.</td>
<td>Prerequisites: None. Recommended for grade 9.</td>
</tr>
<tr>
<td>Agriculture Biology/</td>
<td>Designed for agriculture students, this college-prep biology course will cover areas such as: cells, photosynthesis, respiration, ecology, genetics, and plant &amp; animal systems. This course meets the life science graduation requirement and meets the UC 'A-G' requirements.</td>
<td>This course meets the biology requirement for THS. Usually taken in 10th grade, but can be taken 10-12. Prerequisites: Physical Science, Algebra 1 with a 'C' or higher, Agriculture Science, Agriculture Mechanics I, or teacher approval. Recommended for grade 10.</td>
</tr>
<tr>
<td>Agriculture Biology Honors</td>
<td></td>
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</tr>
<tr>
<td>Agriculture Course:</td>
<td>Depending on program major, students can take: Livestock, Dairy Skills, Ornamental Horticulture or</td>
<td>Recommended as the third course in the Agriculture Science sequence. Dependent on Agriculture Program major (check with your Advisor for opportunities). Prerequisites: Agriculture Biology with a grade 'C' or higher or teacher approval. Recommended for grade 11.</td>
</tr>
<tr>
<td>Junior Level</td>
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<tr>
<td>Agriculture Business</td>
<td>This course is designed to provide agriculture students with an understanding of the six basic areas of agribusiness: marketing, sales, finance, accounting, agriculture law and government. This class may become eligible to receive 2+2 credit from local community colleges.</td>
<td>Prerequisites: Any two of the following courses passed with a 'C' grade or better: Agriculture Science, Agriculture Biology, Plant &amp; Animal Physiology, Ornamental Horticulture or Agriculture Mechanics 1, 2, 3. Recommended for grade 12.</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>This course is designed to prepare students for a career in Animal Science. Students will learn advance concepts in Animal Husbandry.</td>
<td>Prerequisites: Any two of the following courses passed with a 'C' grade or better: Agriculture Science, Agriculture Biology, Plant &amp; Animal Physiology, Livestock, Dairy Skills. Recommended for grade 12.</td>
</tr>
</tbody>
</table>

*--recommended
Agriculture Engineering Career Pathway

Grade | Career Pathway Courses | Recommended Supplemental Courses
9th   | Agriculture Mechanics I |
10th  | Agriculture Mechanics II: Agriculture Welding Skills |
       | Agriculture Mechanics III: Welding Construction and Fabrication |
       | Small Gas Engines |
11th  | Agriculture Mechanics IV: Advanced Welding Construction and Fabrication |
       | Diesel Technology (To Be Developed) |
       | Agriculture Biology (Science) |
       | Floral Design (Art) |
12th  | Ag Work Experience 11th or 12th |
Tulare High School -- Agriculture Department
Sequence of Courses for the Agriculture Mechanics Pathway

Use this guide to help plan your course selections for each year of high school. Required courses for graduation are shown for each year. Agriculture Mechanics courses are listed in a suggested order that you may desire to choose for your electives. The table below shows a UC/CSU college preparatory schedule that includes agriculture classes:

<table>
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<tr>
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<th>SOPHOMORE</th>
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<th>SENIOR</th>
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<td>English 3</td>
<td>English 4</td>
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<tr>
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<td>Math</td>
<td>Math</td>
<td>Civics/Economics</td>
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<td>World History</td>
<td>U.S. History</td>
<td>Math</td>
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<tr>
<td>Physical Education</td>
<td>Foreign Language</td>
<td>Art – Floriculture</td>
<td>Physical Education</td>
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<td>Freshman Studies</td>
<td>Agriculture Biology</td>
<td>Chemistry</td>
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<tr>
<td>Agriculture Mechanics I</td>
<td>Agriculture Mechanics II</td>
<td>Agriculture Mechanics III</td>
<td>Agriculture Business*</td>
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<tr>
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<td></td>
<td>Welding Construction/Small Gas Engines</td>
<td>Agriculture Mechanics IV</td>
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<td></td>
<td></td>
<td>Advanced Welding Construction/Diesel Engines</td>
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Agriculture Mechanicsxhed Pathway -- Course Descriptions

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>DESCRIPTION</th>
<th>SEQUENCE</th>
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<tr>
<td>Agriculture Mechanics I</td>
<td>This course is designed to familiarize students with the general skills that they may need for a career in Agriculture Mechanics or Agriculture Engineering. This course covers Measurement, Tool Identification, Electricity, Concrete, Cold Metal Work, Welding and Wood Working.</td>
<td>Prerequisites: None. Recommended for grade 9.</td>
</tr>
<tr>
<td>Agriculture Biology</td>
<td>Designed for agriculture students, this college-prep biology course will cover areas such as: cells, photosynthesis, respiration, ecology, genetics, and plant &amp; animal systems. This course meets the life science graduation requirement and meets the UC &quot;A-G&quot; requirements.</td>
<td>This course meets the biology requirement for THS. Usually taken in 10th grade, but can be taken 10 – 12. Prerequisites: Physical Science, Algebra 1 with a 'C' or higher, Agriculture Science, Agriculture Mechanics I, or teacher approval. Recommended for grade 10.</td>
</tr>
<tr>
<td>Agriculture Mechanics II</td>
<td>This course is designed to take over where Agriculture Mechanics I left off. In this course, students will develop the skills needed to weld a variety of materials with several processes of welding such as: Oxy-fuel, Arc, TIG, and MIG.</td>
<td>Recommended as the second course in the Agriculture Mechanics sequence. Usually taken in 10th grade, but can be taken 10-12. Prerequisites: Agriculture Mechanics with a grade 'C' or higher or teacher approval. Recommended for grade 10.</td>
</tr>
<tr>
<td>Agriculture Mechanics III: Welding Construction</td>
<td>This is the third course in the Agricultural Mechanics sequence. It is designed to build on the skills learned in Agriculture Mechanics II. Students will learn to plan, organize and construct various projects with metal. This is the third course in the Power Technology sequence. Students are introduced to concepts of engine operations and repair.</td>
<td>Recommended as the third course in the Agriculture Mechanics sequence. Usually taken in 11th grade but can be taken 11-12. Prerequisites: Agriculture Mechanics II with a grade 'C' or higher or teacher approval. Recommended for grade 11.</td>
</tr>
<tr>
<td>Small Gas Engines</td>
<td>This is the fourth course in the Agricultural Mechanics sequence. It is designed to build on the skills learned in Agriculture Mechanics III. Students will learn to plan, organize and construct various projects with metal. Students will also plan for post-secondary education or to enter the workforce.</td>
<td>Recommended as the fourth course in the Agriculture Mechanics sequence. Usually taken in 12th grade. Prerequisites: Agriculture Mechanics III with a grade 'C' or higher or teacher approval. Recommended for grade 12.</td>
</tr>
<tr>
<td>Agriculture Mechanics IV: Advanced Welding Construction</td>
<td>This is the fourth course in the Agricultural Mechanics Power Technology sequence. It is designed to build on the skills learned in Small Gas Engines emphasizing on Diesel engines.</td>
<td></td>
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<tr>
<td>Diesel Engines</td>
<td>This course is designed to provide agriculture students with an understanding of the six basic areas of agribusiness: marketing, sales, finance, accounting, agriculture law and government. This class may become eligible to receive 2+2 credit from local community colleges.</td>
<td>Prerequisites: Any of the following courses passed with a 'C' grade or better: Agriculture Science, Agriculture Biology, Plant &amp; Animal Physiology, Ornamental Horticulture or Agriculture Mechanics 1, 2, 3. Recommended for grade 12.</td>
</tr>
</tbody>
</table>

*-recommended
G.
Description of Facilities and Major Equipment
1. Facilities

The Tulare HS Farm is comprised of 98 acres that include teaching facilities and shops as well as being one of two working dairy owned and operated by a high school agriculture program in the United States. As a compliment to the program the farm has:

- 6 Large classrooms w/ heating and cooling
- Computer lab with 30 networked computers
- Welding shop facilities
- Small Engines
- Ag Mechanics shop
- Staff Office & Administration facilities
- 90 Head of Holstein milk cows plus heifers
- Dairy facilities including corals, barns, milking barn
- Farrow to finish swine unit with room for 10 sows and 80 market hogs.
- Farrowing barn.
- Covered concrete finishing barn.
- Covered show ring.
- 3-acre irrigated sheep pasture.
- 5-acre Crop Science Plot Lab
- Sheep lambing and market barn with room for 30 market lambs
- Covered concrete livestock barn w/ large and small animal pens, working chute and scale.
- 65 Acres of irrigated open farm ground.
- 1-acre horticulture facility with arboretum, 2 greenhouses, shade house, and head house.
2. **Major Equipment**

- 50 Computers
- 10 Laptops
- 2 Laser printers
- Copy machine
- 3 TV/VCR carts
- 25 Microscopes w/video
- Digital Camera
- 2 Smart boards
- Video Camera
- Ford Tractor
- Kubota 9000 Tractor with Loader
- Massey Ferguson Tractor with Loader
- 3 ton mixer feed wagon
- 13 MIG welders
- 7 TIG welders
- 15 ARC welders
- 2 Portable Welders
- 4 Drill presses
- Iron Worker
- 10 ft hydraulic shear
- 3 Cut-off saws
- 5 Pedestal Grinders
- Rototiller
- 14hp Hydraulic mower
- Cement mixer
- Portable sprayer
- Portable livestock scale & trailer
- Large animal scale

- Misc. farm implements
- 16' Tongue trailer
- 20' Gooseneck trailer
- 2 1 ton trucks
- 1- ¾ ton pickup
- 3 Vans
- Commercial kitchen
H.

Five Year Facility and Equipment Acquisition Schedule
<table>
<thead>
<tr>
<th>Site</th>
<th>Sheep/Goat Barn</th>
<th>Swine Barn</th>
<th>Dairy Barn</th>
<th>Beef Barn</th>
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<tbody>
<tr>
<td>1 year</td>
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<td>3 year</td>
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<td>5 year</td>
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<tr>
<td>Lights - Safety</td>
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<tr>
<td>Livestock Trailer</td>
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<tr>
<td>New Shop Building</td>
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<td></td>
<td>4 Fans for North Barn</td>
<td>Replace back gates</td>
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<tr>
<td>Automatic H2O</td>
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<tr>
<td>Outlets per pen</td>
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<tr>
<td>Poultry Processing</td>
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<tr>
<td>Retail Shop Space</td>
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<tr>
<td>New Barns</td>
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<td>Shade, Structure, tree removal</td>
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<td>Digital Scale</td>
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<td>Waterer/Dryer</td>
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<td>Welding Shop Exhaust System</td>
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<td>Poultry Housing</td>
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<td>Farm Site Student Stand</td>
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<td>Lights/outlets in sheep room</td>
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<td>Barn Extention</td>
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<td>combo lock on door</td>
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<td>Pasture Pens</td>
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4/26/2021
Agriculture Advisory Committee Meeting
10/19/2020
6:00pm
Zoom Link: https://bit.ly/2SSXjC6

Agenda

I. Welcome and Introductions - Danielle Avila
   a. Called to order at 6:04pm
   b. Zoom etiquette
   c. Introductions were conducted
      i. Danielle Avila
      ii. Doug Degroff
      iii. Seth Brown
      iv. Christopher Greer
      v. Mike Faria
      vi. Richard Heers
      vii. Stephan Mancebo
      viii. Brian Potter
      ix. Brian Veracurse
      x. George Tristao
      xi. Jim Brem
      xii. Melissa Gomes
      xiii. Jared Castle
      xiv. Mike Mederos
      xv. Dakota Romans
      xvi. Debrah Silva
      xvii. Sammi Slover
      xviii. Jennifer Sousa
      xix. Hector Ureta
      xx. Laura Fonseca
      xxi. Cathy Mederos
      xxii. Amanda Smith
      xxiii. Danny Dutto

II. Approval of the previous minutes- 12/2/2019
   a. Individually reviewed minutes from last meeting in December 2019
   b. Christopher Greer 1st Doug Degroff 2nd
   c. Meeting minutes passed

III. FFA Update- /Mike Mederos
   a. The Tulare FFA continues virtually (judging teams, student activities, contests, etc)
   b. CDE teams virtual
   c. Virtual State Conference
   d. Officers are continuing to plan engaging activities for students
      i. September meeting was a drive through ice cream social
         1. 250 members drive through
I.
Staff
Assignments
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<th>Teacher/ Period</th>
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<td>Ag Mech 1</td>
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<td>Michael Mederos</td>
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<td>Ag Business</td>
<td>Ag Mech 2</td>
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<td>Dakota Romans</td>
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<td>Debrah Silva</td>
<td>Floriculture</td>
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<td>Sammi Slover</td>
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<td>Mendoza</td>
<td>Romans</td>
<td>Silva</td>
<td>Slover</td>
<td>Sousa</td>
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L.
Proficiency Standards for Program Completers
L. PROFICIENCY STANDARDS FOR PROGRAM COMPLETERS

In order for a student to complete a program in Agriculture Education at the Tulare Joint Union High School District, their supervised agricultural experience program (SAEP) must be related to their career goal. The student will be a member of the FFA Organization and be involved in FFA activities at the local level.

1. To complete a program the following sequences of classes are recommended:

**Plant & Soil Science**
- Ag. I
- Ag. II, or
- Ag Biology
- Ag. Computer Mgmt.
- Agribusiness Mgmt., or
- Ag. Work Experience

**Agricultural Business Management**
- Ag. I
- Ag. II, or
- Ag Biology
- Ag. Computer Mgmt.
- Agribusiness Mgmt.

**Animal Science**
- Ag. I
- Ag. II, or
- Ag Biology
- Livestock P&M
- Dairy P&M, or
- Ag. Computer Mgmt., or
- Agribusiness Mgmt., or
- Ag. Work Experience

**Ornamental Horticulture**
- Ag. I
- Ag. II, or
- Ag Biology
- Floriculture
- Ag. Welding & Construction, or
- Farm Power and Machinery, or
- Ag. Computer Mgmt., or
- Agribusiness Mgmt., or
- Ag. Work Experience

**Agricultural Mechanics**
- Ag. I
- Introduction to Ag Mechanics
- Ag. Welding & Construction
- Farm Power and Machinery, or
- Small Engines, or
- Ag. Computer Mgmt., or
- Agribusiness Mgmt., or
- Ag. Work Experience

**Core Agriculture**
- Ag. I
- Ag. II, or
- Ag Biology
- Livestock or Dairy
- Any other Agriculture course
2. Course Proficiency Standards

Students are evaluated in each course using the following Course Proficiency Standards:
Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:**
- **4** – Skilled or can work independently
- **3** – Moderately skilled or can perform with limited help
- **2** – Limited skill, requires instruction and close supervision
- **1** – No exposure, has no experience or knowledge in this area

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<tr>
<td>______</td>
<td>Explain the importance of computers in modern agriculture operations.</td>
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<tr>
<td>______</td>
<td>Name, explain the various units of computer hardware.</td>
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<td>Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual, project or a sample project.</td>
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<td>Identify different computer systems available today.</td>
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<td>Demonstrate skill in operating word processing software.</td>
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<td>Demonstrate a working knowledge of data base management systems software.</td>
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<td>Apply skills in using software to manage spreadsheet software.</td>
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<td>______</td>
<td>Demonstrate an understanding of various programs used for agriculture operations.</td>
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<td>Create and design programs useful to specific applications.</td>
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<td>______</td>
<td>Be able to understand and use computer networks.</td>
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<td>Demonstrate knowledge of the Future Farmers of America, projects, record books, competition and leadership opportunities.</td>
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Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:**
- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, has no experience or knowledge in this area

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<tr>
<th>Rating</th>
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<tr>
<td></td>
<td>Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual project.</td>
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<tr>
<td></td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
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<tr>
<td></td>
<td>Demonstrate a knowledge of the safety rules involved in the use of farm machinery and farm shop equipment.</td>
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<td></td>
<td>Demonstrate a knowledge of the basic skills used in the general maintenance and minor repair farm tractors in each of the following areas:</td>
</tr>
<tr>
<td></td>
<td>Cooling systems</td>
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<tr>
<td></td>
<td>Air induction</td>
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<tr>
<td></td>
<td>Exhaust systems</td>
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<tr>
<td></td>
<td>Electrical systems</td>
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<td></td>
<td>Demonstrate proper pre-start checks with tractors, including oil level, coolant level, lubricant level, tire pressure, etc.</td>
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<tr>
<td></td>
<td>Demonstrate the proper adjustments to meet tractor operation needs to include seating, wheel spacing, wheel weights, checking instrument panel, etc..</td>
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<tr>
<td></td>
<td>Demonstrate the skills used in properly starting and stopping tractors in include:</td>
</tr>
<tr>
<td></td>
<td>Proper ventilation</td>
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<td></td>
<td>Warming engine</td>
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<td>Demonstrate proper highway driving practices with tractors to include safety warning devices, suitable speeds, right-of-way privileges, turning and entering/leaving main roads.</td>
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<td>Identify the major parts and their functions of a gas and diesel tractor engine.</td>
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<td>Demonstrate the skills involved in the disassembly of a small engine, repair of the engine and it's re-assembly.</td>
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<td>Study the importance of the FFA and it's relationship and importance to the Vo-Ag student.</td>
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Tulare Joint Union High School District  
Agriculture Department  
PROFICIENCY STANDARDS  
for  
INTRODUCTION TO AGRICULTURE, AG. I  

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:** 4 – Skilled or can work independently  
3 – Moderately skilled or can perform with limited help  
2 – Limited skill, requires instruction and close supervision  
1 – No exposure, has no experience or knowledge in this area

**Rating: Skill or Knowledge Area:**

_____ To identify the importance of production agriculture.

_____ Identify the seven basic agriculture careers areas.

_____ Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.

_____ Demonstrate an understanding of Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.

_____ Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.

_____ Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.

_____ Demonstrate an understanding of the terminology associated with each species of livestock.

_____ Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.

_____ Identify the common crops grown and understands their importance to California agriculture.

_____ Identify plants parts and explain their function for a variety of common agriculture plants.

_____ Explain the factors involved in plant growth and general production practices.

_____ Students will understand and perform basic tractor operations and maintenance.

_____ Identify basic parts of common agriculture equipment.

_____ Demonstrate proper safety techniques used in the agriculture industries and in the classroom setting.
Tulare Joint Union High School District
Agriculture Department
PROFICIENCY STANDARDS
for
PLANT & ANIMAL SCIENCE, AG. II

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale: 4 – Skilled or can work independently
               3 – Moderately skilled or can perform with limited help
               2 – Limited skill, requires instruction and close supervision
               1 – No exposure, has no experience or knowledge in this area

Rating: Skill or Knowledge Area:

_________ Demonstrate an understanding of the scope of the crop production and livestock industry in the U.S.A. and the role of research in its expansion.

_________ Consider a variety of agriculture careers and make realistic decisions about such careers.

_________ Identify the importance of the FFA and its relationship and importance to the Vo-Ag student.

_________ Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual, project or a sample project.

_________ Identify the ten animal body systems, their parts and functions and how they interrelate.

_________ Develop proper nutritional plans for a variety of livestock and cattle, swine and sheep.

_________ Identify the major diseases associated with cattle, swine and sheep, including the symptoms, treatment and prevention's of such diseases.

_________ Explain Mendel's principle of inheritance as it relates to the transfer of genes from generation to generation.

_________ Explain how genetic transfer relates to sex determination and abnormalities.

_________ Explain the various systems of breeding cattle, swine and sheep (natural and artificial).

_________ Identify the parts and explain their functions of a variety of common agriculture plants

_________ Explain the classification system, including the use of keys to identify plants.

_________ Identify the major local crops and plants and explain the factors involved in their growth and production.

_________ Demonstrate an understanding of the vital role that ecological balance plays in the plant and animal world.
Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:**
- 4 – Skilled or can work independently
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**Rating:**

- Skill or Knowledge Area:
  - Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.
  - Consider a variety of agriculture careers and make realistic decisions about such careers.
  - Demonstrate a knowledge (review) of all four positions and essentials in arc and acetylene welding.
  - Know the four essentials in arc welding (angle, heat, speed, and distance).
  - Be able to master the flat and out of position welds.
  - Learn the basic operation of the various types of gas and arc welding, drill presses, cut-off saws and the ironworker.
  - Demonstrate the safety features in the welding process.
  - Demonstrate the proper use of the cutting torch.
  - Master the basic positions in Acetylene welding with steel and brass rod.
  - Explain and demonstrate what and how to braze.
  - Identify and demonstrate the various types of machines in Oxy-Acetylene welding.
  - Accurately read shop drawings.
  - Demonstrate a knowledge of the general safety rules and procedures, including welding and cutting equipment safely.
  - Demonstrate a knowledge (review) of manipulative skills (angle, material deposit motion) in brazing, hard surfacing, cutting mild steel and aluminum welding.
  - Demonstrate proper usage of the cut-off saw, drill press, cutting torch, iron worker, grinders and arc and gas welders in the process of constructing major projects.
  - Students will apply the above welding, associating skills through building of assigned metal projects, such as cotton and cow trailers, utility trailers, abrasive saws, loading chutes, and other agricultural equipment.
  - Exhibit a knowledge of welding codes and symbols.
  - Understand the importance of FFA and it's relationship and importance to the Vo-Ag student.
Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:**
- 4 – Skilled or can work independently
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<td>_______</td>
<td>Develop a knowledge of the FFA organization, projects, competitions and leadership opportunities.</td>
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<td>_______</td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
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<td>Demonstrate an understanding of the California Vo-Ag record book by completing a book on a actual; project or a sample project.</td>
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<tr>
<td>_______</td>
<td>Develop skills needed for a job interview.</td>
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<td>Develop skills needed for filing out job applications.</td>
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<td>_______</td>
<td>Understand employee, employer relationships, such as respect for property, following directions, workplace productivity, etc.</td>
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<td>_______</td>
<td>Be able to meet dress code standards of a job.</td>
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<td>_______</td>
<td>Accept responsibility for proper conduct on the job.</td>
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<tr>
<td>_______</td>
<td>Understand the different types of insurance and/or welfare programs to include disability, health, retirement, social security, unemployment and welfare.</td>
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<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
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<tr>
<td>_______</td>
<td>Develop proper techniques in making change, figuring sales tax, etc.</td>
</tr>
<tr>
<td>_______</td>
<td>Develop skills, with the assistance from the teacher and employer, related to the specific to the specific job assignment.</td>
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Tulare Joint Union High School District
Agriculture Department
PROFICIENCY STANDARDS
for
AGRIBUSINESS

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

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Rating: Skill or Knowledge Area:

_______ Recognize and understand the various Ag. related business and how they pertain to agriculture in Tulare county.

_______ Consider a variety of agriculture careers and make realistic decisions about such careers.

_______ Arrange for a speaker from an Ag. Business area of the student's choice.

_______ Demonstrate record keeping and management skills through keeping a FFA record book.

_______ Demonstrate his/her ability to give an up-to-date agricultural report.

_______ Be able to write a term paper on an up-to-date agriculture topic and a farm management problem.

_______ Will demonstrate a knowledge of the history, financing and operation of our local county fair.

_______ Understands the functions of the four basic types of agriculture cooperatives.

_______ Demonstrate the ability to analyze the development of a farming land enterprise, taking into consideration water needs, financing, equipment costs, leveling/fertilizer, etc., building and crops.

_______ Identify the importance of the FFA and the relationship and importance to the Vo-Ag student.

_______ Identify and understand the major steps in the financing of an agriculture enterprise.
Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

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**Rating: Skill or Knowledge Area:**

- Demonstrate an understanding of the scope of the dairy industry in the United States, California and Tulare County.
- Consider careers in the dairy industry and to make realistic decisions about such careers.
- Identify the importance of the FFA and its relationship and importance to the Vo-Ag student.
- Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.
- Demonstrate proper feeding and showing techniques of dairy cattle.
- Identify the major diseases of dairy cattle, including the symptoms, treatment and prevention of such diseases.
- Demonstrate an understanding of the importance of controlling mastitis in dairy cattle and its economic importance.
- Explain “functional type” and how it relates to improving dairy cattle.
- Demonstrate proper mating of dairy cattle using genetic mating service or AAA.
- Explain the importance of dairy cattle records and their relationship to increased profits.
- Demonstrate an understanding of computers and their application in dairy records.
- Demonstrate proper milking procedure and explain its relationship to increased production and decreased incidence of mastitis.
- Develop proper and economical rations for dairy cattle.
- Explain the importance or reproductive efficiency in dairy cattle and factor that effect reproductive efficiency.
- Demonstrate proper techniques of semen handling and artificial insemination.
- Explain a proper calf and heifer raising program and how this program relates to having heifers freshen at 24-30 months of age.
- Explain the different types of dairy cattle housing and milking barns with their advantages and disadvantages.
- Demonstrate safe and proper working habits as they relate to working with dairy cattle.
- Demonstrate a practical knowledge of the following dairy operations:
  - Artificial breeding: Apply magnet
  - Vaccinating: Administering drugs and pills
  - Dehorning: Reading thermometer and taking temp.
  - Tattooing: Making rope halters
  - Castration: Fence repair
  - Clipping cows udder: Pen scraping and manure disposal
  - Trim feet: Painting
  - Welding
  - Proper care of vet.
  - Equipment
  - Remove extra teats
  - Diagnose and treat disease
  - Branding methods
Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS
for

LIVESTOCK PRODUCTION & MANAGEMENT

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale:  
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Rating:  

Skill or Knowledge Area:

The student will be able to identify those breeds of livestock (sheep, swine and beef) that are important to the industry.

Students will demonstrate a knowledge of the following skills as they relate to the livestock industry:

- Castrating
- Vaccinating
- Docking
- Clipping needle teeth
- Dehorning
- Ear notching
- Judging and selecting
- Fitting and showing
- Consider a variety of agriculture careers and make realistic decisions about such careers.
- Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.
- Understand the importance of FFA and its relationship and importance to the Vo-Ag student.
- The student will be able to relate the importance of the livestock industry to the rest of the agricultural spectrum.
- The student will be able to identify and properly formulate those feed stuffs for the rearing of cattle, swine and sheep.
- The student will be able to identify the digestive system of a ruminant (cattle) and a monogastric (swine) and explain how they function.
- Students will demonstrate proper feeding practices with livestock including:
  - Amount to feed daily
  - Cost per pound of grain
  - Water importance
  - Rate of grain
  - Mixing ration
- Students will be able to identify the major diseases of beef, sheep and swine, including the symptoms, treatment and prevention of such diseases.
- Students will demonstrate knowledge of the following skills as they relate to the meat industry:
  - To identify those cuts of meat that are in demand by the consumer
  - To be able to select a desirable carcass from each of the species of the livestock breeds (sheep, swine and beef cattle)
  - To apply the federal grading system to meats
- Explain the various systems of breeding beef cattle, sheep and swine (artificial and natural).
- Identify the anatomy involved and explain the physiology of the reproductive tract for beef, swine and sheep.
- Students will demonstrate safe and proper techniques in working with livestock.
Tulare Joint Union High School District
Agriculture Department
PROFICIENCY STANDARDS
for
NURSERY & LANDSCAPE TECHNOLOGY

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

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Rating: Skill or Knowledge Area:

_______ Recognize the nursery field as a career choice within the agricultural sciences.

_______ Identify, name and describe uses and the culture of common horticultural crops.

_______ Identify the main plant parts and describe their functions (roots, stem, leaves, etc.)

_______ Explain the affects of plant nutrients and fertilizers on plants and identify common commercial fertilizers (nitrogen, phosphorous, calcium, lime, etc.).

_______ Develop a knowledge of the properties of soil and soil amendments, their relationships to man and plants (texture, tilth, organic matter, etc.).

_______ Recognize common horticultural pests, damage caused and means of control (insects, weeds, disease).

_______ Understand the relationship between horticultural crops and the environment and how each may be controlled.

_______ Demonstrate those skills used in modern plant propagation and production (budding, grafting, cuttings).

_______ Be able to explain the importance of and demonstrate skills in horticultural crop maintenance (irrigation, fertilization, pruning, pest control, etc.).

_______ Be proficient in skills relevant to nursery production and management (soil mixing, transplanting, crop selection, maintenance, etc.).

_______ Demonstrate skills and practices used in the turfgrass industry (lawn installation, equipment operation).

_______ Be able to demonstrate those techniques and tools concerning the landscape industry (site preparation, installation, construction, bidding, etc.).

_______ Be able to use skills and techniques, which are part of landscape design (drafting tools, layout, design theories, and proper plant use).

_______ Demonstrate those safety practices, which are vital to the horticultural industry, including safe use of equipment, tools and pesticides.

_______ Have knowledge of the Future Farmers of America organization, projects, competition, and leadership opportunities.
M.
Teacher Data Sheets
### TULARE JOINT UNION HIGH SCHOOL DISTRICT
### INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION
### M. TEACHER DATA SHEET

<table>
<thead>
<tr>
<th>Teacher &amp; Address</th>
<th>Phone Number</th>
<th>Email Address</th>
<th>Date of Birth</th>
<th>Years of Service</th>
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<tr>
<td>Jared Castle</td>
<td>920-2925</td>
<td><a href="mailto:jaied.castle@tulare.k12.ca.us">jaied.castle@tulare.k12.ca.us</a></td>
<td>8-7-85</td>
<td>12</td>
<td>6</td>
<td>Modesto JC Cal Poly, San Luis Obispo</td>
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<tr>
<td>Michael Mederos</td>
<td>333-6126</td>
<td><a href="mailto:Mike.mederos@tulare.k12.ca.us">Mike.mederos@tulare.k12.ca.us</a></td>
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<tr>
<td>Dakota Romans</td>
<td>799-4250</td>
<td><a href="mailto:dakota.romans@tulare.k12.ca.us">dakota.romans@tulare.k12.ca.us</a></td>
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<tr>
<td>Debrah Silva</td>
<td>905-6706</td>
<td><a href="mailto:debragh.silva@tulare.k12.ca.us">debragh.silva@tulare.k12.ca.us</a></td>
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<tr>
<td>Sammi Lee Slover</td>
<td>553-5711</td>
<td><a href="mailto:summli.slover@tulare.1k12.ca.us">summli.slover@tulare.1k12.ca.us</a></td>
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<tr>
<td>Jennifer Sousa</td>
<td>684-8275</td>
<td><a href="mailto:Jennifer.sousa@tulare.k12.ca.us">Jennifer.sousa@tulare.k12.ca.us</a></td>
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<tr>
<td>Hector Urqueta</td>
<td>859-4772</td>
<td><a href="mailto:Hector.urqueta@tulare.k12.ca.us">Hector.urqueta@tulare.k12.ca.us</a></td>
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Authorization/Subjects

- **Authorization Code**: R3A1
- **Subject Code**: AGRI
- **Subject Description**: Agriculture
- **Major/Minor**: MAJ

This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.
**Document:***

**Last Name:** KOELEWYN  
**First Name:** KEVIN  
**Middle Name:** THOMAS

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

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**MEDEROS, PATRICK**  >  Document:

If you have questions about the information displayed below, please click here for a list of all documents.

**Last Name:** MEDEROS  
**First Name:** PATRICK  
**Middle Name:** MICHAEL

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

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**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right.

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<td>To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.</td>
<td></td>
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</tbody>
</table>
**Document:**

- **Last Name:** BURNETT-SOUSA
- **First Name:** JENNIFER
- **Middle Name:** CARRIE

**TULARE COUNTY OFFICE OF EDUCATION**

**Adverse and Commission Actions Indicator:**

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

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<td>130079932</td>
<td>Certificate of Completion of Staff Development</td>
<td>Clear Valid</td>
<td>4/9/2013</td>
<td>4/9/2013</td>
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**Authorization/Subjects:**

This certificate, when held in conjunction with a basic teaching credential specified in Education Code Section 44203(e), authorizes the holder to provide the following services to limited-English-proficient pupils: (1) specially designed content instruction delivered in English in the subject and the...
URUETA, HECTOR

**Last Name:** URUETA  
**First Name:** HECTOR  
**Middle Name:** MIGUEL

### Adverse and Commission Actions

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

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<td>Specialist Instruction Credential (Agriculture)</td>
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<td>Valid</td>
<td>5/28/2015</td>
<td>6/1/2020</td>
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<tr>
<td>150105321</td>
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<td>5/28/2015</td>
<td>6/1/2020</td>
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<tr>
<td>R3A1</td>
<td>This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development, for agriculture education programs coordinated by school districts or county offices of education.</td>
<td>AGRI</td>
<td>Agriculture</td>
<td>MAJ</td>
<td></td>
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**WILLIAMS-HOPPER, SHAY**  >  Document:

**Last Name:** WILLIAMS-HOPPER  
**First Name:** SHAY  
**Middle Name:** ANN

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

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<td>AGRI</td>
<td>Agriculture</td>
<td>MAJ</td>
<td></td>
</tr>
</tbody>
</table>
N.
Roster of Advisory Committee
Tulare High School Agriculture Advisory Committee Roster

Danielle Avila, Chair
CFO, 4 Creeks, Inc.
324 S. Santa Fe, Suite A
Visalia, CA 93292
(559) 471-9215
Email: danielle@4-creeks.com
Area: Agriculture Engineering
Term Expires: June 2020

Melissa Gomes, Secretary
Vice President- Strategic Planning
Farm Credit West
200 East Cartmill Ave.
Tulare, CA 93274
(559) 967-3923
Email: Melissa.gomes@farmcreditwest.com
Area: Agriculture Business
Term Expires: June 2020

Seth Brown
Owner, California Turf Equipment
956 North J street
Tulare, CA 93274
(559) 909-1788 Cell
Email: seth@caliturfequipment.com
Area: Ornamental Horticulture, Small Engines
Term Expires: June 2021

John Champagne
Dairy Production Medicine - VMTRC
18830 Road 112
Tulare, CA 93274
(559) 688-1731
(559) 331-9006
Email: jchampdyv@gmail.com
Area: Veterinary Science, Post-Secondary UC Davis
Term Expires: June 2022

Mike Faria
Owner, Faria Farms
14201 Rd. 136
Tipton, CA 93272
(559) 905-5810 Cell
Email: vetterterranche@gmail.com
Area: Crop Science, Program Completer
Term Expires: June 2021

Doug DeGroff, Vice Chair
Owner, Diversified Dairy Solutions
22311 Rd. 148
Tulare, Ca. 93274
(559) 280-7880
Email: deva@dairysol.com
Area: Animal Science-Nutrition, Dairy Science
Term Expires: June 2022

Jim Brem
Sales Representative, Farmers Warehouse
19387 Rd. 248
Strathmore, CA 93267
(559) 260-7152 Cell
Email: jimbrem@farmerswarehouse.com
Area: Animal Science
Term Expires: June 2022

Lori Cardoza
Partner/Operator, Sousa Farms
8410 Ave. 184
Tulare, CA 93274
(559) 688-3916
(559) 799-3593
Email: loriocardoza@msn.com
Area: Agriculture Business, Dairy Science, Post-Secondary CSU Fresno
Term Expires: June 2022

John Cordeiro
Fresno State University
Animal Science
2415 E San Ramon, MS AS75
Fresno, CA 93740-8033
(559) 278-2804 Office
Email: johnncsvfresno.edu
Area: Animal Science, Post-Secondary CSU Fresno
Term Expires: June 2020

Joey Fernandes
Owner, Fernjo Farms
22601 Rd 148
Tulare, CA 93274
(559) 280-1850 Cell
Email: Fernjo@farms@gmail.com
Area: Dairy Science, Agriculture Business
Term Expires: June 2020
Chris Greer
Inspector, Tulare County
4437 S. Laspinas St
Tulare, CA 93274
(559) 804-9263
Email: CGreer@co.tulare.ca.us
Area: Program Completer, Crop Science
Term Expires: June 2021

Stephen Mancebo
Owner, Mancebo Holsteins
14999 Ave. 232
Tulare, CA 93272
(559) 303-1412
Email: smancbo@aol.com
Area: Crop Science, Dairy Science
Term Expires: June 2022

Jeff SA
CFO, Dairyland Lab
2120 South K st.
Tulare, CA 93274
(559) 737-1433 Cell
Email: jeff@vtaglab.com
Area: Agriculture Business
Term Expires: June 2021

Brian Vercriuse
PCA, Crop Production Services
854 Terrace Park
Tulare, CA 93274
(559) 217-5609
Email: bvercriuse@sbcglobal.net
Area: Crop Science
Term Expires: June 2020

Dr. Richard Heers
Owner, Cross Street Vet
400 E Cross Ave
Tulare, CA 93274
(559) 280-4805 Cell
Email: rgheers@hotmail.com
Area: Veterinary Science
Term Expires: June 2021

Brian Potter
Quality Machinery
3820 South K
Tulare, CA 93274
(559) 686-1579
Email: Qualitymc@hotmail.com
Area: Agriculture Engineering; Power Technology
Term Expires: June 2021

George Tristao
Owner, Mid Valley Pipe and Supply
PO Box 2023
Tulare, CA 93274
(559) 686-7521
(559) 358-6541 Cell
Email: george@midvalleypipe.com
Area: Agriculture Engineering; Welding Technology
Term Expires: June 2020
ADVISORY COMMITTEE FOR AGRICULTURE EDUCATION
TULARE JOINT UNION HIGH SCHOOL DISTRICT
TULARE, CALIFORNIA

CONSTITUTION AND BY-LAWS

SECTION A - PURPOSE:

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

Article 2. The Advisory Committee may direct its advice and recommendations toward the teachers of Agriculture, the Administration or the Board of Education. It shall limit its activities to matters directly concerning the Agriculture Education Department.

Article 3. It shall be the duty of the Advisory committee to:

a) Study the needs of the community related to the work of the Agriculture Department.

b) Suggest and advise in areas of education pertaining to the objectives of the districts Agriculture Education program.

c) Review the departments' ability to meet state standards in Agriculture Education.

d) Review and evaluate facilities and equipment available for the use of instruction.

e) Assist in evaluating the agriculture programs instruction, curriculum and course content being provided to the students.

f) Study the programs of Agriculture Departments in other communities with the idea of encouraging the use in this community of those objectives and practices which may be applicable.

g) Serve as an avenue of communication between the Agriculture Department and the community.

SECTION B – MEMBERSHIP

Article 1. There shall be a maximum of 17 members on the Agriculture Advisory Committee; at least one representing each of the core areas taught in the program. The groups will be: Livestock, Horticulture, Agricultural Mechanics, (Welding & Small Engines) Environmental Science, Vet Science, Ag Business, Post Secondary Education, a Program Completer and representatives from the agriculture production industries.

Article 2. Members shall be selected in such a way that they represent a cross-section of the agriculture industry and business community served by the Agriculture Department.

Article 3. Members shall be nominated by the Agriculture Department Staff after consultation with the District Administration and Agriculture Advisory Committee and be approved by the Board of Education.

Article 4. Members shall be notified of their appointment by the District Superintendent.
Article 5. Members:
(a) The term of membership shall be three years and can be renewed at the end of that term.
(b) Be appointed and re-appointed as the need arises.
(c) Have the only voting rights of the committee.

Article 7. The Chairman’s membership may be as consecutive as the Agriculture Department Staff, District Administration, Board of Education and Agriculture Advisory Committee see fit.

Article 8. An individual shall loose membership if he/she fails to take an active role in the committee’s activities or is no longer a positive contributing member of the committee. This decision will be made by the committee after consulting with the Agriculture Department Staff.

Article 9. The Board of Education shall appoint a Board Member(s) and the District Superintendent or an administrative representative to act as non-voting members who will be ex-officio members of the committee.

Article 10. The District Superintendent and Board Member(s) will not be voting members but should attend all meetings.

Article 11. The Agriculture Education Staff will be non-voting members and will attend all meetings.

Article 12. In case of vacancies, new members shall be elected to fill those vacancies as set down in Article 3 of this section, but shall serve for only the time remaining of the vacancy filled.

Article 13. The Board of Education shall award a certificate of appreciation to each member fully completing his term of membership on the committee.

SECTION C – MEETINGS:

Article 1. The committee shall meet no less than three times per year. Meeting dates will be decided on by the Agriculture Department Chairman and the Agriculture Advisory Committee Chairman.

Article 2. Special meetings may be called during the year by the Chairman if necessary.

Article 3. Written notices of all regular meetings will be prepared and mailed to all committee members and guests by the Agriculture Department Chairman.

Article 4. The meetings shall not continue for more than two hours unless so voted by the committee members present.

Article 5. A quorum will consist of nine voting members of the committee.
SECTION D – CHAIRMAN

Article 1. The Agriculture Advisory Committee Chairman shall be elected each fall from the group of members who have served on the existing committee for at least one year. His duties shall be:
   a) To preside at all committee meetings.
   b) To appoint special committees which may include persons other than the committee members?
   c) To call special meetings as needed.

Article 2. The duties of the Agriculture Department Chairman shall be:
   (a) To keep attendance records of committee members.
   (b) To keep a record if discussion, recommendations, motions passed and committee appointments.
   (c) To maintain a permanent record file of all committee activities.
   (d) To distribute minutes of the committee meetings and copies of other committee documents to committee members, Board of Education members, the principals, superintendent, Agriculture Staff, and others who may be concerned. The school facilities and office staff shall be available for this purpose.
   (e) To prepare the agenda for committee meetings if requested to do so by the committee.

SECTION E – CHANGES IN BY-LAWS AND CONSTITUTION:

Article 1. Suggestions for changes in the Constitution and By-laws must be presented to the chairmen and then must be approved by a majority vote of the committee membership. Then said suggestions must be passed by the Board of Education before being adopted.

Submitted by the Tulare Joint Union High School District Agriculture Department to The Agriculture Advisory Committee, Tulare, California, July 16, 2013.

APPROVED BY THE TULARE JOINT UNION HIGH SCHOOL DISTRICT:

1. AGRICULTURE ADVISORY COMMITTEE

   (Date)                       (Chairman)

2. BOARD OF EDUCATION

   (Date)                       (President)

(DEPT/ADVISORY/BYLAWS)
O.
Advisory Committee Minutes
Meeting Minutes

Call to order at 6:07

I. Welcome and introductions - Melissa Gomes

a. Staff
   i. Jared Castle
   ii. Sammie Slover
   iii. Debbie Silva
   iv. Hector Ureta
   v. Mike Mederos
   vi. Dakota Romans
   vii. Jennifer Sousa
   viii. Danny Dutto

b. Students
   i. Avery Coelho
   ii. Isabella Riberio

   iii. Emma Coelho
   iv. Duncan Champagne
   v. Aidan Champagne

c. Other members
   i. Melissa Gomes
   ii. Jeff
   iii. Lorie Cardoza
   iv. Doug Degroff
   v. Tyler Riberio
   vi. Jorge(on zoom)
   vii. Jacob Torres

II. Approval of the previous minutes
a. Motion by Lorie Cardoza
   i. 2nd by Jeff

III. Presentation by Tulare FFA Ag Issues Speaking Team - Sousa

   a. Shark tank theme - Topic: cell-based meat
      i. Memphis meat(cell-based meat manufacturers)
         spokesman - Aidan and Duncan Champagne
      ii. “Sharks” - Avery Coelho and Emma Coelho
      iii. Announcer- Isabella Riberio
   b. Questions from the audience
      i. Why is there antibiotics in cell based meat?
      ii. How do you foresee the impact form an environmental standpoint from the transitioning from ruminants to cell based meat?
      iii. Agriculture products have been for the choice of consumers(milk vs. almond milk). Why is there not a choice between real beef and cell based meat?
      iv. How is the process of using the word meat being used. Will they be able to continue using it?
      v. Is there any data that shows that there is a possibility that these cells turn into cancer cells? If so can those cells be in the cell-based meat?
      vi. Have there been any studies in real meat vs cell based meat(Macros)?
      vii. Is there something specific about the cells that causes them to rapidly divide?

IV. FFA Update (State Required)- Mike Mederos

   a. 2022 will be 100 years of Tulare AG
   b. Sponsors of Tulare FFA have lawn signs
   c. There are future goals of having fundraisers
   d. Most Zoom meeting this year have been on zoom
      i. We have transitioned to drive through
e. Committee Meetings
   i. Growing Leaders- Sammie Slover and Debbie Silva
      1. Has plans for farm tours
   ii. Strengthening Agriculture- Dakota Romans
      1. Took on social media presence
      2. Alumni highlight coming up
   iii. Building Communities- Jennifer Sousa
      1. Battery drive coming up for Earth Day
      2. Lots of pasta donation drives since last meeting
         a. Book drive
         b. Canned food
         c. Socks
   f. Animal projects have not slowed down
      i. Students have been happy to be involved
      ii. Social distancing between students
      iii. Hopes have been good for fair
   g. Judging teams have been increasing
      i. Participation is high
      ii. Competitions have been online
   h.
      i. POA - Romans
         1. POA passed out to members
         2. Dakota Romans goes into what the POA consists of as well as
            explaining the online POA
         3. In the future students will be tasked with maintaining online POA

V. Department Update- JaredCastle

a. We have been receiving great district support during these times
b. Have been receiving lots of addition to the farm
   i. Solar panels
   ii. Bigger parking lot
c. Dairy has been doing well
   i. We will soon be able to make some updates
d. Transportation helped the department with making farm ready for when
   students came in person
i. Gave staff and students use the time we have to have productive learning

e. Plan for new dairy bathroom and office space

f. Plans on creating a bigger MeAg component to the farm

g. A new pasture for animals has been in the works being put together with the help of MeAg students

h. Class updates

i. Mike Mederos
   1. AgMec
      a. Putting new pens in hog barn
   2. Livestock
      a. Starting to get into reproduction

ii. Sammi Slover
   1. Ag Biology
      a. Have been staying in class
   2. Ag 1 & 2
      a. Will be having lab each time when they meet in person

iii. Debbie Silva
    1. Floral
       a. Every in person meeting students will do an arrangement
       b. In the beginning of the semester students were picking up supplies for online
    2. Dairy skills
       a. Have missed out on labs and are trying to make up for lost time
    3. Ag 1
       a. Have been having labs
       b. Moving from animals to plants

iv. Dakota Romans
    1. Ag Biology
       a. Trying to figure out how to do labs with covid rules
       b. Need to get freshmen exited
    2. Ag 1
       a. Have been making the most of doing hands on learning

v. Jennifer Sousa
   1. Plant science
      a. Have been getting into propagation
b. Trying to redesign OH area

vi. Jared Castle
   1. MeAg 1
      a. Setting up new pasture for animals for labs

vii. Hector Ureta
   1. MeAg 2
      a. Started in person learning hitting the ground running for labs
   2. MeAg 3&4
      a. Have been out at the pasture welding fence posts on pasture
   3. Small engines
      a. All class time is hands-on with engines

VI. Review of 2021 State Degrees/Awards/Proficiencies (state required) - Staff

a. State degrees
   i. 35 state degrees completed
   ii. Highest in the area

b. Proficiencies
   i. Ag Mechanics Repair and Maintenance (State Finalist)
   ii. Agricultural Processing
   iii. Agriscience Integrated (State Finalist)
   iv. Beef Production (Entrepreneurship)
   v. Diary Production (Placement)
   vi. Diversified Agriculture
   vii. Diversified Crops
   viii. Forage Production
   ix. Fruit Production

c. CDE/LDE Teams
   i. Grown to 22 teams at the moment

VII. Next meeting(s):
   a. Hoping for August of 2022

Adjournment of meeting at 7:47
Minutes submitted by: Jacob Torres
Minutes of the Agriculture Advisory Committee Meeting
March 18, 2019

Members Present:
Danielle Avila
Chris Greer
Doug Degroff
Richard Heers

Mike Faria
Stephen Mancebo
Joey Fernandes
Jeff Sa

George Tristao
Brian Vercruse

Others Present:
Michael Mederos- Department Chair
Jared Castle- Teacher
Daniel Dutto- Director of Ag
Jennifer Sousa- Teacher
Hector Urueta- Teacher
Shay Williams-Hopper- Teacher
Laura Fonseca- School Board Member
Christopher Sharp- FSU Student Teacher
Dakota Burns- FSU Student Teacher

Mike Mederos called meeting to order at 6:06 PM

I. Welcome and Introductions- Mike Mederos

II. Approval of the previous minutes- 10/15/18
   a. Chris Greer moved to approve the minutes and was seconded by Mike Faria
   b. Motion was then passed unanimously

III. Department Update- Mike Mederos
   a. Department is working hard to adjust to the changes to the department since Kevin Koelewyn’s passing
   b. Honorary Baseball game will be held in his honor on Thursday March 21, 2019 at 6:30 P.M
   c. Dave Caetano is going to be retiring after 40+ years of teaching
   d. Working on filling the two teaching positions that are currently open in the department.
   e. Interviews are going to be held on Wednesday with an announcement of the candidates selected to fill the positions after bring the names to the board.

IV. FFA Update- Shay Williams-Hopper
   a. State officer visit November 27 & 28 visited Tulare FFA.
   b. Pancake Breakfast, hosted by Tulare FFA Booster, was held February 3rd at Mission Oak High School
   c. Tulare FFA teamed up with Alpine Vista Kindergarten classes to deliver treats and socks to residents at Twin Oaks and Evergreen Residence.
d. MFE/ALA was held February 17th and 18th with 2 students attending MFE and 3 students attend ALA.

e. Fresno State Winter Finals had Citrus Judging win First High Team with Alyssa Amaral placing 2nd in state and Emma Coelho 5th. Vine Pruning ranked 7th high team with 5th high team in variety and 3rd high on the test sub-contests.

f. Arbuckle Field Day had Farm Power compete and win 3rd high team

g. COS field day Tulare had BIG compete and place 4th high overall team and Marketing Coop placing 2nd overall with Hadyn Aguilar placing 3rd high and Sydney Seaton 4th high individual.

h. UC Davis field day had Agronomy compete in their first contest of the season. Dairy products placed 6th high team and Jenna Koetsier placed 2nd high individual. Job Interview had Amy Swall and Michaela Mederos both placed 3rd high respectively in their rooms.

i. Merced Field Day dairy products had dairy products place first high team with Jenna Koetsier placing 4th high individual. Farm Power placed fourth high team.

j. Sectional speaking contest
   i. Creed had 12 individuals compete with Annaileen DeSantiago placing 4th, Maddie Lew 3rd, Nicole Tristao 2nd, and Isabella Ribeiro place first high individual.
   ii. Prepared public speaking had four contestants with Emma Coelho placing 6th, Alissa Amaral 4th, Gianna Benedetti 2nd, and Lindsay Mendonca first high individual.
   iii. Extemporaneous public speaking had three contestants with Morgan Earles placing 4th, Emily Erving placing 2nd, and Jacob Fernandes placing first high individual.
   iv. Job Interview had 9 contestants with Amy Swall placing first and chastine Gist placing fourth. Both students will move on to regionals.
   v. Impromptu had Joseph Machado competed and placed fourth

k. Regionals Speaking contest
   i. Creed had 5 contestants with Isabella Ribeiro placing first, Nicole Tristao placing second, and Annaileen DeSantiago placing fifth.
   ii. Impromptu had one student compete for Tulare FFA
   iii. Prepared had Three students compete with Gianna Benedetti placing fifth, Alissa Amaral placing sixth, and Lindsay Mendonca placing fourth.
   iv. Extemporaneous Public Speaking had three students compete with Jacob Fernandes placing second
   v. Job Interview Had two students compete with Amy Swall placing 3rd high and Chastine Gist placing fifth high.

l. State Convention will have Lindsay Mendonca serving as a Sub-committee chair and Gianna Benedetti serving as a member of the Nominating Committee.

m. Lindsay Mendonca was selected to participate in Sacramento Leadership Experience.

n. Tulare FFA will be partnering with the Fresno Grizzlies for Ag night on April 19th.

o. Kevin Koelewyn will be having a baseball game Thursday March, 21st at Rawhide Ballpark at 7 P.M
p. There were three Tulare FFA students to make it to state for proficiencies which include Arie Prins for Ag Mechanics Design/Fabrication, Hayley Fernandes for Dairy Production Enterprise, and John Mark VanderPoel for Diversified Ag Production.
q. Tulare FFA had three state scholarship finalists including Dax Sousa, Lindsay Mendonca, and Lindsey Swall.
r. Sectional Activity next Wednesday March 27, 2019 at Roller Towne for Sequoia Section

V. Farm/Dairy Report Hector Urueta/ Mike Mederos
   a. 36 acres of wheat
   b. First check of the sweet corn field has been completed
   c. Dairy Advisory-Mike
      i. Current challenge is Land O’ Lakes going off BST
      ii. Were on a ten day interval of BST
      iii. Production is up with 115 cows in the barn
      iv. Dried up a few High somatic cell count cattle
   d. As of January both enterprises combined are $18,000 in the black

VI. Construction Update- Daniel Dutto
   a. The building will have a Tope roof
   b. Skylights are going to be installed for additional lighting
   c. Building is going to face towards Bardsley Ave.
   d. New road is being built off of Pratt Ave. for the new entrance
   e. New fence will be put all around the facility
   f. Scheduled to be completed on August 2, 2019
   g. Modular buildings are being built by KTS down in Bakersfield
   h. The current classroom building will be converted into shops in the near future after completion of the new building
   i. There are six total classrooms in the new building and will have two classrooms in the current classroom.
   j. The old shop building will be getting a new roof during the summer.
   k. With the new building total student occupancy can reach up to 1600 students in 8 periods

VII. Discussion Topic: How do we measure success? Homework for May Advisory Meeting-Mike Mederos
     a. How is it that we measure the success of Tulare FFA using the three ring model
     b. Need to continue the traditions we have now and how to improve and develop Tulare FFA
     c. Looking more at the success of the program rather than success of the students
     d. Discussion will be entertained on May 20, 2019 at the next advisory meeting
     e. How do we measure what students are doing after they exit the program
     f. Create a question that analyzes how likely students are to continue on with agriculture after Tulare FFA
     g. How motivated are students after they graduate high school and by measuring the success of the students.
h. Measure where the students are five years down the road.

i. How many students in FFA are not affiliated with agriculture

j. Measuring the students progress of students throughout the program and their growth, specifically towards students with non-agriculture backgrounds

VIII. other items

a. Dave Caetano retirement party is tentatively planned for June 15, 2019 from 11AM - 2PM, with more details to be finalized at a later date.

b. California Department of Food and Agriculture- Standardization
   i. committee plays main role in addressing assessments of commodities
   ii. determines enforcement of these assessments at the local level

IX. Next meeting(s)

a. May 20, 2019

b. At 6 PM

Danielle Avila adjourned the meeting at 7:02 pm.

Respectfully Submitted,

Christopher Sharp, Student Teacher
Agriculture Department
Tulare High School Farm
Minutes of the Agriculture Advisory Committee Meeting
October 15, 2018

Members Present:
Danielle Avila
Mike Faria
Chris Greer
Brian Potter

Melissa Gomes
Doug DeGroff
Jeff SA
George Tristao

Seth Brown
Lori Cardoza
Dr. Richard Heers

Others Present:
Michael Mederos- Department Chair
Shay Williams-Hopper- Teacher
Joseph Garibaldi- FSU Student Teacher
Jared Castle, Teacher

Jennifer Sousa - Teacher
Dave Caetano- Teacher
Laura Fonseca- School Board Member
Daniel Dutto- Director of Ag

Danielle Avila called meeting to order at 6:10 PM

I. Welcome and Introductions- Danielle

II. Approval of the previous minutes- 3/12/18
   a. Dick Heers moves, Melissa Gomes second

III. Department Update- Mike Mederos
   a. Introduce and welcome Daniel Dutto
   b. Introduce alumni and new members
   c. Adjusting to new 8 period class schedule (1 1/4 hours per class period)
      i. This means adjusting farm tours, course curriculum, etc

IV. FFA Update- Shay Williams-Hopper
   a. 900 students in the program
   b. Creating new opportunities
   c. Welcome freshmen meeting and September meeting at 300 members in attendance
   d. Very successful fair with all animals and ag mechanics
   e. Next week is the National FFA Convention

V. Farm/Dairy Report
   a. Busy with farming (winter wheat) and student enterprises
      i. Sweetcorn and Pumpkins
      ii. Jared Castle- First year for the pumpkin enterprise
      iii. 6 kids on pumpkin enterprise since late May
   b. 28 tree citrus block next to the pumpkin patch
   c. Continue the back fence with deciduous trees
   d. Mike Mederos- Dairy update
i. Went off BST then September 1st we went back on BST, Now Land O' Lakes says we have to be BST free by next year

ii. Production is up, almost all jerseys, we are up to the 60s currently

VI. Discussion Topic: California Agriculture Incentive Grant Quality Criteria Check List

  a. Mike Mederos- Run through the Checklist and explain certain items. Pass out Pathways list and roster information.

  i. 1st item is curriculum-

    1. Pathway. We have two pathways for Ag mechanics and Ag science. Working on getting Dairy Skills, Livestock, and Ag work experience A-G approved. Working on a diesel technology class.

    2. Counselors support program

    3. Recordkeeping-AET

    4. Criteria 1 is met

ii. 2nd Item is Leadership

    1. Each student is graded on FFA activities

    2. Students pay for conferences (Greenhand leadership conference, MFE/ALA, State convention, National FFA convention)

iii. 3rd Item is Practical Application of Agricultural Skills

    1. Students get 10% for FFA and 10% for SAE

    2. Students have to participate in FFA and have to have an agriculture project

    3. Shay Williams-Hopper- AET demonstration

    4. Students have made $180,000 as a whole chapter

    5. Can transfer information more easily into applications and awards

    6. Students can upload pictures as proof and documentation/site visits allow teachers to submit recommendations and updates

iv. 4th Qualified & Professional Personnel

    1. All ag teachers have a credential

    2. Staff meets every Monday for a meeting

    3. All staff attends in-services

    4. Try to replace groundskeeper

v. 5th Facilities, Equipment & Materials

    1. Out to bid for our new building

    2. Moving irrigation line in the next few weeks

    3. There are appropriate facilities

    4. Vehicles are available

vi. 6th Community, Business and Industry Involvement

    1. We have an advisory committee that is supportive and functional

    2. Working on certifications (Mike, Hector, and Jared are OSHA Authorized trainers. Shay is CASE certified)

vii. 7th Career Guidance

    1. Teaching soft skills in the classroom to prepare students for the "real world"

    2. Teaching to prepare for the next level

viii. 8th Program Promotion

    1. Department does recruitment activities
2. There are 14 feeder schools
3. Dave Caetano works with middle schools to promote the program

ix. 9th Program Plan
1. 21 section binder that has a program plan
2. One notable thing is program completers and what they are doing outside of high school

x. 10th
1. We will not meet less than 22 student requirements for ag mechanics classes

xi. 11th Full year employment
1. All ag teachers are required to have a year-round contract and all ag teachers at Tulare does
2. Dave Caetano and Mike Mederos have a Project supervision period to do project visits

xii. 12th Program Achievement
1. Lose money based on class sizes
2. Hoping to show history of meeting class sizes and this year is one year that it has not been met
3. Building plans show the upgrades in facilities

VII. No other items
VIII. Next meeting(s)
   a. March 11, 2019
   b. May 26, 2019
   c. At 6 PM

Danielle Avila adjourned the meeting at 7:30 pm.

Respectfully Submitted,

Joseph Garibaldi, Student Teacher
Agriculture Department
Tulare High School Farm
P.
Budget
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Q.
Signed Articulation Agreement
TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

Q. SIGNED ARTICULATION AGREEMENTS
    AND/OR
    EVIDENCE OF ARTICULATION
R.
Graduate Follow Up Survey
Graduate Follow-up

# CA0288  Tulare
Tulare High School Farm
591 W. Bardsey Ave.
591 W. Bardsey Ave.
Tulare, CA 93274

Graduates for Spring: 2015

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Count: 63

Site developed and maintained by the California FFA Association.
Page last modified: 3/3/2013
Tulare High School Agriculture Department  
Graduate Follow-up Survey

Name:__________________________________________

Address:________________________________________

Phone:__________________________________________

1) What are you doing at the present time?
   _____ Attending School
   _____ Full-time
   _____ Part-time
   _____ In the military
   _____ Homemaker
   _____ Other______________________________

   _____ Working
   _____ Full-time
   _____ Part-time
   _____ Not working
   _____ Looking for work
   _____ Not looking for work

2) In what type of business or industry are you employed?
   ____________________________________________

3) What is your job title or job description?
   ____________________________________________

4) Which statement best applies to your present occupation?
   _____ I am using most of the skills I learned in vo-ag programs at THS.
   _____ I am using some of the skills I learned in vo-ag program at THS.
   _____ I am not using any of the skills I learned in the vo-ag program at THS.
5. What type of school are you currently attending?

____ High School  
____ 4-year college  
____ Adult Education  
____ Trade/technical school  
____ Private business school  
____ Other________________________

6. What is your major course study?

__________________________________________________________

7. How would you rate the training you received in the THS Agriculture program?

____ Excellent  ____ Good  ____ Fair  ____ Poor

8. How would you rate the career guidance counseling you received in Agriculture Program?

____Excellent  ____Good  ____Fair  ____Poor

1. Please check the following areas you feel are valuable components of FFA?

____ Officer and committee chairman experience  
____ Judging Contests  
____ Advanced degree and proficiency awards  
____ Participation in chapter activities, working with others  
____ Livestock raising  
____ Other-please describe_____________________________________

2. What were the most valuable aspects of the SAEP (Supervised Projects)?

____ Learning Skills related to future ag employment  
____ Development of responsibility  
____ Learning Record Keeping  
____ Other- Please describe
Please rate the facilities and equipment used at THS for the Agriculture Program

Facilities:

_____ Overcrowded  _____ Adequate Space provided
_____ Modern       _____ Out-of-date

Equipment:

_____ Modern       _____ Out-of-date
_____ Well-maintained  _____ Poorly Maintained

_____ Adequate amount of equipment for all students in class

_____ Other- Please Describe

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc.; FFA; SAEP (Supervised Projects); teaching methods used; facilities/equipment.
Tulare High School
Agriculture Department

Program Completer Follow-up Results

The following indicates information gathered from Program Completers of the Tulare Agriculture Department.

Percent of Students agree With statement.

Which statement best applies to the students present occupation.

I am using most of the skills I learned in the vo-ag program at THS.

I am using some of the skills I learned in the vo-ag program at THS.

I am not using any of the skills I learned in the vo-ag program at THS.

How the student rated the training & career guidance/counseling they received in the THS vo-ag program.

Training

Excellent

Good

Fair

Poor

Career guidance/counseling

Excellent

Good

Fair

Poor

Which activities in the FFA program that the students thought were valuable.

Officer and committee chairman experience

Judging contests

Advanced degree and proficiency

Participation in chapter activities, working with others

Raising livestock, shows, fairs, etc.

Other: Leadership Conference, National Convention, overall experience
What were the most valuable aspects of the SAEP (supervised projects) ranked by students.

- Learning skills related to future ag employment
- Development of responsibility
- Learning record keeping
- Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

Past students rated the facilities and equipment used at THS for the vo-ag program.

**Facilities**

- Overcrowded
- Modern
- Adequate square space
- Out-of-date

**Equipment**

- Modern
- Well-maintained
- Poorly maintained
- Out-of-date
- Adequate amount of equipment for all students in class
- Other: Not adequate equipment
S.
List of Active Placement Sites
TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

S. ACTIVE PLACEMENT SITES

Jim Sousa Milk Testing
Jim Sousa - 687-0456
14073 Jan Court
Tulare CA 93274

Tulare Small Engines
Fred & Pam Brown - 688-2505
956 North J Street
Tulare CA 93274

Manual Martin Jr. Dairy
Manual Martin Jr. - 752-4481
14861 Ave 144
Tipton CA 93272

Morais Feedlot
Jorge Morais - 280-3436
19257 Rd 124
Tulare CA 93274

System One Filtration
Steve Faria - 687-1955
Leonard Noll Dr.
Tulare CA 93274

Fagundes Cattle & Farming
Stephen Fagundes - 686-9674
3860 Ave 232
Tulare CA 93274

Irigaray Dairy
Linda Irigaray - 688-7946
14229 Ave 228
Tulare CA 93274

Deniz Livestock
Frank Deniz - 804-5336
1001 Alameda
Tulare CA 93274

Papa Joe's
Henry Vargas - 686-5472
2150 Stevenson Ct.
Tulare CA 93274

Jordan & Son Farming
Lena Jordan - 686-3466, 3492
2171 Ave 192
Waukena CA 93282
T.

Recruitment Activities and Materials
TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

T. RECRUITMENT ACTIVITIES AND MATERIALS

1. OUTLINE OF RECRUITMENT PLAN:

A. FFA Week
All elementary feeder schools are invited to bring classes to the HS Farm for FFA Week activities. These include, horseback rides, petting zoo’s, story telling, tractor rides, milking demonstrations, etc... Approximately 1,500 students participate.

B. Dairy Daze
The Tulare County Dairy Wives sponsor annual Dairy Daze activities for elementary students at the HS Farm. The emphasis is on the dairy industry with demonstrations and lessons. Other agriculture areas are also presented. Over 1,000 students participate.

C. Open House
Each Spring all feeder school 8th grade classes are invited to the HS Farm for an Open House. They are given a tour of the facilities, a hot dog lunch and a short presentation by FFA Officers and Advisors.

D. Leadership Training
Each School is visited by a FFA Leadership Training Team. Members put on leadership activities for the 8th grade classes. The Ag. Program is reviewed briefly.

E. Enrollment
During Freshmen enrollment FFA members are present to counsel students and a Ag. teacher is allowed to help register/counsel students.

2. RECRUITMENT MATERIALS:

A. 8th Grade Recruitment Package

B. Agriculture Program Major Material
U.
Staff In-Service Record
TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

U. STAFF IN-SERVICE RECORD:

1. Incentive Grant In-service Activities Documentation
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 2015-16 School Tulare High School

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

Qualified and Competent Personnel

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<tr>
<th>ACTIVITIES</th>
<th>Dave Caetano</th>
<th>Jared Castle</th>
<th>Kevin Koelewyn</th>
<th>Michael Medero</th>
<th>Jennifer Sousa</th>
<th>Hector Urueta</th>
<th>Shay Williams</th>
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* Four Section In-service Meetings equals one Professional Development Activity
** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1. Kevin Koelewyn - FFA Advisory (2)
2. Shay Williams-Hopper - NAAE, Ag Ambassador-NATAA
3. Michael Mederos - Adult Board Meeting (2)
4. Jennifer Sousa - NAAE - XLR8 Program
5.
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

| School Year | 2014-15 | School | Tulare High School |

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

Qualified and Competent Personnel

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<th>ACTIVITIES</th>
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* Four Section In-service Meetings equals one Professional Development Activity

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

1. Linked Learn In-Service (4)- Kevin Koelewyn, Shay Williams
2. FFA Advisory (3)- Dave Caetano, FFA Adult Board- Michael Mederos (3)
3. Governing Board (1)- Chris McKenna
4. Vision 2030- Mederos, Koelewyn
5. Conclave- Mentoring Conference- Mederos
V.
Staff Minutes
Department Meeting Minutes

August 22, 2016

Members Present: Hector Urueta, Michael Mederos, Jared Castle, Kevin Koelewyn, Shay Williams-Hopper, Dave Caetano, and Jennifer Sousa

CSUF Student Teacher: Sonnie Shew
Administrator: N/A

Call to order at 2:55pm.

I. Welcome Back Meeting Assignments
   a. Koelewyn taking Parents
   b. Others need to help with student activities
   c. Band at TU causing a conflict with the meeting
   d. Mederos has students and the serving of food taken care of along with the Boosters.

II. Homecoming
    a. Williams needs list of 4th year seniors
    b. TU girls
    c. TW boys and girls
    d. MO boys and girls
    e. August 26-30th TU
    f. Other dates?

III. T-Shirt Order Due Friday
     a. Chavez will put in bulletin for reminder
     b. Forms due Wednesday
     c. Trying to get shirts out by fair
     d. No extras, pre order only

IV. Student data Sheets
    a. Start Monday Tuesday of next week
    b. Chavez has them ready

V. Advisory Meeting Dates
    a. November 7th
    b. March 13th
    c. June 5th
    d. All dates approved by attending members

VI. Back to School Nite: August 30th
    a. Limit emails sent out
    b. Hector/ Mederos TU
    c. Castle/ Shew / Caetano MO
    d. Williams/ Koelewyn

VII. Livestock Projects/ Class Time
     a. Issue of student trying to feed during class: not ok.

VIII. iCEV Accounts
      a. Caetano uses it
      b. Spending $5500 currently for all seven licenses; renewing only Dave’s would cut cost
         to $7-800. Username: ________ Password 1234
      c. Good until September 9th

IX. What are some issues we have been dealing with this year so far?
    a. TU still putting kids in class without asking (Williams: p5/ p4 and Sousa: p6 Caetano: p3)
b. NO MORE IN LIVESTOCK max at 36 p4
   c. Swamp cooler in AGMECH 1 still broken
   d. MO needs to change/understand how the AGMECH classes are labeled

   X. Other
      a. Conference
         i. Everyone has a ride and a place to stay. Mederos and Williams will collaborate
            on placing people in proper rooms.
      b. Photo copier got fixed

Adjourn at 3:17pm

Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams,
   Sarah Koligian, Sonny Shew, Marie Pinto, Michelle Nunley, Michele Borges, Kevin Covert, Chris Van
   Dyk, Dave Sharp, Chuck Parker, Dept. File,
Department Meeting Minutes

August 29, 2016

Members Present: Hector Urueta, Michael Mederos, Jared Castle, Kevin Koelewyn, Shay Williams-Hopper, Dave Caetano, and Jennifer Sousa

CSUF Student Teacher: Sonnie Shew
Administrator: N/A

Call to order at 2:55pm.

I. Sectional Meeting Review
   a. Spring meeting is the one that the elections of new officers take place.
   b. Farm work days need to be structured differently in order to encourage better participation from the other schools.

II. Student Data Sheets
    a. Need to go into Cal Ag Ed to update profiles, classes, and roster
    b. Check pay stubs
    c. FFA Stipend: $3,205 Williams and Castle: $3,225 Urueta: $2,392

III. Vehicles/Equipment
     a. Replaced jack on bumper pull trailer
     b. If tractors or vehicles are being used make sure they go back for Manuel to use to accomplish daily chores.
     c. Radiator in Kubota need to be replaced
     d. New blade on bucket
     e. New seals on the New Holland
     f. Trying to get bus drivers to fill up vehicles once a week, but still check gauges.

IV. Writing Calendar
    a. On it TU: October 17th

V. SAE Projects- On-Farm
    a. 3 issues
       i. 2 students got removed from farm
    b. To prevent issues/ make sure you win
       i. Have Mrs. Chavez triple check exhibitor list for all grades.
       ii. Make sure all students are in the fingerprint system
       iii. Make sure farm contracts are signed and turned back in

VI. Donations to the Program
    a. If donations are accepted let Mederos know so that they can go into the board calendar so that they get a thank you and recognition

VII. Fair Setup
a. Go anytime. This week or next.
b. Send classes Tuesday and Wednesday
c. Pork Feed October 15th
d. Scholarship only for Swine students. Lisa Holland is in charge.
e. Ron needs the pit for the 15th; pit needs to be cleaned.

VIII. Back To School Night
a. MO: Open house; no start time currently
b. TU/TW Back to School Night
c. Mederos will have the Booster flyers and info sheets for tomorrow
d. Future Note: Make back drop that answer most common questions with someone on standby.

IX. Advisory Committee
a. Possible replacement for Tina; Danni Avila; no objection from present members.
b. Stevo Mancebo and Carl Sousa to replace Charlie Pitigliano

X. Other
a. AED Training September 22, 26, or 28 3-6pm; first preference is the 22nd. Mederos, Chavez, Castle, Urueña, Williams planning on attending.
b. Have 3-4 days to observe other 4+ person depart to observe teachers teaching same subjects. No overnight trips. In place of instructional rounds.
c. Next week CPR 3-6pm
d. Recruitment:
   i. Signing freshman up Nov. 1st-6th
e. Homecoming
   i. 260 kids voted
   ii. If link is emailed please forward to students.

Adjourn at 3:35pm

Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Sonny Shew, Marie Pinto, Michelle Nunley, Michele Borges, Kevin Covert, Chris Van Dyk, Dave Sharp, Chuck Parker, Dept. File,
Department Meeting Minutes

September 26, 2016

Members Present: Hector Urueta, Michael Mederos, Kevin Koelewyn, Shay Williams-Hopper, Dave Caetano, and Jennifer Sousa

CSUF Student Teacher: Sonnie Shew
Administrator: N/A

Call to order at 2:55pm.

I. Freshman Field Day Registration
   a. COS
      i. 30 per school
      ii. $10 per student charge
      iii. Registration due by October 14th
      iv. Don’t coach computers, nursery, or livestock.
      v. Do coach light horse, ag mech, agronomy, farm power
   b. Reedly
      i. Content areas: asc, plant, forestry, mechanics.
      ii. $5 per student
   c. Down side:
   d. Mrs. Williams suggested hosting our own Freshman Field Day that all of our classes may
   e. Teachers present agree with the idea better than spending the money.
   f. November 3rd and 4th during class.
   g. Miss. Williams will facilitate and delegate to make sure all appropriate contests are
   covered.

II. Happy Trails
    a. Currently have 90 students, need to have accurate count in order to ensure there will be
    enough jobs.
    b. Students will be painting, cleaning stalls, and one other thing.
    c. Students are to be told to wear old cloths and closed toed shoes.

III. MFE/ALA
    a. October 4th applications must be turned in.

IV. Opening/ Closing Ceremonies
    a. Sent out the invite on Saturday
    b. No partial teams
    c. Rick Heim will cater for us.
    d. School with president’s name for team name
    e. October 12th, Shay will not be here.
    f. Hosted at Union
    g. PA system: one speaker doesn’t work. Lights light up but the fan starts up then stops
       working.

V. Board Award Nominations- MO.TU, and TW
a. MO: Aubrey Cardoza was nominated by Caetano. Christian Cardoza was nominated by Mederos (Fall). Nancy Guzman was nominated by Mrs. Williams; Sousa enlightened us that Nancy has a follow through
b. TU: Shelby King judged on 2 teams, no proficiency, shows for 4 years, Derek Nunes officer, shown for 4 years, bounced on judging teams, and Zack Fowler shown does ag mech were all nominated by Mrs. Williams. Sousa nominated Payten Fernandes; has a 4.4 GPA. Peyton (Fall) and Shelby (Spring). This is due Monday October 10th.
c. TW: Luke Vandyke was nominated by Williams. Nitin was nominated by Sousa. Jeremiah Lucas. If Nitin is able to get it again he gets the Fall award; Williams will present that. Luke will get the Spring award presented by Koelewyn.

VI. R2 Information
a. Mederos has been working on it all date.
b. Each class needs to borrow a chrome cart and have the class log in, update their profiles, all teachers need to update their teacher information or else the students won’t be able to add you. New students or first time users have a separate link to make their profile and add themselves to the roster. Old students already have a profile set up. Teacher has the login and password for those students. (see the handout provided)

VII. Farm Tours
a. Start next week
b. Mederos will come up will a schedule to present and pass.
c. Plan to do it the same as we have in the past
d. Goes until October 10th
c. Petting Zoo, milking a cow, corn maze, snack time, plant a seed; any other ideas that we can idea?
f. Williams may have a few to offer.
g. Mederos wants at least 6-8.

VIII. Tulare Western rally Friday 11:50
a. Release at 11:50

IX. Tulare County Fair Livestock Committee
a. Meeting 6pm Thursday
b. Things to address: whenever we load out there needs to be a person in the livestock to address the changes.
c. Use to hogs loaded out at 3 then sheep load at 6.
d. Use to have 1 chute now 2.
e. Pam mentioned moving the auctions back a day.
f. Instead of moving the auction move the load out to Monday.
g. Beef Schedule needs be done by 4pm.

X. Tulare County Fair Livestock Tear Down
a. Wednesday to tear down panels

XI. Deep Pit Fundraiser
a. Price on beef: still fair
b. Still charge $50
c. Pork charges: $40
d. Mederos suggests we stick with Porter.
e. Caetano told Hector to replace the lid on the deep pit. He would also like a basket to be added.

XII. Christmas Tree Fundraiser
a. Seth Brown wants to know
b. Our kids sell the trees with forms then bring them back.
c. This is the same time as deep pit.
d. Possible to ask Seth if he can do Easter Lilies
e. William recommends we stick to the deep pit.

XIII. Farm Facilities Master Plan
a. Discussed the future classrooms and shop.
b. Trying to eliminate 95% of traffic coming onto the far. They will come in on Bardsley and
   leave on Pratt.
c. Frank Fernandez only wants to build classroom.

XIV. Other
a. Kudos to Nacho for the excellent conditions of the facilities.
b. Zootis money? We have $23,000
c. Zootis contributed about $12,000 last year. Wants to start scholarships. Rest can go to
   equipment.
d. Need to come up with a list of what we need.

Adjourn at 4:17pm

Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams,
Sarah Koligian, Sonny Shew, Marie Pinto, Michelle Nunley, Michele Borges, Kevin Covert, Chris Van
Dyk, Dave Sharp, Chuck Parker, Dept. File,
Department Meeting Minutes

October 3rd, 2016

Members Present: Hector Urueta, Michael Mederos, Jared Castle, Shay Williams-Hopper, and Jennifer Sousa

CSUF Student Teacher: Sonnie Shew
Administrator: N/A

Call to order at 2:54pm.

I. Socktober
   a. Officers wanted to continue to do community service.
   b. 5 points max, 1 point per 2 pairs of new socks.
   c. Raffle on October 25th, can have multiple cards that Williams is passing out to each teacher.
   d. Opportunity prizes are 2 $25 Visa cards.

II. R2 Information
   a. Urueta needs all of his classes and Shew needs to register her 4th period class.
   b. Sousa is done and Williams is missing one student.
   c. Some kids in Vet Science and other classes are not assigned to their teacher. Example Williams has 80 Floral students but only 10 show up in the AET roster.
   d. Koelewyn needs to do 2 more periods.

III. Farm Tours
   a. Have started as of today.
   b. Still working on some bugs.
   c. Added Ccrm bin challenge, so far a hit.
   d. More animals are in hope to come.
   e. Snack time was crazy. 4th period students found the horn
   f. Tuesday Dairy class will be used. Trying to use only once. Floral 2nd and 4th on Wednesday. OH for Tuesday to help.
   g. Susane will bring lunch on Tuesday and Thursday. Mike will provide pizza on Wednesday.
   h. Bags for their snack time worked out much better.
   i. Petting Zoo, was a mess to begin.

IV. Farm Tours- Staff Night
   a. Do we want to do it? Urueta and Castle are for it. Host it this Thursday, Sousa will be gone.
   b. 5-7pm; Williams has a PTO meeting.

V. Student Teacher
   a. Doesn’t deal with Miss Shew only.
   b. Shouldn’t have them supervising students on their own must have a fellow Master teacher with them.
   c. In charge of Farm Tours.
   d. Saturday went well, minor hiccup with Motti family. 5 people showed up in flip flops, 1 senior and 4 freshman.

VI. Student Issues
a. Wednesday after school, Mederos and Castle will be with Mott family.
b. They will discuss the terms of the 1 year time out (Motti and Kilburn)
c. Blackburns didn't show therefore they will not be penalized. Mederos will only deal with Joe, animals will have to be purchased and housed through the Tulare FFA.
d. Williams asked with inter-district students, when is enough enough? How are we going to deal with it?
e. Can't trust them at off campus events. How can we supervise them?

VII. Donations- Reminder
a. If got any must notify Mederos and document them so it can be passed onto the board.
b. Even if it is a personal donation.

VIII. Housekeeping Items
a. When you go home make sure projectors are off.
b. If we are out, and another teacher is covering we must let Susanne know so she can document it.

IX. Other
a. MFE/ALA is due tomorrow
b. A lot of FFA jackets checked out must get them returned

X. Advisory Meetings this week

Adjourn at 3:49pm

Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Sonny Shew, Marie Pinto, Michelle Nunley, Michele Borges, Kevin Covert, Chris Van Dyk, Dave Sharp, Chuck Parker, Dept. File,
Tulare High School Agriculture
Tulare FFA
591 West Bardsley
Tulare, CA 93274
(559) 687-7390

Department Meeting Minutes October 10th, 2016

Members Present: Hector Urueta, Michael Mederos, Shay Williams-Hopper, Dave Caetano, and Jennifer Sousa

CSUF Student Teacher: Sonnie Shew
Administrator: N/A

Call to order at 2:55pm.

I. Farm Tours
   a. Gonna change next year, only kindergarten classes. It’s gotten bigger and the first
      group got here too late for our kids.
   b. Next year only offered on middle block.
   c. Staff night a success, need sign in and out sheets for students to help and commit.
   d. A lot of compliments.

II. Opening/ Closing Contest
   a. Wednesday, starts at 430
   b. Judges lined up from COS, need to confirm with Russell
   c. Rick Helms is coming to cater. (Pulled pork, green beans, roll, and rice)
   d. Need drinks, plates, silverware, and napkins.
   e. Some students will need to wait outside.
   f. Chapter officers and finals will run in the auditorium.
   g. Cafeteria will not be available until 530 so need to check in outside
   h. Williams will not be at the contest.
   i. Hector is in charge of gavels

III. FFA meeting
   a. October 25th
   b. Movie vote closed today
   c. Agenda needs to be finalized

IV. Pork Feed
   a. This Saturday
   b. Trying to have them sign up on the google docs
   c. Need to have 3-4 people to help clean the deep pit out

V. Cameras
   a. Going in
   b. Will be able to access from cell phones
   c. None in beef or swine barn, trying to adjust that to get some in.

VI. Student Issues
   a. MO has to take care of the Motti family, needs to be on a behavior contract. Sousa no
      longer has the boy. Friday morning there was a discussion that they are off of showing
      for next year.

VII. Scheduling
   a. Met with all 3 counseling staff. Suppose to be scheduling next years juniors (this years
      sophomores). Try to talk to them so they know where they need to be. New freshman
      will get scheduled after November 15th. This year’s freshman is TBD.
   b. Cherry, Alphine, and Live Oak need to be all day presentations.
   c. Other schools need to be brought here
   d. Need to add AGSCI 2
C. R2 said we were at 641 students unduplicated.

IX. Construction
   a. Board meeting October 25th at 5pm
   b. Start determining priorities

X. Fair
   a. When will students get their check?
   b. As of Thursday they were nowhere near ready
   c. Second invoices have been sent to buyers
   d. November 5th 2015 was when checks got released last year

Adjourn at 3:46pm

Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Sonny Shew, Marie Pinto, Michelle Nunley, Michele Borges, Kevin Covert, Chris Van Dyk, Dave Sharp, Chuck Parker, Dept. File,
Tulare High School Agriculture
Tulare FFA
591 West Bardsley
Tulare, CA 93274
(559) 687-7390

Department Meeting Minutes

October 24th, 2016

Members Present: Hector Urueta, Michael Mederos, Kevin Koelewyn, Shay Williams-Hopper, Jared Castle, Dave Caetano, and Jennifer Sousa

CSUF Student Teacher: Sonnie Shew
Administrator: N/A

Call to order at 2:55pm.

I. R2 Numbers
   a. Handout of beak down was handed out.
   b. Down about 51 Freshman.
   c. Averaging about 300 Freshman. The factor of them having to choose factors in to the decrease in numbers.
   d. Need to identify causes in order to prevent a further decrease.
   e. Idea: Kids doing band or AVID no longer can take AG because Biology is now required.
   f. Last year to this year we retained 34% of Freshman
   g. Percentages should go up.
   h. Freshman classes looking promising.
   i. Majority of good students are doubled and are taking Ag Bio
   j. We have 255 now, Koelewyn poses a question of are we putting as much effort in counseling the students already in AG as the 8th graders that we recruit?
   k. Mederos responds with; are we missing something to keep them in?
   l. Participation has increased at events, is that due to advertisement or grade dependency?
   m. Need to be aware of the students that cannot accomplish the activities.
   n. Not in agreement of the points assigned to the FFA Activities. Caetano wants it to just be x amount of activities instead of 35 points.
   o. Table until summer meeting in order to properly discuss and make a decision on changing points or at least offering easier ways for students to accomplish FFA points during the school day without being required to buy something.
   p. Looking at 2017 started with 358 Freshman and ended with 50 seniors, retention was 14%
   q. Castle proclaims that we need to sit down and fix the pathways, Ag Mechanics is the only complete pathway. Can contribute to retention.
   r. Koelewyn wants to table this for a specific meeting in order to be more effective. Addressing is not enough.

II. Counseling and Sign Ups
   a. Current Sophomores are signing up now
   b. Incoming Freshman are not signing up until second week in February
   c. Nov 14th Open inter-district transfers and close first Friday in December

III. National FFA - Koelewyn
   a. Depac didn't get elected
   b. Kids had a good time
   c. CA did good in judging teams
   d. Talk of not going back Louisville, KY, contracts up and not getting renewed.

IV. Special Education
   a. Mederos is waiting to talk to Jason.
b. In a meeting there was a comment that a lot of SPED classes were cut back.
c. Ferguson proposed an SPED AG in order to keep her busy.
d. Allegations were made that Farm teachers are not equipped to properly handle the
SPED kids. Class is supposed to act as a pre-requisite for Farm class. The course is open
to anyone. Can learn about it all but not required to follow through on the SAEs and
record books.

V. Construction Update
   a. Thursday morning got revised Ag construction farm plan.
   b. No parking lot, Cleav’s house stays, no shops added, no road to Pratt, no new Sheep
      barn, and a longer road around.
   c. Reduced by 2000 sq ft
   d. Other incentives to get an Olympic sized pool in order to host more events.
   e. Met with Thornton to lay out specifics.
   f. A parking lot will be part of the construction
   g. 17 million is the pot of funds but only 4 is going to get spent out here.
   h. AG MECH 1 shop not DSHA approved

VI. FFA Meeting
   a. 10-25-16 @6:30pm
   b. Hoping no rain
   c. Nightmare Before Christmas
   d. No Koolewyn or Sousa; all hands on deck
   e. Need to hire security guards, need to lock down this place

VII. Deep Pit Fundraiser
   a. Need to get fliers out ASAP
   b. Castle has a crew to do the wrapping?
   c. Wrapping meat in approved facility?
   d. Cafeteria at MO is reserved, $200 charge for inspection

VIII. Agricultural Science 1 Meeting
   a. 10-31-126
   b. After Department Meeting
   c. Williams won’t be there

IX. Other

Adjourn at 4:07pm

CC: Dave Casteano, Kevin Koolewyn, Mike Mederos, Jared Castle, Jennifer Snusa, Shay Williams
Sarah Koligian, Sonny Shew, Marie Pinto, Michelle Nunley, Michele Borges, Kevin Covert, Chris Van
Dyk, Dave Sharp, Chuck Parker, Dept. File,
Department Meeting Minutes

November 7th, 2016

Members Present: Hector Urueta, Michael Mederos, Kevin Koelewyn, Shay Williams-Hopper, Jared Castle, and Jennifer Sousa

CSUF Student Teacher: Sonnie Shew
Administrator: N/A

Call to order at 2:55pm.

I. Cotton State Finals Results
   a. A Team was 7th high
   b. Jurissa Moreno was 4th high in lint, seeds, and possibly bowls.

II. West Hills Field Day Results
   a. Farm Power A Team was 1st
   b. B Team was 2nd high team
   c. Soils Won 2nd High Team
   d. Lindsey Swall was 5th High Individual
   e. Won Sweep Stakes

III. Cal Poly Tour
   a. Thursday afternoon
   b. Natalie Badwen will be Student teacher for next year

IV. Facilities Meeting
    a. Thursday 5:15
    b. Trying to put something together for the work shops

V. Board Workshop
   a. Monday 11/14 3:30- 5pm Mederos has to be there
   b. Thursday 11/17 5pm Mederos will have to leave early in order to make the meeting

VI. Roller Town
   a. 11/15
   b. Shay and Sonnie will be supervising

VII. FFA T Shirt Day
    a. Correspond with Meeting
    b. 4th period teacher must sign
    c. Slip has to be turned in by Thursday
    d. 2 FFA Credits

VIII. FFA Meeting
    a. 11/15
    b. Adventure Park after Meeting
    c. Mederos is Advisor, Sonnie will help supervise
    d. Meeting portion will be at Mission Oak
    e. Numbers are not confirmed but 3 are known
    f. Cut off Thursday

IX. FFA Activities Brainstorm
    a. Memorize FFA Creed
    b. More brain storming will be done
    c. FFA T-Shirt day is good idea- every day there is a meeting
    d. Community Service; organize school farm clean up days
    e. Dress Up Week in Spring
X. Deep Pit
   a. Due Wednesday
   b. Sold 84 bundles
   c. Next week we have to get temporary food permit in order to wrap here on campus
   d. Need to do an early shift and late shift for pick up in order to spread the help out
      i. How many do you need per shift? 35 for 1st shift 3-5:30; 25 for 2nd shift 5:30-7pm
   e. Wrapping will need to be decided on if we will wrap during class or after
   f. Open POs have been submitted by Shay

XI. Fair Tank You List
   a. Shay went down Friday, Pam was appreciative. Pam still had 25 checks.
   b. Need to review list in order to hunt the students down to turn in thank yous.
   c. 12 Students still need to turn in their thank yous.
   d. Need solution for getting thank yous turned in in a reasonable amount of time.
   e. October 1st is when the thank you letters are due, if they are not in by then the
      student will not show the next year. (for next year)

XII. Golden 100
   a. 275 tickets sold so far, goal is 300
   b. All Americana
   c. Menu
      i. French Onion
      ii. American Salad
      iii. Azgo w/ Prons
      iv. Sorbelt
      v. Filet Center cut 1 ½"
      vi. Roasted Brussel sprouts
      vii. Mash Potatoes
      viii. Apple Crisp
   d. Hordouives
      i. By Jack's (sausage, cheese, smoked artichoke, and stuffed mushrooms)
   e. Decorations
      i. American Red, white, and blue
      ii. Backdrop U.S.
   f. Door Prize
   g. Service Crew
      i. 30 plus officer team
      ii. Clean up crew?

XIII. Sound System
   a. Marie wants to use it but can't
   b. One speaker is broken

XIV. December 3rd
   a. Llama Madrinhos at TDS Hall
   b. Sousa and Shew will attend to supervise students
   c. Amy Pitlleano is chair

XV. Can Food Drive
   a. Shay will organize

XVI. Vine Prunning
   a. Mederos will send out flier ASAP

Adjourn at 4:01pm
Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Sonny Shew, Marie Pinto, Michelle Nunley, Michele Borges, Kevin Covert, Chris Van Dyk, Dave Sharp, Chuck Parker, Dept. File,
Department Meeting Minutes

August 10, 2015

Members Present: Hector Urueta, Michael Mederos, Shay Williams, Jared Castle, Kevin Koelewyn, Dave Caetano
CSUF Student Teacher: Luis Nichols
Administrator: Bill Edminster

Meeting called to order at 2:54 pm

I. Meetings This Week
   a) Agriculture Advisory 8/17/15
   b) Site Advisory 8/19/15 - Mederos, Koelewyn, Caetano
      i. Everyone was advised when their Advisory Time and Sites

II. Permission Slips and Student Data Sheets
   a) Permission slip can start to be given to Suzanne and be sure to check off who has
      turned in permission slip. Student data sheet will start on Monday

III. Secretary Update
   a) Secretary has been deemed an asset.

IV. First Aid and Emergency Response
   a) First Aid Kits need to be restocked and better equipped for dire situations.
   b) Conversation opened on possibly looking into further First Aid training, Mederos will
      look into it.

V. Parking- Dumpster
   a) Dumpsters will be moved since staff currently outnumbers parking spots.

VI. Ag Advisory Agenda and Assignments
   a) An overview of agenda for the Ag Advisory Meeting next Monday
   b) Luis and Jared are in charge of minutes while Shay and Hector are in charge of food

VII. Greenhand Conference
   a) Applications can start to be handed out but students need to also commit financially
      when applying
   b) Only 50 spots are open

VIII. Welcome Back Meeting
   a) Flyers have been provided
   b) Boosters are looking to buy hot dogs and chips for dinner
   c) Officers have activities for the students while Kevin will talk to parents
   d) Please encourage students to bring their parents

IX. Tulare County Fair Information
   a) Helping set up panels on a day that is not a work day.
   b) Updates were given on entries

X. Class Numbers
   a) All classes are at acceptable levels, but hectors needs to close 5th period and Caetano
      should close 2nd period.

XI. Maintenance Issues
   a) The smell of Tulare High School Farms is at an all-time high
   b) Hector has a door that needs to be fixed as well as Shay
   c) Castle would like swap cooler clean out
   d) Sousa has light switches that need to be addressed
XII. Other
   a) Boot Camp at Camp San Luis- Mederos is dropping off Region Officers on Wednesday and Sousa is picking up Region Officers on Sunday
   b) Nationals- Boosters is supplying $500 to kids for proficiencies

Cc: Dave Caetano, Kevir Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Victoria Lewis, Marie Pinto, Michelle Nunley, Lucy Van Scyoc, Isidro Carrasco, Chris Van Dyk, Charlie Pittigaro, Chuck Parker, Dept. File,
Department Meeting Minutes

August 17, 2015

Members Present: Hecto Urueta, Michael Mederos, Shay Williams-Hopper, Jared Castle, Dave Caetano and Jennifer Sousa

CSUF Student Teacher: Luis Nichols

Others Present: Tamara Harvell

Administrator: Bill Edminster

Meeting called to order at 2:59 pm

Special Presentation- Aflac
Tamara Harvell presented information on Aflac Medical Policy

I. Meetings This Week
   a) Agriculture Advisory 8/17/15
      i. Urueta will pick up dinner while Castle and Nichols are in charge of minutes
   b) Site Advisory 8/19/15- Mederos, Koelwyn, Caetano
      i. Informed everybody they are after school at their sites

II. Permission Slips and Student Data Sheets
   a) Student Data Sheets will start on Thursday Morning with 1st Period

III. Class Number
   a) Dave's 2nd is full, Ureta 5th and 6th is full, Castle's 4th is full,

IV. Advisory Committee Roster
   a) Mike has been looking over new candidates for Advisory Committee
   b) Butch and Costa have decided to step down so there are two new positions to fill
      i. Reviewed possible names to fill positions and ranked individuals
   c) Reviewed extensions of current advisory members

V. Advisory Committee Meeting
   a) Mike went through the list of Advisory Committee Members who will and will not be here
   b) Agenda for meeting set with special presentation set for linked learning

VI. 5K run- Sousa
   a) Sousa has contacted "Active" about setting up 5K and needs to know price we plan on charging
   b) Sousa has contacted Parks and Recreation and they need a deposit of $250 to reserve the area
   c) Discussion was opened about possible gifts given away at the 5K and possible sponsorships for shirts

VII. Sweet Corn Enterprise Meeting- August 18th @ 5:00pm
     a) If students cannot attend tomorrow have them see Mederos

VIII. Sequoia Sectional CATA Meeting

IX. Other
   a) Farm Tours maybe canceled this year
   b) Update given on new facilities
   c) Bill gave information on CPR Training
Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Victoria Lewis, Marie Pinto, Michelle Nunley, Lucy Van Scyoc, Isidro Carrasco, Chris Van Dyk, Charlie Pitligano, Chuck Parker, Dept. File,
Tulare High School Agriculture
Tulare FFA
591 West Bardsley
Tulare, CA 93274
(559) 687-7390

Department Meeting Minutes

August 31, 2015

Members Present: Hector Urueta, Michael Mederos, Shay Williams-Hopper, Dave Caetano, Jared Castle, Kevin Koelewyn and Jennifer Sousa

CSUF Student Teacher: Luis Nichols

Administrator: Bill Edminster

Meeting called to order at 2:59 pm

I. Meetings
   a) Back to School Night-Tuesday-Assigned Sites
   b) Tulare FFA Officer Meeting- Caetano

II. Advisory Reports
   a) None

III. Permission Slips and Student Data Sheets
   a) Suzanne has finished all the multi-year students and will start the first year students
   b) Teacher information is posted and the FFA Roster should be ready late this week

IV. Advisory Committee Roster
   a) One member of the advisory committee has stepped down.
   b) Looking to fill roster spot, Mike will be in contact with potential members

V. Common Assessments
   a) Bill would like to have common assessments for those classes that have more than one section being taught by multiple teachers
   b) Would like common assessments done by the second 6 week grading period
   c) Will meet on the Common Assessment during our PLC Day's in October and September

VI. Vehicles and Towing Trailers
   a) Make sure you are using the right hitches

VII. Fair Panels and Clean Up
   a) Clean up and panel set up next Tuesday 9/8/15

VIII. Alarms and Locking Up
   a) Make sure doors are getting locked and make sure the lights are off

IX. Other

Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Victoria Lewis, Marie Pinto, Michelle Nunley, Lucy Van Scyoc, Isidro Carrasco, Chris Van Dyk, Charlie Pitligano, Chuck Parker, Dept. File,
Department Meeting Minutes

September 8, 2015

Members Present: Hector Urueta, Michael Mederos, Shay Williams-Hopper, Dave Caetano, Jared Castle, Kevin Koelewyn and Jennifer Sousa

CSUF Student Teacher: Luis Nichols

Administrator: Bill Edminster

Meeting called to order at 2:59 pm

I. Meetings
   a) Market Hog Meeting - Tonight @ 5:30pm
   b) 9/9/15 - TU Sousa

II. Advisory Reports
   a) None

III. Surveys of Students - Edminster
   a) Teachers were given a list of students to ask if they would stay during their break in between their 1st and 2nd class at the farm.
   b) Get answers to Bill

IV. Fair Schedules and Discussion
   a) Check Email for Fair Schedule
   b) Species haul in situation has been discussed

V. FFA Meeting Update
   a) Location of the Meeting has been changed to the farm.
   b) Food has not been decided on.

VI. Other

No Meeting Next Monday

Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Victoria Lewis, Marie Pinto, Michelle Nunley, Lucy Van Scyoc, Isidro Carrasco, Chris Van Dyk, Charlie Pittigano, Chuck Parker, Dept. File,
Department Meeting Minutes

September 21, 2015

Members Present: Hector Urueta, Michael Mederos, Shay Williams-Hopper, Dave Caetano, Jared Castle, Kevin Koelewyn and Jennifer Sousa

CSUF Student Teacher: Luis Nichols

Staff: Suzanne

Administrator: Bill Edminster

Meeting called to order at 2:59 pm

I. Meetings
   a) Advisory
      i. MO- Caetano
      ii. TW- Mederos

II. Fair Recaps
    a) Send results to Shay Williams
    b) The belt buckle issue is being resolved

III. Farm Cleanup
    a) Make sure to get everyone’s area cleaned up in wake of Harvesting Hope
    b) Make sure you are locking up

IV. September FFA Meeting
    a) Set for Wednesday
    b) Taco’s $1.50
    c) Mini donuts and drinks
    d) Group picture at the beginning of the meeting
    e) Wear blue and gold for the meeting
    f) Starts at 6:30pm
    g) Bring your iPads

V. T-Shirts
   a) Handed out at the meeting till the end of the meeting
   b) Start handing out FFA Shirt on 5:45pm

VI. Greenhand Conference
    a) Need to start filling these spots

VII. COLC
    a) This Saturday

VIII. Homecoming
    a) Try to help with your schools float

IX. Harvesting Hope
    a) This Saturday 8am to 12pm
    b) Mike and Jared will be helping out
    c) Planning on 400 people

X. Suzanne’s Info
   a) Let Suzanne know of any activities that are going on
   b) Let Suzanne know of attendance issues as she would like to help
   c) Possibly order medical supplies

XI. Other
Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Victoria Lewis, Marie Pinto, Michelle Nunley, Lucy Van Scyoc, Isidro Carrasco, Chris Van Dyk, Charlie Pitligano, Chuck Parker, Dept. File,
Department Meeting Minutes

September 28, 2015

Members Present: Hector Urueta, Michael Mederos, Dave Caetano, Jared Castle, Kevin Koelewyn and Jennifer Sousa

CSUF Student Teacher: Luis Nichols

Staff: Suzanne Chavez

Administrator: Bill Edminster

Meeting called to order at 2:57 pm

I. Meetings
   a) Advisory
      i. TU- Mederos

II. Board Questions- Bill
    a) Board has key questions that need to be answered
    b) If anyone has any specific things the board needs to know let Bill know by Thursday

III. Smart Goals
     a) Accomplished Goals have been removed

IV. Board Awards Results
    a) Board award nominations are Western- Julia Pitman (Fall), Madelynn Vieira (Spring), Rebecca Duran. Mission Oak- Danica Valencia (Fall), Kelsey Swall, Avery Johnson, Gabrielle (Spring will be decided later on). Tulare Union- Julia Martin (Spring), Wade Sousa (Fall), Breanna.

V. FFA Boosters Meeting- Tonight @ 6pm
   a) Main Topc Tonight- Golden 100 Fundraiser

VI. Greenhand Conference
    a) 16 spots that need to be filled

VII. Other
     a) Dave wanted to talk about Harvesting Hope

Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Victoria Lewis, Marie Pinto, Michelle Nunley, Lucy Van Scyoc, Isidro Carrasco, Chris Van Dyk, Charlie Pitligeno, Chuck Parker, Dept. File,
Department Meeting Minutes

October 5, 2015

Members Present: Hector Urueta, Michael Mederos, Dave Caetano, Jared Castle, Shay Williams-Hopper, Kevin Koelewyn and Jennifer Sousa

CSUF Student Teacher: Luis Nichols

Staff: Suzanne Chavez

Administrator: Bill Edminster

Meeting called to order at 2:57 pm

I. Meetings
II. Standard Definition- Bill
   a) A meeting on the 23rd of October for Alignment

III. FFA Meeting- Shay and Jennifer
    a) Location at the Farm
    b) Brick Oven Pizza?
    c) Make sure only current FFA Students

IV. Greenhouse Conference
    a) Busses will pick up students at the Agri-Center at 2:30pm to take back to main campus

V. Adventure Park
    a) Money is due to Suzanne at Friday by 3:30pm

VI. Opening and Closing Ceremonies
    a) Moved to Tulare Union
    b) November 4th

VII. Pork Boosters Dinner
     a) October 17th
     b) 5 FFA Activity Points

VIII. Deep Pit Fundraiser
      a) 18th and 19th of November
      b) $40 a bundle
      c) Due Date November 10th

IX. Wish List
     a) Get wish lists in
     b) Still waiting on CTE Money

X. Zoetis Program
    a) Will discuss how money should be spent next week

XI. Fair and Rules

XII. Other

Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Victoria Lewis, Marie Pinto, Michelle Nunley, Lucy Van Scyoc, Isidro Carrasco, Chris Van Dyk, Charlie Pittigano, Chuck Parker, Dept. File,
Department Meeting Minutes

October 12, 2015

Members Present: Hector Urueta, Michael Mederos, Dave Caetano, Jared Castle, Shay Williams-Hopper, and Jennifer Sousa

CSUF Student Teacher: Luis Nichols

Staff: Suzanne Chavez

Administrator: Bill Edminster

Meeting called to order at 2:55 pm

I. MO Homecoming
   a) No float needed

II. FFA Meeting - Wednesday
    a) Need all hands on deck
    b) Bite Me Donuts should be there
    c) Encourage students to dress up

III. Deep Pit Fundraisers
     a) Flyers have been sent out
     b) Maximum they can get credit for is three bundles

IV. Opening and Closing Ceremonies
    a) Hector and Mike will be running the show
    b) There is a standard script for every team

V. Pork Boosters
    a) 5 pm students need to be there if they serve
    b) Need at least 40 students

VI. Opening and Closing Ceremonies
    a) Moved to Tulare Union
    b) November 4th

VII. Pork Boosters Dinner
     a) October 17th
     b) 5 FFA Activity Points

VIII. Sequoia Sectional Activity - Koelewyn, Caetano, Nichols
      a) In charge of supervision

IX. MO Registration for 2016-17
    a) Sophomore sign up starts next month
    b) Mike talked to the counselors on Friday

X. School Farm Contracts
    a) Contracts for all species were passed out so everyone has a chance to see other contracts
    b) Ethics training will probably now be required by the Tulare County Fair

XI. Code of Ethics
    a) Look into getting certified to give ethics training to our students

XII. Other

Upcoming Meetings- Staff
    a) All Staff Meeting- Friday 10/16/15 TU, TW
b) PLC 9/23/15-
   a. Benchmarks- Ag One and Ag Mech
   b. Agri-Science Fair Project

Cc: Dave Caetano, Kevin Koelewijn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Victoria Lewis, Marie Pinto, Michelle Nunley, Lucy Van Scyoc, Isidro Carrasco, Chris Van Dyk, Charlie Pitligano, Chuck Parker, Dept. File,
Department Meeting Minutes

October 19, 2015

Members Present: Hector Urueta, Michael Mederos, Dave Caetano, Jared Castle, Shay Williams-Hopper, and Jennifer Sousa

CSUF Student Teacher: Luis Nichols

Staff: Suzanne Chavez

Administrator: Bill Edminster

Meeting called to order at 2:55 pm

I. MO Homecoming
   a) No float needed

II. Booster Meeting Tonight- Caetano

III. Adventure Park 10/21/15- Caetano, Koelewyn, Nichols

IV. Junior Career Days- Mission Oak and TU
    a) No TU Juniors on Tuesday
    b) No MO Juniors on Thursday

V. Ag Program Tour
    a) Friday was a good eye opener for board members

VI. Deep Pit Sales
    a) Keep pushing sales
    b) 8 bundles sold

VII. Advisory Committee
    a) Leave a spot open for right now

VIII. Other

Upcoming Meetings- Staff
   a) Advisory- TW Shay, MO Mederos (10/21/15)
   b) PLC 10/23/15-
      a. Benchmarks- Ag One and Ag Mech
      b. Agri-Science Fair Project

Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Kolligan, Victoria Lewis, Marie Pinto, Michelle Nunley, Lucy Van Scyoc, Isidro Carrasco, Chris Van Dyk, Charlie Pitligano, Chuck Parker, Dept. File,
Tulare High School Agriculture
Tulare FFA
591 West Bardsley
Tulare, CA 93274
(559) 687-7390

Department Meeting Minutes

November 9, 2015

Members Present: Hector Urueta, Michael Mederos, Jared Castle, Shay Williams-Hopper, and Jennifer Sousa

CSUF Student Teacher: Luis Nichols

Staff: Suzanne Chavez

Administrator: Bill Edminster

Meeting called to order at 2:55 pm

I. Deep Pit Sales
   a) Dead Line 11/11/15
   b) 6th Periods at Mission Oak might stay and help wrap

II. Veterans Day Flags
    a) Students will sign up at the cemetery

III. Golden 100 Dinner
     a) Students be there 5:45 pm in full uniform

IV. Road Show/Regional Meeting

V. Fair Bills and Receipts

VI. West Hills Field Day
    a) Soils, Wedding and Farm Power all registered

VII. Traffic
     a) Keep the door closed on both sides
     b) Limit the amount of student traffic

VIII. Board Facilities Planning Meeting
      a) Meeting at 5:30pm

IX. Other
    a) Start pushing state convention application

Upcoming Meetings- Staff
      a) Advisory- Nov 13th- Mederos-TW, Sousa- TU, Castle- MO
      b) Board Awards- November 16th- Sousa TU

Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Victoria Lewis, Marie Pinto, Michelle Nunley, Lucy Van Scyoc, Isidro Carrasco, Chris Van Dyk, Charlie Pittigino, Chuck Parker, Dept. File,
Department Meeting Minutes

December 7, 2015

Members Present: Hector Urueta, Michael Mederos, Jared Castle, Shay Williams-Hopper, and Jennifer Sousa

CSUF Student Teacher: Luis Nichols

Staff: Suzanne Chavez

Administrator: Bill Edminster

Meeting called to order at 3:10 pm

I. CTE Incentive Grant- Pinto
   a) December 14th, La Pizziaza 6pm

II. Staff Christmas Dinner
    a) Monday- 12/14/15 @ 6pm

III. Ag Booster Meeting 12/7/15 @ 6pm

IV. Student of the Semester Breakfast
    a) Please be present at 6:45am
    b) Please be ready to talk about your students

V. Locking Up and Alarms
    a) Double check the classroom doors before you leave
    b) Always make sure the main door is locked

VI. State Conference Applications
    a) Due Friday the 11th, remind the students

VII. Booster Scholarship App
    a) Give to Suzanne
    b) Due April 15th, 2016

VIII. School Farm Contracts/ Fair Eligibility
     a) Approval of contracts for board presentation over break
     b) Look over this week and have discussion next week

IX. Other

Upcoming Meetings- Staff
   a) Advisory- Dec 9th- Mederos-TU, Williams- TW, Castle- MO
   b) Board Awards- Dec 7th- Williams MO

Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligan, Victoria Lewis, Marie Pinto, Michelle Nunley, Lucy Van Scyoc, Isidro Carrasco, Chris Van Dyk, Charlie Pitligano, Chuck Parker, Dept. File,
Department Meeting Minutes  January 11, 2016

Members Present: Hector Urueta, Michael Mederos, Jared Castle, Kevin Koelewyn, Shay Williams-Hopper, and Jennifer Sousa

CSUF Student Teacher: Martha Marin

Staff: Suzanne Chavez

Administrator: Bill Edminster

Meeting called to order at 3:02 pm

I. Student Teacher Introductions
   a) Martha Marin was introduced.

II. Sequoia Sectional Meeting
    a) Activity was changed from dodge ball to skating.
    b) Activity will be on Wednesday February 24th, 2016, cost will be $5.

III. Tulare Citrus Contest
     a) Contest will be on Saturday January 30th, 2016.
     b) Need about 25 students to help with contest.

IV. Change to School Farm Contract
    a) Add "Under no circumstances should students operate equipment without teacher approval or supervision."

V. Pancake Breakfast
    a) Pancake breakfast will be on February 7, 2016.
    b) Students will have 2-3 weeks to sell tickets for the event, tickets will cost $10.

VI. Regional Meeting- February 27th, 2016 at Mission Oak.

VII. State Degrees
     a) About 18 students have completed state degree applications.

VIII. Security
     a) Make sure room and main doors are locked when leaving.

IX. CTE Incentive Grant
    a) Rank requested items in order of priority.

X. Other
    a) Elementary School Ag Program
    b) Job interview and Agronomy have interest meetings on Thursday.

Upcoming Meetings- Staff
    a) Advisory- Jan 20th- Urueta-TU, Mederos- TW, Castle- MO

Cc: Dave Caetano, Kevin Koelewyn, Mike Mederos, Jared Castle, Jennifer Sousa, Shay Williams, Sarah Koligian, Victoria Lewis, Marie Pinto, Michelle Nunley, Lucy Van Scyoc, Isidro Carrasco, Chris Van Dyk, Charlie Pitiliano, Chuck Parker, Dept. File,
W.
Department
Inventory
W. Department Inventory

On File in TJUHSD Business office
X.
List of Courses that Qualify for Alternative Credit
**TULARE JOINT UNION HIGH SCHOOL DISTRICT**
**INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION**

**X. List of Courses that Qualify for Alternative Credit**

<table>
<thead>
<tr>
<th>Course</th>
<th>Alternative Credit</th>
</tr>
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<tbody>
<tr>
<td>Agriculture 2</td>
<td>High School Graduation Life Science</td>
</tr>
<tr>
<td>Integrated Agriculture Biology</td>
<td>U.C. Lab Science “D” Credit</td>
</tr>
<tr>
<td>Floral Design</td>
<td>Fine Art - UC</td>
</tr>
<tr>
<td>Vet Science</td>
<td>UC Elective G</td>
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<tr>
<td>Ag Business</td>
<td>Economics Elective G</td>
</tr>
</tbody>
</table>
Agriculture Advisory Committee Meeting
10/19/2020
6:00pm
Zoom Link: https://bit.ly/2SSXjC6

Agenda

I. Welcome and Introductions - Danielle Avila
   a. Called to order at 6:04pm
   b. Zoom etiquette
   c. Introductions were conducted
      i. Danielle Avila
      ii. Doug Degroff
      iii. Seth Brown
      iv. Christopher Greer
      v. Mike Faria
      vi. Richard Heers
      vii. Stephan Mancebo
      viii. Brian Potter
      ix. Brian Veracruze
      x. George Tristao
      xi. Jim Brem
      xii. Melissa Gomes
      xiii. Jared Castle
      xiv. Mike Mederos
      xv. Dakota Romans
      xvi. Debrah Silva
      xvii. Sammi Slover
      xviii. Jennifer Sousa
      xix. Hector Ureta
      xx. Laura Fonseca
      xxi. Cathy Mederos
      xxii. Amanda Smith
      xxiii. Danny Dutto

II. Approval of the previous minutes- 12/2/2019
   a. Individually reviewed minutes from last meeting in December 2019
   b. Christopher Greer 1st Doug Degroff 2nd
   c. Meeting minutes passed

III. FFA Update- /Mike Mederos
   a. The Tulare FFA continues virtually (judging teams, student activities, contests, ect)
   b. CDE teams virtual
   c. Virtual State Conference
   d. Officers are continuing to plan engaging activities for students
      i. September meeting was a drive through ice cream social
         1. 250 members drive through
2. Met the officers  
3. Pushed out any information we could  
ii. October Meeting will be drive through as well  
iii. Committees  
   1. 3 standing committees- met twice now  
   2. 75 students meet in chapter committee meetings to still conduct business of our chapter  
iv. Community Outreach  
   1. Students collected donations from community to give $10 gift cards to first responders  
      a. Police, sheriff, and fire department  
      b. Sheriff bordeaux, and many others  
v. Advertisement Fundraiser  
   1. New/Improved  
   2. Grossed $30,700  
   3. Highest fundraising amount has been 15k  
vi. Community Service  
   1. Building communities committee  
      a. Breast cancer awareness- selling pink hats  
      b. Goes straight to stage 4 breast cancer research  
vii. Outskirts  
   1. Partnered with ag source magazine with online platform  
   2. Our role was to test their system  
   3. students sign up and share website to test functionality of it  
   4. going to go nationwide- we are the first to try it out  
      a. donated 10k to the Tulare FFA Chapter  
      b. number may go up, testing own metric system  
      c. digital marketing SAE  

IV. Department Update- Jared Castle  
a. Farm is now secure with fencing  
b. Breeding Programs  
   i. Romans and Slover are managing  
   ii. Purchased 13 new ewes and 6 does  
   iii. All specifically for student projects (SAE or herdsman)  
   iv. Lambing was successful last year  
   v. Does will kid this spring  
c. Fair  
   i. Numbers went down quite significantly  
   ii. Still a success- community came together and helped those with projects  
   iii. Dairy was about and average of $3,400 per heifer  
   iv. Credit to community to helping these students  
   v. We are thankful for our supportive board members and superintendent for allowing student projects to proceed
d. Student teacher - Amanda Smith
   i. Only one student teacher rather than two
   ii. Adjusting well

e. Mederos & Romans- Keep FFA moving forward

f. Enterprises-
   i. Pumpkins
      1. Trying to sell in bulk. Hard not having the student power but hope to expand as restrictions relax
   ii. Sweetcorn
      1. Was not feasible due to lack of student help

g. Virtual open/closing contest October 20th

h. Distance learning
   i. No kids on campus
   ii. Class are all on Zoom
   iii. Eagerly waiting for students to return

i. Update on Farm- Hector
   i. Have pumpkin enterprise this year
      1. Contribute to quality of pumpkins - covid pumpkins
   ii. Timing for sweet corn did not work out or able to continue this year
   iii. Thank you to staff who has stepped up

j. Dairy Update-
   i. New dairy manager hired (graduate of Tulare program)
   ii. Numbers are in the black
   iii. Just need kids back

V. Grading Policy for FFA/SAE Report - Jared Castle

a. Incentive grant application has been changed
   i. Requirements - edcode
      1. all students enrolled in ag education must be graded on FFA and SAE participation (outside and inside the classroom)
      2. 10% FFA
      3. 10% SAE
   ii. 25 activity credits PER semester to get their grade for FFA in the classroom
   iii. Fundraisers, community service... probably about 75-80 FFA activity credits available to them
   iv. Students must keep track of their activity points on AET (ag experience tracker)
   v. SAE involvement percentage is changed based off their level of enrollment
      1. First year members need to figure out what they want to do, and we expect more as they further their education
      2. Capstone (ag business, vet science...) requirements may be significantly more involved than when they were a freshman
vi. Daniel: FFA is intracurricular and needs to be involved of the ag program

VI. Freshmen Retention - Daniel Dutto
   a. Meet certain benchmarks get money from the state
   b. Previous grant- had to hit all 7 sections or you would not get anything
   c. Recommended level is 30% retention (moving to sophomore year and beyond)
   d. 20/21 has gained, says 68% but more like 45%
   e. Recruitment program
      i. “Try out” our program
      ii. Require more than normal classes (FFA activity points and SAE)
      iii. 4x4 schedule - more room to try out new classes
           1. Some even coming in as a junior or senior
      iv. Class offerings - expand upper level classes?

VII. Agriculture Class Size - Daniel Dutto
   a. Limited to number of students per class (ag incentive grant)
      i. 22 in shop and 28 in labs
      ii. Labs not over 30, or shop classes over 20
      iii. Students moved from comprehensive sites to charter schools
      iv. 931 last year over 1k, lost about 100 seats (not kids)
      v. Last year we had 1,030 seats in the program

VIII. SAE Periods/Extended Contracts - Jared Castle
   a. Extended contract in our district specially based on hours
   b. 253 hours
      i. 180 hours in summer (anytime between June last day of school-1st day of school August)
         1. 73 hours can be in school year but must be non duty days
            a. Fair day- claim hours working with students and their projects
         2. Weekends for field days are covered under those 73 hours
         3. SAE projects more specifically
      ii. SAE Periods - incentive for ag teachers to have certain periods meant for project visits during the work day on their preps but harder to claim, less popular?
      iii. Christopher Geer- do you apply for, off percentages of hours? submit a work plan and get more?
           1. Extended contract negotiated by district
           2. No min amount for hours
           3. Ag teachers need to justify their hours to get those?

IX. History of Tulare FFA/Agriculture - Mike Mederos
   a. In 1922 Tulare hired first ag teacher
   b. Next year: 100 years of ag education in our district
      i. 2 FFA chapters in the program
      ii. 2008 decided as a staff to try and have 2 chapters, consolidate back to one
iii. Their statistics do not wrap into ours?
iv. Always one program, and one staff
v. Officers based off degrees and champions?
vi. Tulare students have a strong foundation in their SAE projects and proficiency awards
vii. Tulare strength is still there despite the Tulare Western chapter not being active for 12 years
viii. 1k in hours 500 hours outside class time ???
   1. 1,065 state FFA degrees
   2. National degrees
ix. Working on POA- Dakota Romans
   1. How program operates
x. More opportunities to be leaders in program besides being an officer
xi. How are we going to celebrate 2 mile stones coming up- want to discuss with ag advisory hopefully at next meeting
xii. Danielle Avila- objectives?
    1. More industry professionals in the classroom
    2. AI certified
xiii. Sentinel event?
xiv. Ideas of what we could do- email mike so we can throw into discussion (two big celebrations starting next year)

X. Other
   a. Adjourned at 7:23pm
XI. Next meeting(s): February 22, 2021
Agriculture Advisory Committee Meeting
4/13/2021
6:00pm

Meeting Minutes

Call to order at 6:07

I. Welcome and introductions - Melissa Gomes

a. Staff
   i. Jared Castle
   ii. Sammie Slover
   iii. Debbie Silva
   iv. Hector Ureta
   v. Mike Mederos
   vi. Dakota Romans
   vii. Jennifer Sousa
   viii. Danny Dutto

b. Students
   i. Avery Coelho
   ii. Isabella Riberio
   iii. Emma Coelho
   iv. Duncan Champagne
   v. Aidan Champagne

c. Other members
   i. Melissa Gomes
   ii. Jeff
   iii. Lorie Cardoza
   iv. Doug Degroff
   v. Tyler Riberio
   vi. Jorge(on zoom)
   vii. Jacob Torres

II. Approval of the previous minutes
a. Motion by Lorie Cardoza
   i. 2nd by Jeff

III. Presentation by Tulare FFA Ag Issues Speaking Team - Sousa

a. Shark tank theme - Topic: cell-based meat
   i. Memphis meat (cell-based meat manufacturers) spokesman - Aidan and Duncan Champagne
   ii. "Sharks" - Avery Coelho and Emma Coelho
   iii. Announcer - Isabella Riberio
b. Questions from the audience
   i. Why are there antibiotics in cell based meat?
   ii. How do you foresee the impact from an environmental standpoint from the transitioning from ruminants to cell based meat?
   iii. Agriculture products have been for the choice of consumers (milk vs. almond milk). Why is there not a choice between real beef and cell based meat?
   iv. How is the process of using the word meat being used? Will they be able to continue using it?
   v. Is there any data that shows that there is a possibility that these cells turn into cancer cells? If so can those cells be in the cell-based meat?
   vi. Have there been any studies in real meat vs cell based meat (Macros)?
   vii. Is there something specific about the cells that causes them to rapidly divide?

IV. FFA Update (State Required) - Mike Mederos

a. 2022 will be 100 years of Tulare AG
b. Sponsors of Tulare FFA have lawn signs
c. There are future goals of having fundraisers
d. Most Zoom meeting this year have been on zoom
   i. We have transitioned to drive through
e. Committee Meetings
   i. Growing Leaders- Sammie slover and Debbie silva
      1. Has plans for farm tours
   ii. Strengthening Agriculture- Dakota Romans
      1. Took on social media presence
      2. Alumni highlight coming up
   iii. Building communities- Jennifer Sousa
      1. Battery drive coming up for earth day
      2. Lots of pasta donation drives since last meeting
         a. Book drive
         b. Canned food
         c. Socks
   f. Animal projects have not slowed down
      i. Students have been happy to be involved
      ii. Social distancing between students
      iii. Hopes have been good for fair
   g. Judging teams have been increasing
      i. Participation is high
      ii. Competitions have been online
   h.
      i. POA - Romans
         1. POA passed out to members
         2. Dakota Romans goes into what the POA consists of as well as explaining the online POA
         3. In the future students will be tasked with maintaining online POA

V. Department Update- Jared Castle

a. We have been receiving great district support during these times
b. Have been receiving lots of addition to the farm
   i. Solar panels
   ii. Bigger parking lot
c. Dairy has been doing well
   i. We will soon be able to make some updates
d. Transportation helped the department with making farm ready for when students came in person
i. Gave staff and students use the time we have to have productive learning

e. Plan for new dairy bathroom and office space

f. Plans on creating a bigger MeAg component to the farm

g. A new pasture for animals has been in the works being put together with the help of MeAg students

h. Class updates

   i. Mike Mederos
      1. AgMec
         a. Putting new pens in hog barn
      2. Livestock
         a. Starting to get into reproduction

   ii. Sammi Slover
       1. Ag Biology
          a. Have been staying in class
       2. Ag 1 & 2
          a. Will be having lab each time when they meet in person

   iii. Debbie Silva
        1. Floral
           a. Every in person meeting students will do an arrangement
           b. In the beginning of the semester students were picking up supplies for online
        2. Dairy skills
           a. Have missed out on labs and are trying to make up for lost time
        3. Ag 1
           a. Have been having labs
           b. Moving from animals to plants

   iv. Dakota Romans
       1. Ag Biology
          a. Trying to figure out how to do labs with covid rules
          b. Need to get freshmen exited
       2. Ag 1
          a. Have been making the most of doing hands on learning

   v. Jennifer Sousa
       1. Plant science
          a. Have been getting into propagation
b. Trying to redesign OH area

vi. Jared Castle
   1. MeAg 1
      a. Setting up new pasture for animals for labs

vii. Hector Ureta
    1. MeAg 2
       a. Started in person learning hitting the ground running for labs
    2. MeAg 3&4
       a. Have been out at the pasture welding fence posts on pasture
    3. Small engines
       a. All class time is hands-on with engines

VI. Review of 2021 State Degrees/Awards/Proficiencies (state required) - Staff

   a. State degrees
      i. 35 state degrees completed
      ii. Highest in the area
   b. Proficiencies
      i. Ag Mechanics Repair and Maintenance (State Finalist)
      ii. Agricultural Processing
      iii. Agriscience Integrated (State Finalist)
      iv. Beef Production(Entrepreneurship)
      v. Diary Production (Placement)
      vi. Diversified Agriculture
      vii. Diversified Crops
      viii. Forage Production
      ix. Fruit Production
   c. CDE/LDE Teams
      i. Grown to 22 teams at the moment

VII. Next meeting(s):
   a. Hoping for august of 2022

Adjournment of meeting at 7:47
Minutes submitted by: Jacob Torres
CONSTITUTION AND BY-LAWS

SECTION A - PURPOSE:

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

Article 2. The Advisory Committee may direct its advice and recommendations toward the teachers of Agriculture, the Administration or the Board of Education. It shall limit its activities to matters directly concerning the Agriculture Education Department.

Article 3. It shall be the duty of the Advisory committee to:
   a) Study the needs of the community related to the work of the Agriculture Department.
   b) Suggest and advise in areas of education pertaining to the objectives of the districts Agriculture Education program.
   c) Review the departments' ability to meet state standards in Agriculture Education.
   d) Review and evaluate facilities and equipment available for the use of instruction.
   e) Assist in evaluating the agriculture programs instruction, curriculum and course content being provided to the students.
   f) Study the programs of Agriculture Departments in other communities with the idea of encouraging the use in this community of those objectives and practices which may be applicable.
   g) Serve as an avenue of communication between the Agriculture Department and the community.

SECTION B – MEMBERSHIP

Article 1. There shall be a maximum of 17 members on the Agriculture Advisory Committee; at least one representing each of the core areas taught in the program. The groups will be: Livestock, Horticulture, Agricultural Mechanics, (Welding & Small Engines) Environmental Science, Vet Science, Ag Business, Post Secondary Education, a Program Completer and representatives from the agriculture production industries.

Article 2. Members shall be selected in such a way that they represent a cross-section of the agriculture industry and business community served by the Agriculture Department.

Article 3. Members shall be nominated by the Agriculture Department Staff after consultation with the District Administration and Agriculture Advisory Committee and be approved by the Board of Education.

Article 4. Members shall be notified of their appointment by the District Superintendent.
Article 5. Members:
(a) The term of membership shall be three years and can be renewed at the end of that term.
(b) Be appointed and re-appointed as the need arises.
(c) Have the only voting rights of the committee.

Article 7. The Chairman’s membership may be as consecutive as the Agriculture Department Staff, District Administration, Board of Education and Agriculture Advisory Committee see fit.

Article 8. An individual shall loose membership if he/she fails to take an active role in the committee’s activities or is no longer a positive contributing member of the committee. This decision will be made by the committee after consulting with the Agriculture Department Staff.

Article 9. The Board of Education shall appoint a Board Member(s) and the District Superintendent or an administrative representative to act as non-voting members who will be ex-officio members of the committee.

Article 10. The District Superintendent and Board Member(s) will not be voting members but should attend all meetings.

Article 11. The Agriculture Education Staff will be non-voting members and will attend all meetings.

Article 12. In case of vacancies, new members shall be elected to fill those vacancies as set down in Article 3 of this section, but shall serve for only the time remaining of the vacancy filled.

Article 13. The Board of Education shall award a certificate of appreciation to each member fully completing his term of membership on the committee.

SECTION C – MEETINGS:

Article 1. The committee shall meet no less than three times per year. Meeting dates will be decided on by the Agriculture Department Chairman and the Agriculture Advisory Committee Chairman.

Article 2. Special meetings may be called during the year by the Chairman if necessary.

Article 3. Written notices of all regular meetings will be prepared and mailed to all committee members and guests by the Agriculture Department Chairman.

Article 4. The meetings shall not continue for more than two hours unless so voted by the committee members present.

Article 5. A quorum will consist of nine voting members of the committee.
SECTION D – CHAIRMAN

Article 1. The Agriculture Advisory Committee Chairman shall be elected each fall from the group of members who have served on the existing committee for at least one year. His duties shall be:
   a) To preside at all committee meetings.
   b) To appoint special committees which may include persons other than the committee members?
   c) To call special meetings as needed.

Article 2. The duties of the Agriculture Department Chairman shall be:
   (a) To keep attendance records of committee members.
   (b) To keep a record of discussion, recommendations, motions passed and committee appointments.
   (c) To maintain a permanent record file of all committee activities.
   (d) To distribute minutes of the committee meetings and copies of other committee documents to committee members, Board of Education members, the principals, superintendent, Agriculture Staff, and others who may be concerned. The school facilities and office staff shall be available for this purpose.
   (e) To prepare the agenda for committee meetings if requested to do so by the committee.

SECTION E – CHANGES IN BY-LAWS AND CONSTITUTION:

Article 1. Suggestions for changes in the Constitution and By-laws must be presented to the chairmen and then must be approved by a majority vote of the committee membership. Then said suggestions must be passed by the Board of Education before being adopted.

Submitted by the Tulare Joint Union High School District Agriculture Department to The Agriculture Advisory Committee, Tulare, California, July 16, 2013.

APPROVED BY THE TULARE JOINT UNION HIGH SCHOOL DISTRICT:

1. AGRICULTURE ADVISORY COMMITTEE

   (Date) (Chairman)

2. BOARD OF EDUCATION

   (Date) (President)
Proficiency Standards

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

DAKOTA BURNS

is hereby awarded the

Specialist Instruction Credential (Agriculture)

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

valid: 06/07/2019 to 07/01/2024

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
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

DAKOTA BURNS

is hereby awarded the

Single Subject Teaching Credential

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

valid: 06/07/2019 to 07/01/2024

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Key Dates:
- Cinco de Mayo: 3pm - Impromptu
- Mother's Day: 10th
- Tax Day: 17th
- Memorial Day: 30th
I have attended the following professional development events:

1. New Professionals 11/5-11/6
2. San Joaquin Region Roadshow 11/20
3. Supervising Teachers 2/1-2/2
The R2 report is no longer in use. An equivalent will be used on AET.
Tulare Joint Union High School District

Field Trip Request Form

Dear Educator,

Thank you for your interest in furthering our students’ educational experiences outside the classroom. In order to take TJUHSD students on a field trip the following items must be completed prior to the trip.

Field Trip Check Off List:

☐ Obtain approval from department and site administration
☐ Submit Staff/Pupil Transportation Request (if using a district bus or van) and obtain a trip request confirmation number. (This confirmation number is required for your Field Trip Request Form.)
☐ If hiring a charter service an inspection must be scheduled with Bobby Richardson.
☐ Create a detailed itinerary for the trip
☐ Fill out the Field Trip Request form. Make sure it is complete and signed by the principal.
☐ The principal will submit Field Trip Request and itinerary to Tammy Aldaco. For overnight trips, Board approval is required. Please submit the request form a minimum of 2 weeks prior to Board Meeting for approval.
☐ Meeting dates can be found at: 2019-2020 Board Meeting Calendar
☐ For Overnight trips only confirm Board Approval (available on Friday after the Board meeting)
☐ All students MUST submit a permission slip with parent/guardian signature prior to departure and MUST be with the chaperone at all times in case of an emergency. Permission Slips can be obtained from the AP’s office.
☐ Notify Attendance Office by 10am with official roster (if trip is on a school day).
☐ Chaperone Notes:
☐ There must be both male and female
☐ Any chaperone that is not an employee of the district must go through the proper approval process through the district office
☐ District and volunteer chaperones will not be allowed to bring anyone on the trip with them.
☐ FINGER PRINTS are required for volunteers

If you have any questions or need further clarification, please contact Tammy Aldaco by email or call the district office at 688-2021.

Thank you,

Tammy Aldaco
Assistant Superintendent of Student Services and Special Programs

Revised 9/19/19
Tulare Joint Union High School District
Field Trip Request Form

☑ All sites participating: ☑ TUHS  ☑ TWHS  ☑ MOHS  ☐ Tech Prep  ☐ Countryside  ☐ SVCHS  ☐ ACHS

☐ Request

☐ District Vehicle: Trip request confirmation # Ag Vans

☐ Charter Service (IMPORTANT: This will require district inspection)

Name/Position: Daniel Dutlo  Group/Club: Ag Issues Team

Number of Students:  3  F  2  M

Number of District Employee chaperones: 1  F  1  M  Names: Jennifer Sousa

Number of Non-District approved chaperones:  ____  F  ____  M  Names: ______________________________________

Funding: __FFA________________________________________

Start Date: 5/4/2021____________________  Departure Time: 12:00 pm

End Date: 5/4/2021____________________  Return Time: 2:00 pm

☑ All that apply: ☑ School Day  ☐ Non-School Day  ☐ Overnight

Destination/s: __Noon Kiwanis, Vejars Restaurant, 1293 S. K St., Tulare, CA________________________

Brief overview of your trip: (Include purpose of the trip, funding details, student eligibility, plans for meals, pick-up and drop-off sites, and list the chaperones. If this is an overnight trip, include lodging details.)

• Purpose of Trip: Presentation by Ag Issues team to meet the required 5 presentation for state finals.

• Itinerary: (Please attach: a detailed Itinerary)

• Room Assignments (Please attach if overnight trip)

• Event Flyer: (Please attach)

• Transportation: Paid by ASB, District, Boosters, Students (Please circle one)

• Accommodations: Paid by ASB, District, Boosters, Students (Please circle one)

• Meals: Paid by ASB, District, Boosters, Students (Please circle one)

• Registration Fee: Paid by ASB, District, Boosters, Students (Please circle one)

• Comments:

Teacher Signature: __________________________  Date:  4/8/2021

Administrator Signature: ____________________  Date:  4/8/2021

Revised 9/19/19
<table>
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<tr>
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<td>Avery Coelho</td>
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<td>Madeline Lew</td>
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<td>Duncan Champagne</td>
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<td>Aidan Champagne</td>
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<td>SERVING AGRICULTURE BY TEACHING</td>
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<td>2019/2020 ACTIVE MEMBER</td>
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# Conference Registration Invoice

**Event** | New Professionals Institute  
**Location** | Virtual Conference  
**Date** | November 5-6, 2020  

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<td>75.00</td>
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**TOTAL** 75.00

**NOTES:**  
PO 10/28 #210776  
Check 1/4/21 #61995141

**SEND PAYMENT TO:**  
Fortuna Union High School District  
Attn: Sandy Dale  
379 12th Street  
Fortuna, CA 95540
# Conference Registration Invoice

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**TOTAL** 75.00

**NOTES:**

**SEND PAYMENT TO:**
Fortuna Union High School District
Attn: Sandy Dale
379 12th Street
Fortuna, CA 95540
## 2020/2021 Department Budget

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Left Over  $ 8,725.00
28. Description of budget process

The department chair and agriculture director sit down prior to our department meeting to discuss the past budgets and actuals as well as anticipated funding. They draft a budget based off of this information. We then sit down as a department and discuss the proposed budget. If other staff members have questions or concerns, this is the time for them to express those concerns. If the department agrees, adjustments are made and the budget will be approved for the following year.
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<td>Shift 2</td>
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<td>Cook</td>
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Friday August 21st

Thank you for subbing for me today! If you have any questions or problems please call or text me (559) 799-4250 or email me dakota.romans@bulare.k12.ca.us. If any student is not on task or not on their best behavior, please write their name down and I will handle it when I return. See Mrs. Chavez in the front for attendance sheets.

Take attendance by checking off students as you admit them into the class. Make sure students have appropriate first and last names. All assignments are on Google Classroom.

Zoom Links:
Period 1:
https://zoom.us/j/96898182279?pwd=MVZoOEKycUj1IS2vsUUttTRlYWEpFZz09
Period 3:
https://zoom.us/j/95781507879?pwd=WjMS5cU9ramRpk2Qyb3orRVRmJkxQT09
Period 5:
https://zoom.us/j/92315095885?pwd=Qis5RO7pNDDUNiM5NU9EelBIJSmNlUT09

Periods 1,3,5:
1. **Warm-Up:** Students have a warm-up question on Google Classroom. The question is on the Daily Kickstarter and they answer on the August Warm Up Log. They should know how this works. They have 5 minutes to complete the warm-up from the scheduled start time of class.
   - Daily Kickstarter Link:
     https://docs.google.com/presentation/d/1KOsZ8dKdkZ2HVX+9jADHINfj2PYNV8D19UIXlXs3M/edit?usp=sharing
   - August Warm Up Log Link:
     https://docs.google.com/document/d/1Ba8xD3x1kQLUT6a26B3FDVjJ7p5oZEn0cfdHZRr6ZQ/edit?usp=sharing
2. **Safety Diagram:** This is introducing the Safety unit. Students will review the diagram and find 5 things they think are not safe in the
Friday August 21st

picture. They will list these on the Google Classroom Digital Packet. Call on a couple of students to share what they saw wrong.

3. Zombie Lab Safety Video: Play the video for the class. Share your screen to do so but don’t forget to select “Share Audio”. Students will record the 5 Rules of lab safety on their Digital Packet on Google Classroom.
   ○ Link to Video & Game
     https://www.ncbioteknetwork.org/zombie-college/

4. Zombie Lab Safety Game: The link for the game is on Google Classroom. Give students about 10 minutes to play the game. At the end, it will give them a certificate of completion. They will need to screenshot it and paste it on their Digital Packet.

5. Zombie Scramble: The rest of the class will be for students to complete this on Google Classroom. If they do not finish in class, this will be homework.

Class Rules:

1. Be respectful and polite to all people.
2. Log in on time and be ready to learn
3. Speak at appropriate times, using appropriate language on zoom and in the chat. Mute yourself when not talking.
4. Silence phones before joining a zoom call
5. Refrain from eating during zoom calls
6. Dress appropriately

If you are having issues with a student, send them to the waiting room and let them know how their behavior can be improved. If it persists, remove the student from the zoom and write their name down.

* Mr. Dutto’s (Administrator) extension is: 2265 and Mrs. Chavez (Secretary) is 2211.
Description of a Program Completer

A program completer is a student that has taken four consecutive agriculture classes over the course of four years. They must pass these classes in order for it to count. An example of four consecutive classes is: Ag Mechanics 1,2,3,4. They can take additional agriculture classes as well.
34. Reimbursement Process Description

When we need to be reimbursed for expenses for FFA or SAE projects, we fill out a reimbursement form and turn it in to the Director of Ag Education. He approves the reimbursement and the form goes to our administrative assistant who handles the rest of the process with the district office. Our district does not reimburse any personal expenses that happen on trips, including meals. They do reimburse for mileage on personal vehicles, but our department has its own fleet of vehicles, so we never have to use our own vehicles. A receipt is required for all reimbursements and a signature and date must be on the receipt acknowledging that the amount is correct. It can sometimes be a lengthy process and we oftentimes have to answer questions in regards to costs and necessity.