AGED 539
Graduate Internship Project

Brian Donovan
2010
AGED 539 Internship Project

I. Quality Criteria #1
II. Quality Criteria #2
III. Quality Criteria #3
IV. Quality Criteria #4
V. Quality Criteria #5
VI. Quality Criteria #6
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VIII. Quality Criteria #8
IX. Quality Criteria #9
X. Quality Criteria #10
XI. Quality Criteria #11

Example Documents

a. Student Data Sheets
b. Permanent Vo-Ag Student Record
c. Course Outlines
d. Daily Grade Sheets
e. SAE Supervision Forms
f. SAE Wall Chart
g. SAE Summary
h. Board Approved Department SAE Policy
i. Program of Work
j. Board Approved Policy stating FFA is an integral part of the Ag Program
k. Recruitment Program
l. Chapter Scrapbook
m. Summer Activities Schedule
n. Vo-Ag Follow-up Survey
o. Up-to-date file on status of graduates
p. Vo-Ag Comprehensive plan
q. Advisory Committee Minutes
r. Completed Student Program Plan
s. Proficiency Standards
t. Credential Copy
u. Calendar of Department and Chapter Activities
v. Daily Logs
w. Expected Professional Growth Activities
x. Current R-2 Report
y. Extended Contract Rational
z. Completed Travel Plan
aa. CATA Membership Card
bb. Meeting Reports Submitted to Administration
cc. 5 Year Plan

ee. Advisory Committee Agendas
ff. Advisory Committee Charter and By-laws
gg. Current Operating Budget
hh. Current VEA District Allocation
ii. Description of District/Department Budget Process
jj. Department Chair Duties
kk. Chart of Responsibilities
ll. Substitute Teacher Procedure and Plans
mm. Proficiency for Vocational Agriculture Students
nn. 2+2 Agreements
oo. Reimbursement for Personal Expenses
Quality Criteria

One

Curriculum and Instruction

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

The Kingsburg High School Agriculture Departments Curriculum is based upon the California Standards for Career and Technical Education. Classes closely follow both the foundation and pathway standards. All course syllabi include the following:

- Course Description with goals, and objectives
- Course/Program duration
- Description of instructional strategies
- Student Evaluation Procedures

The Kingsburg High School has 2 career pathways which are listed below

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<tr>
<th>Agriculture Mechanics</th>
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<td>Introduction to Agriculture Mechanics</td>
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<td>Agriculture Sales &amp; Services</td>
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Each course at Kingsburg High School has a unit on careers. Careers are also discussed in each unit that is taught.

Record Keeping and the California FFA Record Book is taught in each class. Every student has a record book, current record books are separated by class period and kept in the instructors room, older record books are kept in a department file cabinet. The record book is worth 15% of every student’s grade.

The curriculum is designed to allow all students equal education, students with special needs are accommodated wherever possible. Students with physical limitations are worked with the ensure that activities can be completed with minor assistance.

The curriculum incorporates higher level thinking through activities, projects assignments and assessments. Instructors regularly incorporate individual and group presentations that require students to oral present material in front of their peers.

4 of the 8 courses taught in the Kingsburg High School Agriculture Department are in conjunction with the Valley Regional Occupation Center. The goal of these classes is to teach students job skills that they can use upon graduation from high school. These classes also serve as a good foundation for students who are looking at receiving a 4 year degree, or a program certificate.

Example Documents located in the following sections:

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Quality Criteria
Two
Leadership and Citizenship Development

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

The Kingsburg FFA Program was chartered on January 15th 1930, the original charter is located in room 51 above the door. All students who are enrolled in Agriculture courses at Kingsburg High School are members of the Kingsburg FFA Chapter. Membership fees are paid for from the California Agriculture Incentive Grant. All students in the program are required to actively participate in 4 activities per semester, (8 per school year). On average 96% of Kingsburg Agriculture students meet the minimum of 3 per year as stated in criteria two. Each student records their activities in their FFA Record book. Activity attendance is kept by the instructors in used for grading purposes. Each students FFA Participation grade is worth 15% of their total grade. On a yearly basis the Kingsburg FFA Chapter participates in more than the minimum 12 activities as required by criteria two.

All Agricultural courses have a unit that instructs the students on the purpose of the FFA Organization. Students are encouraged to attend leadership conferences and workshops, as well as participate in Career Development Events. Instructors are reimbursed for personal expenses for things like meals, and travel while attending leadership conferences and career development events.
Kingsburg High School employs two highly qualified instructors both with clear single subject credentials in agriculture, and agriculture specialist’s credential. One serves as the Department Chair, while the other is the FFA Advisor in charge of managing the Chapter Officer Team and evaluating their performance as well as managing the finances of the FFA Chapter at the local level.

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Quality Criteria

Three

Practical Applications of Occupational Skills

Practical application of occupational skills is accomplished through classroom simulation of work-site experiences, community based learning or entrepreneurship. These practical experiences are combined, coordinated and evaluated with the classroom instruction.

95% All students in their second, third or fourth year in the Kingsburg FFA have a valid SAE project. All first year students have at least a plan for a future SAE Project. This project plan is developed in the Introduction to Agriculture Mechanics course, or the Agriculture Science course, and is kept on file in the department until their second year and their project starts. The SAE project is evaluated on the records that are kept in their record book, the SAE project records are worth 15% of the student’s semester grade. All reports from the Kingsburg High School Agriculture Department are to Mr. Ken Harris, the San Joaquin Regional FFA Supervisor before their deadlines.

The Agriculture Department has two school vehicles and two trailers that are available to make SAE visits and/or help students with their projects. These vehicles are for the agriculture department only, no other group on campus is allowed to use them. The administration, and transportation department do not loan these vehicles out, they were paid for using funds from donations to the FFA Booster group therefore no other group is allowed use them. The district provides fuel and routine maintenance on these vehicles. A district gas card is provided to both instructors to use if they need to refuel at non-district pumps.
Many students work in local agriculture businesses, many local packing sheds hire students during the summer to palletize fruit, sort fruit or help track inventory. Some students who have taken mechanics classes might be employed at local fabrication businesses which help to supply equipment and products to local producers, packers and shippers. Many skills that students learn in the classroom, shop or farm make students more employable.

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All career-vocational education teachers are competent and qualified with the appropriate occupational proficiency. In addition, instructor's administration, guidance councilors and instructional support staff are involved in an ongoing program for professional development designed to enhance the quality of instruction.

The Kingsburg High School Agriculture instructors both hold BS Degrees in Agriculture Education. Both hold a single subject teaching credential in agriculture as well as an agriculture specialist's credential. Copies of these credentials are found in the District Office, and the AIG Review binder. Credential information can also be viewed on the California Commission on Teacher Credentialing website with the teachers first and last name.

Each instructor has a performance evaluation with an administrator on a yearly basis to help evaluate their performance. If needed, coaching by the administration can be provided. Each instructor at Kingsburg High School, attends a number of professional development activities. Each instructor chooses the instructional activities that they attend in order to help the instructor meet self developed goals.

Both instructors are involved in the CATA organization. Both are paid members of the CATA and attend all section, region and state level meetings. Registration and hotel rooms are paid for using school district funds, instructors are also reimbursed for meals while attending the conference.
The Department chair is in charge of maintaining minutes from department meetings as well as submitting a copy to the regional supervisor and the administration. The Department chair also has the duty to complete the California Agriculture Incentive grant application. The district also recognizes the agriculture department as the only beneficiary of Carl Perkins Vocational Funding therefore the department chair is also the VEC coordinator. Currently we meet as a department every Monday unless there is a meeting for all department chairs or a school wide staff meeting.

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Quality Criteria

Five

Facilities, Equipment and Materials

Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity to meet the instructional objectives and individual needs of all students.

Agriculture Department facilities at Kingsburg High School include, a 3 acre school farm with 2 swine barns, a sheep and cattle barn, a farm show, show ring, wash rack, OH Facility, a classroom and 2 acres of open ground for the production of stone fruits, grapes and vegetable crops. On campus facilities include 3 classrooms, and a 60X40 shop. The addition of a classroom to the OH facility has made it easier to instruct students in the class, also during the summer livestock meetings can be held in the cool comfort of the classroom. One classroom is designated a computer lab, only for department use, no other students on campus are allowed to use. There is an ag science and an ag mechanics classroom. The department also has its own office, and storage room.

Equipment on the farm, OH Lab, classrooms and shop are tools and resources that students would find in agricultural business. When needed equipment can be modified to meet the needs of handicapped students. New equipment is purchased on a regular basis to help keep up with industry trends. Many of the tools, or welders that are used by students, are the same machines that they would use if employed at a local fabrication business. Storage cabinets and lockers are available for the storage of items to help keep the department neat and orderly.
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Quality Criteria

Six
Community Business and Industry Involvement

Individuals who represent the community, business, industry, students, parents, districts, staff, post-secondary agencies, and labor serve on a subject area advisory committee to provide guidance. Staff uses the advice of the advisory committee in the design, development, operation, evaluation and support of each program area.

The Kingsburg High School Agriculture Department Advisory Committee is currently made up of 8 members of the community for various agricultural businesses. Currently members represent the production, packaging, marketing and shipping of stone fruit, agriculture mechanics fabrication, agriculture sales, agriculture lending and banking, dairy production, animal science, agricultural research, as well as representation from two local community colleges. All members of the agricultural advisory committee are approved by the school board.

The advisory committee helps to provide direction to the program, as well as support when needed. Each year the advisory committee meets 3 times, and receives up to day information on the programs day to day activities. Many members of the advisory committee support the program through employment opportunities for students, donations to the department, and advice and encouragement throughout the year.

All recommendations that are provided by the group are considered, and studied before put into practice or not. The advisory committee has been a
strong voice for the department, and there to assist department staff with the
development of curriculum, advice on new equipment to train students on,
demonstrations and presentations and guest speakers.
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Quality Criteria
Seven
Career Guidance

Career-vocational education staff, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in C-VE courses/program that are consistent with their aptitudes, interests, abilities and career path goals.

At the beginning of the third week of instruction each year, the Kingsburg High School Agriculture Staff has students fill out Student Data Sheets, these are used to input students into the R-2 website, and then placed in each students permanent file in the back of room 52. Freshman, Sophomore and Junior grade level students all fill out the career guidance portion on the back. This is important in our department because it allows students to see the sequence of courses that the department offers. Before course registration for the following year, this information is revisited with the students to ensure they know the options for courses for the following year.

Each course taught in the department has a specific career unit. This unit is designed to provide students a broad understanding of the possible careers that directly relate to the course in which they are enrolled. Additionally, specific unit taught within the course also discusses possible employment opportunities. Instructors routinely help students develop career goals, and provide them with advice on how to reach that goal.

Students are show the opportunities that specific colleges and universities provide through visits during field days and conferences. Additionally guest
speakers from local colleges and universities are invited to discuss opportunities that each school provides.

Instructors work with the members of the counseling department to ensure that not only they know the benefits of the agriculture department, but that they also understand the opportunities that local colleges and universities provide our students. The counseling department understands the degrees or majors in which each of the agricultural universities provides, as well as what certificates, or programs local community colleges can provide our students. Advice is also given to students when they ask about specific programs at local colleges and universities. When available, instructors can have current students discuss college opportunities with former students who are currently going to, or have gone to a specific college.

Example Documents located in the following sections:

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There is a systematic plan of program promotion to inform students, parents, counselors, and other subject-matter teachers, administrators, board members, community members and business and industry representatives of options, advantages, quality, accountability and availability of career vocational education programs.

Program promotion has been a long standing goal of the agriculture department as well as the FFA officer team. The program prides itself in its rich tradition of outstanding students and instructors. Currently the FFA chapter helps with the Kingsburg Swedish Festival, the Park and Recreation Family Fun Night, the annual Rotary Dinner, and the Washington Elementary Farm Day. During each of these activities, members of the Kingsburg FFA chapter help event organizers with whatever assistance is needed. At the Washington Elementary Farm Day, students highlight agriculture through fun activities to students in kindergarten.

The officer team has working hard to promote the chapter to not only the citizens of Kingsburg, but to the students in the department and across campus. The officer team has developed a new website, kingsburgffa.org, as well as provides bulletin announcements that are read each morning. To help promote chapter activities and motivate more students to become involved in more chapter activities, the team has started quarterly FFA videos which showcase what has been going on in the chapter. Students also see a slideshow at the
At the beginning of each chapter meeting to highlight what has been happening in the chapter since the previous meeting.

During FFA Week, the chapter hosts activities for all students on campus to participate in. On the last day of FFA Week, a free barbecue for all students and staff on campus is provided. The FFA Chapter also organizes and executes the annual hotdog barbecue at the freshman orientation meeting the week before school starts.

With the help of local media, the chapter promotion has been published to the community. Local media have published articles on State Champion CDE teams, as well as chapter fundraisers. A call or email press release is sent to the local reporters, and they try to publish the information.

In March of each year, the chapter takes some members to the local junior high to help promote the chapter and the activities of the FFA Organization, and to encourage a new group of incoming freshman to sign up for courses in the agriculture department. The officer team spends countless hours developing curriculum to teach these 8th grade students, and over the course of two days, these members promote the experiences and qualities of the high school agriculture department. Through a host of activities, all of the subject areas are discussed with the students (animal science, agriculture mechanics, plant science/OH, leadership development, and general agriculture). All incoming students from the local schools receive a packet mailed directly to their home. The packet includes a welcome letter from the department chair, and FFA Advisor, a list of course offerings and course sequences, as well as descriptions of the specific courses. There is a brochure that is included that discusses facilities, the FFA Organization, SAE projects as well as the skills that students can develop by taking agricultural courses. Also included in the mailing, is a flyer
that discusses livestock projects, the dates of mandatory meetings are provided so those incoming freshmen are given the opportunity to show livestock at the Fresno Fair if they choose. On an annual basis, 10-20 incoming freshmen students exhibit livestock projects.

Example Documents located in the following sections:

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There is an annual program assessment using input from instructors, administrators, students, other staff, and advisory committee members which ensures that the program scope, design, content, instruction, and administration is meeting the program objectives. The annual assessment process is used to develop a program improvement plan for the short and long-range administration and operation of career-vocational education programs.

The Kingsburg High School Agriculture Department instructors work hard to ensure that the lessons taught in each course follow the relevant standards set by the California standards for career and technical education. In our advanced courses, which are supported by the Valley ROP program, each student who completes the course with a passing grade receives a certificate of completion with a list of competencies which have been met.

The agriculture department uses the graduate follow-up surveys, along with the input of the advisory committee to help guide the direction of the department. Each year, the Agriculture Incentive Grant is reviewed for to check that the proper funding level is being met.

The department has a comprehensive five-year program plan which is located in the department file cabinet in the agriculture staff office. The program plan includes job market descriptions, occupations program goals and objectives as well as a number of other information that really describes the success of the department. On an annual basis, a number of these areas are reviewed to
make sure that the scopes of the high school district, as well as the community are kept in mind.

Department inventory shows relevant instructional equipment, this list is updated annually when new equipment is purchased. Staff members consult with local business professionals and industry representatives to insure that the equipment being used in the courses is similar to the equipment used on the job.

All department and district paperwork for the Carl D. Perkins Vocational Funding as well as the California Agricultural Incentive Grant are supplied by the agricultural department chair. Both instructors develop a budget at the beginning of the school year, and understand the limitations of the funding. A five-year plan is revised each year to help meet the programs long-range goals.

Example Documents located in the following sections:

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gg.  hh.  kk.
High Quality vocational instruction in agriculture is dependent on maintaining a student-teacher ratio that ensures effective instructional and safe working conditions. Much of vocational education is action oriented, hands-on learning activity. Under these conditions a lower student-teacher ratio is required than in classes which do not utilize these teaching/learning procedures.

This is the only criteria that the Kingsburg High School Agriculture Department has a difficult time in meeting. This is one of the more challenging criteria for all agriculture departments across the state. Currently because of the school budget, there are only 2 instructors in the department. Classroom based classes are slightly over the 25 cap in 2 of the 3 class room based classes, at the start of the year, all classroom based classes are over the 25 cap. In shop based and lab based classes we are over 5 out of the 6 classes. The agriculture department has set limit 7 students higher than the state maximum, and the administration will not put more students than the instructors will approve of. The past few years, the agriculture department has been ready to grow, and meet the needs of the school by adding one instructor, however due to the financial impact on the school, the administration has not been willing to do that.

The agriculture department does not meet the 60 students per instructor, even with students enrolled in introduction classes counting as a half a student. We as a department are just over that number, however would meet this criteria with a third teacher.
Example Documents located in the following sections:

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Effective instruction in Vocational Education in Agriculture extends far beyond the regular school day, school year and school environment. The basic component of instruction occurs as group instruction in the classroom, shop or field through the year.

The Kingsburg Joint Union High School District employs two instructors year round. There are 183 contracted duty days, in addition to this, the Agriculture Instructors are paid an additional 40 days. This compensation is based on their daily rate. The minimum daily rate for a first year teacher is $228 per day, this means that a first year teacher will be compensated an additional $9200 for work done outside of the normal duty days. These days do not require prior approval, they simply are marked off on a calendar and presented to the administration at the end of the school year. During the summer many of these additional 40 are used to supervise student livestock and work experience projects. These days can also be used to take students to conferences as well as career development events.

A stipend of $1048 per semester is given to each agriculture instructor as a stipend for advising the FFA program. This stipend is to offset the time that is conducted after school hours for FFA Paperwork, meetings and activities that occur on a regular school day.

The administration is supportive of an extra preparation period to help oversee student projects. In some years, both instructors have an extra period to
supervise, and manage student projects. Some years, instructors share the project supervision period where one instructor has it in the fall semester, and one in the spring semester. In this case the instructors decide which class they will be splitting. This decision is made by the instructors with approval of the administration to help keep class sizes at manageable levels and prevent from having to eliminate a course from the program. In the past it has allowed the mechanics program to offer a standalone welding course, instead of having all second, third and fourth year students in the same class.

Example Documents located in the following sections:

   e.                     g.                     i.
   m.                     p.                     u.
   y.
a. Student Data Sheets
(At least 10 zerox copies of current year students)
Name: __________________________ Gender: (circle one) Male Female
Date: 8-25-01 Year in Ag Program: (circle one) 1 2 3 4
Age: 13 Grade Level in School: (circle one) 9 10 11 12
Street Address: __________________________ Phone Number: ____________
City: _______________ State: CA Zip: 93631
Parent/Guardian Names: (print full name for each)
Mr. Frank Mrs./Ms. Frank
Program of Instruction Being Pursued: (check only one)
   __ Plant & Soil Science (4010)   __ Ornamental Horticulture (4050)
   __ Animal Science (4020)   __ Forestry/Natural Resources (4060)
   __ Agricultural Mechanics (4030)   __ Agriculture Core – Year One (4070)
   __ Ag Business Management (4040)   __ Agriculture Core – Year Two (4080)
I Am Taking This Course Because: (check only one)
   __ I plan to have a career in agriculture.
   ___ Not a career, just an interest in agriculture.
   ___ Not interested, just placed in the class.
Ethnic Origin: (check only one)
   __ White   ___ Filipino
   ___ Hispanic   ___ Asian or Pacific Islander
   ___ Black (not Hispanic)   ___ American Indian/Native Alaskan
Career Goal: (if it is not related to agriculture, please place in () an occupation in agriculture that you may enjoy doing): farmer

After High School Graduation, I plan to:
   ___ A. Go to Work Full Time – circle one: No Further Education Some College Later
   ___ B. Go to College – circle one: Community College Four Year College
   ___ C. Go Into Military Service
   ___ D. ____________
Name: Corey Gender: (circle one) Male Female
Date: 8/25/09 Year in Ag Program: (circle one) 1 2 3 4
Age: 14 Grade Level in School: (circle one) 9 10 11 12
Street Address: Phone Number: 559-4522
City: Kingsburg State: CA Zip: 93631
Parent/Guardian Names: (print full name for each)
Mr. Sean Mrs./Ms. Suzanne
Program of Instruction Being Pursued: (check only one)
√ Plant & Soil Science (4010) Ornamental Horticulture (4050)
√ Animal Science (4020) Forestry/Natural Resources (4060)
√ Agricultural Mechanics (4030) Agriculture Core – Year One (4070)
√ Ag Business Management (4040) Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)
√ I plan to have a career in agriculture.
√ Not a career, just an interest in agriculture.
Not interested, just placed in the class.

Ethnic Origin: (check only one)
√ White Filipino
√ Hispanic Asian or Pacific Islander
√ Black (not Hispanic) American Indian/Native Alaskan

Career Goal: (If it is not related to agriculture, please place in ( ) an occupation in agriculture that you may enjoy doing): Farmer

After High School Graduation, I plan to:
√ A. Go to Work Full Time – circle one: No Further Education Some College Later
C. Go Into Military Service
√ B. Go to College – circle one: Community College Four Year College
   – circle one: Full Time Student Part Time Student
Name: Jessica gender (circle one): Female
Date: 8/25/09 Year in Ag Program: (circle one): 1 2 3 4
Age: 13 Grade Level in School: (circle one): 9 10 11 12
Street Address: Phone Number: 554) 6067
City: Kingsburg State: CA Zip: 93631
Parent/Guardian Names: (print full name for each)
Mr. James Mrs./Ms. Roberta
Program of Instruction Being Pursued: (check only one)
- Plant & Soil Science (4010) Ornamental Horticulture (4050)
- Animal Science (4020) Forestry/Natural Resources (4060)
✓ Agricultural Mechanics (4030) Agriculture Core - Year One (4070)
- Ag Business Management (4040) Agriculture Core - Year Two (4080)
I Am Taking This Course Because: (check only one)
✓ I plan to have a career in agriculture.
✓ Not a career, just an interest in agriculture.
✓ Not interested, just placed in the class.
Ethnic Origin: (check only one)
✓ White
- Hispanic
- Black (not Hispanic)
- Filipino
- Asian or Pacific Islander
- American Indian/Native Alaskan
Career Goal: (if it is not related to agriculture, please place in ( ) an occupation in agriculture that you may enjoy doing): Fictional Writer (Ag Teacher)
After High School Graduation, I plan to:
A. Go to Work Full Time - circle one:
   No Further Education Some College Later
B. Go to College - circle one:
   Community College Four Year College
   Full Time Student Part Time Student
C. Go Into Military Service
Name: Victoria
Gender: (circle one) Male Female
Date: August 25, 2009 Year in Ag Program: (circle one) 1 2 3 4
Age: 14 Grade Level in School: (circle one) 9 10 11 12
Street Address: (print full name for each)
City: Kingsburg State: CA Zip: 93631
Phone Number: 559-9201
Parent/Guardian Names: Mr. Richard Mrs./Ms. Michele
Program of Instruction Being Pursued: (check only one)

- Plant & Soil Science (4010)
- Ornamental Horticulture (4050)
- Animal Science (4020)
- Forestry/Natural Resources (4060)
- Agricultural Mechanics (4030)
- Agriculture Core – Year One (4070)
- Ag Business Management (4040)
- Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

- I plan to have a career in agriculture.
- Not a career, just an interest in agriculture.
- Not interested, just placed in the class.

Ethnic Origin: (check only one)

- White
- Filipino
- Hispanic
- Asian or Pacific Islander
- Black (not Hispanic)
- American Indian/Native Alaskan

Career Goal: (If it is not related to agriculture, please place in ( ) an occupation in agriculture that you may enjoy doing): Floral Specialist

After High School Graduation, I plan to:

- A. Go to Work Full Time – circle one: No Further Education Some College Later
- B. Go to College – circle one: Community College Four Year College Full Time Student
- C. Go Into Military Service
KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT
STUDENT DATA SHEET

Name: Derek ___________________________ Gender: (circle one) Male Female

Date: Aug 5, 2009 Year in Ag Program: (circle one) 1 2 3 4

Age: 14 Grade Level in School: (circle one) 9 10 11 12

Street Address: ______________________ Phone Number: 559-****-0936

City: Kingsburg State: CA Zip: 93631

Parent/Guardian Names: (print full name for each)

Mr. Juan _____________________________ Mrs./Ms. Tracy _____________________________

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010) _____ Ornamental Horticulture (4050)
_____ Animal Science (4020) _____ Forestry/Natural Resources (4060)
_____ Agricultural Mechanics (4030) _____ Agriculture Core – Year One (4070)
_____ Ag Business Management (4040) _____ Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

_____ I plan to have a career in agriculture.
_____ Not a career, just an interest in agriculture.
_____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

_____ White _____ Filipino
_____ Hispanic _____ Asian or Pacific Islander
_____ Black (not Hispanic) _____ American Indian/Native Alaskan

Career Goal: (If it is not related to agriculture, please place in ( ) an occupation in agriculture that you may enjoy doing): Correctional Officer (Cattle Rancher)

After High School Graduation, I plan to:

_____ A. Go to Work Full Time – circle one: No Further Education Some College Later

_____ B. Go to College – circle one: Community College Four Year College

_____ C. Go Into Military Service

- circle one: Full Time Student Part Time Student
Name: Lauren
Date: Aug 24, 2009
Age: 14
Street Address: 411 State
City: Kingsburg
Parent/Guardian Names: Mr. James
Mrs./Ms. Joanne
Program of Instruction Being Pursued: (check only one)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Ag Business Management (4040)
- Ornamental Horticulture (4050)
- Forestry/Natural Resources (4060)
- Agriculture Core - Year One (4070)
- Agriculture Core - Year Two (4080)

I Am Taking This Course Because: (check only one)

- I plan to have a career in agriculture.
- Not a career, just an interest in agriculture.
- Not interested, just placed in the class.

Ethnic Origin: (check only one)

- White
- Hispanic
- Black (not Hispanic)
- Filipino
- Asian or Pacific Islander
- American Indian/Native Alaskan

Career Goal: (If it is not related to agriculture, please place in () an occupation in agriculture that you may enjoy doing): Ag Teacher

After High School Graduation, I plan to:

A. Go to Work Full Time – circle one:
   - No Further Education
   - Some College Later

B. Go to College – circle one:
   - Community College
   - Four Year College
   - Circle one:
     - Full Time Student
     - Part Time Student

C. Go Into Military Service
Name: John  Gender: (circle one)  Male  Female  
Date: August 25, 2009  Year in Ag Program: (circle one)  1  2  3  4  
Age: 15  Grade Level in School: (circle one)  9  10  11  12  
Street Address:  
City: Kingsburg  State: CA  Zip: 93631  
Phone Number: 555-4415  
Parent/Guardian Names: (print full name for each)  
Mr.  Jaso  Mrs./Ms.  Camilla  
Program of Instruction Being Pursued: (check only one)  
_____ Plant & Soil Science (4010)  _____ Ornamental Horticulture (4050)  
_____ Animal Science (4020)  _____ Forestry/Natural Resources (4060)  
_____ Agricultural Mechanics (4030)  _____ Agriculture Core – Year One (4070)  
_____ Ag Business Management (4040)  _____ Agriculture Core – Year Two (4080)  
I Am Taking This Course Because: (check only one)  
_____ I plan to have a career in agriculture.  
_____ Not a career, just an interest in agriculture.  
_____ Not interested, just placed in the class.  
Ethnic Origin: (check only one)  
_____ White  _____ Filipino  
_____ Hispanic  _____ Asian or Pacific Islander  
_____ Black (not Hispanic)  _____ American Indian/Native Alaskan  
Career Goal: (if it is not related to agriculture, please place in ( ) an occupation in agriculture that you may enjoy doing): ? Firefighter ?  
After High School Graduation, I plan to:  
_____ A. Go to Work Full Time – circle one:  No Further Education  Some College Later  
_____ B. Go to College – circle one:  Community College  Four Year College  
_____  - circle one:  Full Time Student  Part Time Student  
_____ C. Go Into Military Service
KINGSBURG HIGH SCHOOL AGRICULTURE DEPARTMENT
STUDENT DATA SHEET

Name: Savannah

Gender: (circle one) Male Female

Date: August 25, 2009 Year in Ag Program: (circle one) 1 2 3 4

Age: 14 Grade Level in School: (circle one) 9 10 11 12

Street Address: [Redacted] Phone Number: [Redacted]

City: Dinuba State: CA Zip: 93618

Parent/Guardian Names: (print full name for each)

Mr. Kenneth Mrs./Ms. Robin

Program of Instruction Being Pursued: (check only one)

_____ Plant & Soil Science (4010) _____ Ornamental Horticulture (4050)

_____ Animal Science (4020) _____ Forestry/Natural Resources (4060)

_____ Agricultural Mechanics (4030) _____ Agriculture Core - Year One (4070)

 _____ Ag Business Management (4040) _____ Agriculture Core - Year Two (4080)

I Am Taking This Course Because: (check only one)

_____ I plan to have a career in agriculture.

_____ Not a career, just an interest in agriculture.

_____ Not interested, just placed in the class.

Ethnic Origin: (check only one)

_____ White _____ Filipino

_____ Hispanic _____ Asian or Pacific Islander

_____ Black (not Hispanic) _____ American Indian/Native Alaskan

Career Goal: (If it is not related to agriculture, please place in () an occupation in agriculture that you may enjoy doing): (Nurse)

After High School Graduation, I plan to:

_____ A. Go to Work Full Time – circle one: No Further Education Some College Later

_____ B. Go to College – circle one: Community College [Four Year College]

_____ - circle one: Full Time Student [Part Time Student]

_____ C. Go Into Military Service
Name: Kyle  Gender: (circle one)  Male  Female
Date:  
Year in Ag Program: (circle one)  1  2  3  4
Age:  15  Grade Level in School: (circle one)  9  10  11  12
Street Address:  
City: Kingsburg  State: CA  Zip: 93631
Phone Number: 7691
Parent/Guardian Names: (print full name for each)
Mr.  
Mrs./Ms.  
Program of Instruction Being Pursued: (check only one)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Ag Business Management (4040)
- Ornamental Horticulture (4050)
- Forestry/Natural Resources (4060)
- Agriculture Core – Year One (4070)
- Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

- I plan to have a career in agriculture.
- Not a career, just an interest in agriculture.
- Not interested, just placed in the class.

Ethnic Origin: (check only one)

- White
- Hispanic
- Black (not Hispanic)
- Filipino
- Asian or Pacific Islander
- American Indian/Native Alaskan

Career Goal: (if it is not related to agriculture, please place in ( ) an occupation in agriculture that you may enjoy doing): dairy men

After High School Graduation, I plan to:

A. Go to Work Full Time – circle one:  No Further Education  Some College Later
B. Go to College – circle one:  Community College  Four Year College
   - circle one:  Full Time Student  Part Time Student
C. Go Into Military Service
Name: Keenan
Date: 8/25/09
Age: 14
Street Address: [Redacted]
City: Kingsburg
Parent/Guardian Names: Mr. Darryl, Mrs./Ms. Rhonda

Program of Instruction Being Pursued: (check only one)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030) [Checked]
- Ag Business Management (4040)
- Ornamental Horticulture (4050)
- Forestry/Natural Resources (4060)
- Agriculture Core – Year One (4070)
- Agriculture Core – Year Two (4080)

I Am Taking This Course Because: (check only one)

- I plan to have a career in agriculture. [Checked]
- Not a career, just an interest in agriculture.
- Not interested, just placed in the class.

Ethnic Origin: (check only one)

- White [Checked]
- Hispanic
- Black (not Hispanic)
- Filipino
- Asian or Pacific Islander
- American Indian/Native Alaskan

Career Goal: (if it is not related to agriculture, please place in ( ) an occupation in agriculture that you may enjoy doing): Construction of Coast Guard

After High School Graduation, I plan to:

- A. Go to Work Full Time – circle one: No Further Education Some College Later
- B. Go to College – circle one: Community College Four Year College
- C. Go Into Military Service Full Time Student Part Time Student
b. Permanent Vo-Ag Student Record (a sample of your department’s type).
c. Course Outlines
Advanced Animal Science
Course Description

Agriculture Department                  Grade Level: 11-12

Prerequisites: Intro to Ag

Course Description:
The Advanced Animal Science class offers a more advanced general orientation in the many areas of animal science. It will provide information, activities and skills in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management. Emphasis is placed on large animals that are most important to human culture as we know today.

Additional emphasis will be placed on industry practices to include record keeping, public relations and communications.

Course Objectives

1) The student will be able to demonstrate knowledge of the correct and safe use of livestock facilities, restraint equipment and tools necessary for animal housing and care.

2) The students will be able to demonstrate knowledge of the principles involved in nutrition and feeds.

3) The students will be able to demonstrate knowledge of the structure function and maintenance of the major organs systems of the animal.

4) The student will demonstrate knowledge of the principals of livestock breeding and genetics and the importance of heritability in the breeding program.

5) The student will demonstrate the knowledge of specific health problems related to horses, cattle, sheep and swine and the identification, treatment and prevention of these problems.

6) The student will understand the basic principals of care, raising, breeding, selection and marketing of large animals.

Grading:

90-100.................... A
80-89.......................B
70-79.......................C
60-69.......................D
Below 60....................F
Section II: Outline of the Course and Content Standards

I. Orientation and Guidance
   a. Course Objectives
   b. Grading, Tests and Classroom Procedures
   c. Animals in Society

II. Safety-Personal

III. Livestock Facilities, Equipment and Restraints

IV. Animal Nutrition and Feeds
   a. Feed Identification and Nutrient Evaluation
   b. Feed Additives
   c. Developing Rations
   d. Nutritional Diseases
   e. Feeding Requirements

V. Animal Systems
   a. Digestive
   b. Respiratory
   c. Endocrine
   d. Reproductive

VI. Livestock Breeding
   a. Review- Sperm and egg production
   b. Selection and heritability
   c. Embryo transfer
   d. AI
   e. Estrous cycles/breeding
   f. Gestation and parturition

VII. Animal Parasites, Pests, and Diseases
    a. Infectious and non infectious diseases
    b. Causes of disease
    c. Disease fighting agents/procedures
    d. Health practices
    e. Common internal/external parasites

VIII. Large Animal Production
    a. Production practices
    b. Animal behavior
    c. Marketing livestock

IX. Livestock and Carcass Evaluation
    a. Selection and Judging
III. Instructional Methods/Strategies:

Advanced Animal Science is a course designed to use a multitude of instructional methods and strategies. The most commonly used teaching method is the use of directed instruction and student projects. All of the units have a lecture or teacher led discussion component built within them, these components are captured on PowerPoint presentations, which are available for the students to obtain and study through individualized study. Hands on learning will also be provided where applicable and practical.

IV. Performance Evaluation/ Assessment Methods:

Students will be assessed on participation and the content that has been learned. Evaluation methods can be quizzes, tests, research papers, and individual or group projects.

VI: Career Connections:

Advanced Animal Science Students are learning principles and practices involved in the following career paths:

Veterinarian
Veterinarian Assistant
Veterinarian Technician
Animal Breeder
Farm Worker
Animal Nutritionist
Agricultural Mechanics I:
Introduction To Agricultural Mechanics
Course Description

Agriculture Department

Grade Level: 9-12

Prerequisites: None

Section I: Course Description for Agricultural Mechanics I: Introduction To Agricultural Mechanics

Introductory units will be taught in Safety, Tool Identification, Measuring, Concrete, Electrification, Plumbing, Cold Metalworking, Wood Working, Arc Welding and Fabrication. Approximately one quarter of the remainder of the time will be spent in the shop with students in a hands-on application of project fabrication. This course follows the California Department of Education Curriculum for the Agricultural Mechanics Cluster.

Significance of this Course

This course will prepare students in basic mechanical fundamentals, which will provide them with a basis they can build on in more advance classes or use at home in a future career.

Broad Objectives of the Course

1) To develop in Vo-Ag students an understanding and appreciation of the importance of mechanical skills in agriculture and related careers.

2) To develop in students, the physical abilities which may be required to perform mechanical operations.

3) To assist students in preparing a personal plan of career selection in a specified mechanized agriculture field.

4) To provide students with an understanding in the safe and proper use of shop equipment.

***This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards***
Section II: Outline of the Course

I. Shop Orientation
II. Shop Safety
III. Tool ID
IV. Measurement
V. FFA
VI. Electrical
VII. Concrete
VIII. Plumbing
IX. Cold Metal
X. Woodworking
XI. Arc Welding and Oxy-Fuel Cutting

***This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards***

III. Instructional Methods/Strategies:

Agricultural Mechanics I is a course designed to use a multitude of instructional methods and strategies. The most commonly used teaching method is the use of hands-on application of course content. Through the construction of projects in each unit, students demonstrate their grasp of key concepts. All of the units have a lecture or teacher led discussion component built within them, these components are captured on PowerPoint presentations, which are available for the students to obtain and study through individualized study. Problem solving techniques are also a must for this course, because of the extensive use of math that is required for each project. Students are encouraged to design, and construct their individualized project after all required projects are completed.

IV. Performance Evaluation/ Assessment Methods:

Students are evaluated by two methods- academic and technical. Academically, students must be able to complete assignments within designated timeframes. Students are required to take tests over the units and quizzes that cover individual lessons within the units. Students complete technical projects designed by the instructor to test their skill for each topic. These projects are just important as the tests that cover them, because they demonstrate the student’s
grasp of the subject matter. Together these forms of assessment demonstrate the student's grasp of the course content.

V. Technology

Agricultural Mechanics I requires that students use a multitude of technology. The following is a list of equipment and technologies students are exposed to:

1) Surveying Equipment
2) Electric Arc Welders
3) Plasma Arc Cutters
4) Inverter Arc Welding Technology
5) Carbon Arc Cutting
6) Oxygen-Acetylene Equipment
7) Inner Shield Welders
8) MIG Welders
9) Tig Welders
10) Hydraulic Shears and Punches
11) Computers
12) Internet
13) Microsoft Office
14) Table Saw
15) Radial Arm saw
16) Belt Sanders
17) Ohm’s Testers
18) Concrete mixing equipment
19)

VI: Career Connections:

Through Agricultural Mechanics, students are learning principles and practices involved in the following career paths:

1) Electrician
2) Carpenter
3) Welder
4) Machinist
5) Plumber
6) Safety Coordinator
7) Diesel Engine Technician

Students are also encouraged to pursue a course of study in one of the following majors at post secondary institutions:

1) Agricultural Engineering
2) Mechanical Engineering
3) Electrical Engineering
4) Architecture/ Drafting
5) Industrial Manufacturing Engineering
6) Agriculture Systems Management
7) Agricultural Business Management
Agricultural Mechanics II: Agricultural Welding Skills

Section I: Course Description for Agricultural Mechanics II: Agriculture Welding Skills

Prerequisite: Completion of Agricultural Mechanics I, with a grade of “C” or better or with permission from the instructor.

This is a one-year course devoted to the development of welding skills and techniques used in the industry. Topics used for class activities are: all phase of Oxy-Acetylene Welding and Cutting, Electric Arc Welding, Plasma Arc Cutting, and an introduction to MIG (Metal Inert Gas) Welding and Tig (Tungsten Inert Gas) Welding. Construction of metal projects is permissible and encouraged, but only after completion of required assignments. It is recommended that all students purchase a pair of coveralls.

Section II: Significance of this Course

In the field of agriculture, there are many requirements for the application of welding skills and techniques. This course is designed as a first step toward developing the necessary knowledge and skills to be successful where these skills and techniques will be utilized.

Section III: Broad Objectives of the Course

1) A strict time limitation cannot be placed on learning welding skills, and because it takes good eyesight, coordination and good judgment, each student will be allowed to progress at their own speed.

2) The student will demonstrate their knowledge of shop safety, as related to welding, as determined by the instructors testing and observation.

3) The student will demonstrate acceptable work habits, shop conduct, proper tool use and return, and proper clean up procedures by observation of the instructor.

4) By the end of the school year, the student will demonstrate his knowledge of all of the methods of welding with different types of equipment and different applications as observed by the instructor.

5) After all test welds have been completed, the student may begin an individual project, which will be evaluated by the instructor.

6) Students who complete all test welds, and who do not wish to construct an individual project, may practice and develop any particular welding skill they choose. Evaluation will be on an individual basis by the instructor.
Section IV: Required Text


2) *Agricultural Mechanics: Fundamentals & Applications;* 4th Edition; Ray Herren and Elmer Cooper

Section V: Scope, Sequence and Outline of the Course

Unit I: Orientation
   a. Review Course Outline
   b. Discuss Welding Shop Safety Procedures
      1. Demonstration Oxy-Acetylene Equipment
      2. Demonstration Electric Arc Equipment
   c. Discuss Shop Clean Up Procedures

Unit II: Oxy-Acetylene Cutting
   a. Oxy-Acetylene Cutting Equipment
   b. Oxy-Acetylene Cutting Procedures and Skills

Unit III: Electric Arc Welding
   a. Machines and Accessories
   b. Selecting Different Electrodes
   c. Striking an Arc.
   d. Welding in the Flat Position
      1. Running short and continuous beads
      2. Square butt weld
      3. Lap weld
      4. Filet weld (single and triple pass)
      5. Outside corner weld
      6. Multi-pass weld
   e. Welding in the Horizontal Position
      1. Running a short bead
      2. Making a square butt weld
   f. Welding in the Vertical Position
      1. Running a straight bead
      2. Running a weave bead
      3. V-butt weld
      4. Single pass filet
      5. Weave pass filet
   g. Welding in the Overhead Position
      1. Straight bead
      2. V-butt weld
      3. Lap weld
      4. Filet weld
5. Multi-pass filet weld

Unit V: Gas Shielded- Arc Welding
   a. Gas Tungsten Arc Welding (GTAW)- TIG Welding
   b. Gas Metal Arc- MIG Welding

Unit VI: Special Related Welding Processes
   a. Arc-Air Carbon Arc Cutting
   b. Plasma Arc Cutting
   c. Pipe Welding Fundamentals

Unit VIII: FFA, SOE & Careers
   a. FFA
      1. Leadership opportunities
      2. Competitions
      3. Record Keeping
   b. SOE (Supervised Occupational Experience)
      1. Projects
         a. Ownership
         b. Non-ownership
      2. Proficiencies
      3. Record Keeping
   c. Careers
      1. Career Opportunities in Agriculture Welding
      2. Resume

Unit IX: Project Design and Fabrication- 4th quarter projects
   a. Reading Plans
   b. Figuring a Bill of Materials
   c. Project Budgeting
   d. Ordering Materials
   e. Construction

***This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards***
Agricultural Mechanics III:
Agricultural Welding Construction

Section I: Course Description for Agricultural Mechanics III: Agriculture Welding Construction

Prerequisite: Completion of Agricultural Mechanics II, with a grade of “C” or better or with permission from the instructor

This is a one-year course devoted to the development of welding skills and techniques used in the industry. Topics used for class activities are: all phase of Oxy-Acetylene Welding and Cutting, Electric Arc Welding, Plasma Arc Cutting, and an introduction to MIG (Metal Inert Gas) Welding and Tig (Tungsten Inert Gas) Welding. Construction of metal projects is permissible and encouraged, but only after completion of required assignments. It is recommended that all students purchase a pair of coveralls.

Section II: Significance of this Course

In the field of agriculture, there are many requirements for the application of welding skills and techniques. This course is designed as a first step toward developing the necessary knowledge and skills to be successful where these skills and techniques will be utilized.

Section III: Broad Objectives of the Course

1) A strict time limitation cannot be placed on learning welding skills, and because it takes good eyesight, coordination and good judgment, each student will be allowed to progress at their own speed.

2) The student will demonstrate their knowledge of shop safety, as related to welding, as determined by the instructors testing and observation.

3) The student will demonstrate acceptable work habits, shop conduct, proper tool use and return, and proper clean up procedures by observation of the instructor.

4) By the end of the school year, the student will demonstrate his knowledge of all of the methods of welding with different types of equipment and different applications as observed by the instructor.

5) After all test welds have been completed, the student may begin an individual project, which will be evaluated by the instructor.

6) Students who complete all test welds, and who do not wish to construct an individual project, may practice and develop any particular welding skill they choose. Evaluation will be on an individual basis by the instructor.
Section V: Scope, Sequence and Outline of the Course

Unit I: Orientation
   a. Review Course Outline
   b. Discuss Welding Shop Safety Procedures
      1. Demonstration Oxy-Acetylene Equipment
      2. Demonstration Electric Arc Equipment
   c. Discuss Shop Clean Up Procedures

Unit II: Oxy-Acetylene Cutting
   a. Oxy-Acetylene Cutting Equipment
   b. Oxy-Acetylene Cutting Procedures and Skills

Unit III: Electric Arc Welding
   a. Machines and Accessories
   b. Selecting Different Electrodes
   c. Striking an Arc.
   d. Welding in the Flat Position
      1. Running short and continuous beads
      2. Square butt weld
      3. Lap weld
      4. Filet weld (single and triple pass)
      5. Outside corner weld
      6. Multi-pass weld
   e. Welding in the Horizontal Position
      1. Running a short bead
      2. Making a square butt weld
   f. Welding in the Vertical Position
      1. Running a straight bead
      2. Running a weave bead
      3. V-butt weld
      4. Single pass filet
      5. Weave pass filet
   g. Welding in the Overhead Position
      1. Straight bead
      2. V-butt weld
      3. Lap weld
      4. Filet weld
5. Multi-pass fillet weld

Unit V: Gas Shielded- Arc Welding
   a. Gas Tungsten Arc Welding (GTAW)- TIG Welding
   b. Gas Metal Arc- MIG Welding

Unit VI: Special Related Welding Processes
   a. Arc-Air Carbon Arc Cutting
   b. Plasma Arc Cutting
   c. Pipe Welding Fundamentals

Unit VIII: FFA, SOE & Careers
   a. FFA
      1. Leadership opportunities
      2. Competitions
      3. Record Keeping
   b. SOE (Supervised Occupational Experience)
      1. Projects
         a. Ownership
         b. Non-ownership
      2. Proficiencies
      3. Record Keeping
   c. Careers
      1. Career Opportunities in Agriculture Welding
      2. Resume

Unit IX: Project Design and Fabrication- 4th quarter projects
   a. Reading Plans
   b. Figuring a Bill of Materials
   c. Project Budgeting
   d. Ordering Materials
   e. Construction

***This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards***
Section I: Course Description for Agricultural Mechanics IV: Agriculture Welding Fabrication and Career Preparation

Prerequisite: Completion of Agricultural Mechanics IV, with a grade of “C” or better or with permission from the instructor

Agricultural Mechanics IV: Agricultural Welding Fabrication and Career Preparation is offered to students who have developed a strong understanding in welding technology as a basis for developing advanced skills. This course integrates mathematics and scientific principles to applied processes in the specialized field of metal fabrication. This course operates within an extensive laboratory to provide practical application and advanced instruction in foundry principles in the following welding processes: a) OFW b) OFC c) SMAW d) GMAW

The development of leadership and employable skills are emphasized throughout the course. The advanced program follows the Model Curriculum Standards and Program Frameworks for Agriculture Specialization in Agriculture Mechanics and Metal Fabrication as outlined by the California Department of Education. This course prepares students to pursue a career in Welding or a course of study in the field of Agriculture in post secondary education.

Section II: Significance of this Course

In the field of agriculture, there are many requirements for the application of welding skills and techniques. This course is designed as the final step toward developing the necessary knowledge and skills to be successful where these skills and techniques will be utilized.

Section III: Broad Objectives of the Course

1) To strengthen students skills in all welding applications
2) To provide students skills in welding construction
3) To provide students with the knowledge of proper safety practices in a shop environment.
4) Familiarize students with the career opportunities in the welding/fabrication industry
5) Familiarize students with career opportunities available in post secondary institutions.
6) To provide opportunities for leadership development
7) To strengthen a student’s academic skills through classroom instruction and relevant “hands-on” practical training experiences.
Section IV: Required Text

1) **Welding: Principles and Applications; 4th Edition; Larry Jeffus**

2) **Agricultural Mechanics: Fundamentals & Applications; 4th Edition; Ray Herren and Elmer Cooper**

Section V: Scope, Sequence and Outline of the Course

Unit I: Orientation
   a. Review Course Outline
   b. Discuss Welding Shop Safety Procedures
      1. Demonstration Oxy- Acetylene Equipment
      2. Demonstration Electric Arc Equipment
   c. Discuss Shop Clean Up Procedures

Unit II: Shop Safety
   a. Terminology
   b. Safe use of equipment
   c. Student practice and demonstration

Unit II: Colleges and Careers
   a. Careers
      1. Resume
      2. Application
      3. Letter of Recommendation
      4. Interviewing
      5. Employer/Employee skills
   b. Colleges
      1. Majors available at UC and CSU
      2. Applications
      3. Scholarships
      4. Grants

Unit III: Gas Metal Arc- MIG Welding Review
   a. Equipment and techniques for types of metals
   b. Positions
   c. Joints
   d. Wire Types for particular applications
Unit IV: Measurements
   a. Terminology
   b. Reading a ruler
   c. Area, perimeter, and circumference calculations
   d. Understanding fractions

Unit VI: Computer Technology Application
   a. CAD Applications
   b. Welding Digital Readouts
   c. Welding Formulations

Unit V: Welding Metallurgy and Scientific Applications
   a. Temperature
      1. Phase change to metals
      2. Crystallization
      3. Cooling Rate effects
   b. Metal Structure
      1. Effects of Carbon on metal
   c. Heat treatment

Unit VII: Special Related Welding Processes
   a. Arc-Air Carbon Arc Cutting
   b. Plasma Arc Cutting
   c. Pipe Welding Fundamentals
   d. Oxygen-Acetylene Frame Cutting
   e. Hard Facing
   f. Frame Squaring

Unit VIII: Individual Small Project Construction
   a. Drawing and Sketching Selected Project
   b. Steel Making and Standard Shapes
   c. Steel Weight and Cost Calculations
   d. Individual Instruction as related to the Selected Project

Unit IX: FFA, & SOE
   a. FFA
      1. Leadership opportunities
      2. Competitions
      3. Record Keeping
   b. SOE (Supervised Occupational Experience)
      1. Projects
         a. Ownership
         b. Non-ownership
      2. Proficiencies
      3. Record Keeping
Unit X: Project Design and Fabrication- 4th quarter projects

a. Reading Plans
b. Figuring a Bill of Materials
c. Project Budgeting
d. Ordering Materials
e. Construction

***This course follows California state agriculture Foundation and Ag Mechanics Pathway Standards***
Grading Policy, Expectations and Shop Rules

A. Conduct
   1) Students will be in their seats and ready to work when the bell rings to start class.
   2) All food and drink is prohibited in the shop.
   3) The use of TOBACCO in the shop will not be tolerated.
   4) Hats and caps will be removed while in the classroom. However, caps are allowed to be worn during shop activities.
   5) Students will refrain from the use of foul language.
   6) Students are not excused unless the teacher excuses them. THE TEACHER EXCUSES THE STUDENTS, NOT THE BELL!!!!!!!

B. Policies
   1) Students are responsible to come to class prepared to work in the right mental attitude.
   2) Students are required to bring a writing utensil (pen or pencil), paper to take notes, and a notebook.
   3) Students should take notes on important information presented, and keep all notes, quizzes, handouts, assignments and tests to study for future exams.
   4) Each student will be given a locker in the Ag. Mech. Shop. It is your responsibility to make sure that it is locked and do not store valuables in it!
   5) Clean up will start approximately 10 minutes before the end of the period. Students will not leave until the instructor approves the clean up.

C. TOP 10 SAFETY RULES

   1) THE SAFE WAY = THE RIGHT WAY! The instructor requires you to follow all safety instructions and procedures at all times or shop privileges will be denied.
   2) Know the location of all safety equipment in the shop and keep exits clear at all times.
   3) Always use equipment with guards in place and safety shut outs functioning.
   4) Report all unsafe conditions of the facilities, equipment, and tools to the instructors as soon as possible.
5) If you are not absolutely certain of the correct procedure involved in any operation, ask for help.
6) Report ALL injuries to the instructor immediately, no matter how small.
7) No horseplay, running, wrestling, etc. will be allowed in the shop.
8) Clean up procedure is important to maintain a good shop environment:
   i. Work areas swept
   ii. Tools cleaned and put away
   iii. Equipment straightened up
9) Personal Protective Equipment (PPE)
   i. Clothing- comfortable (not ragged) work clothes are suggested; if possible bring a pair of coveralls or overalls, or a shop or lab coat to protect your clothes. Non-synthetics are best.
   ii. Shoes- leather shoes or boots, or solid tennis shoes—no open toed shoes.
   iii. Hair- Long hair must be tied back
   iv. Eyes- Approved safety glasses must be worn at all times while in the shop. Students wearing prescription glasses must wear face shields or safety goggles while operating power equipment or striking tools. Contact lenses should be avoided. Students will be issued their first pair of safety glasses and should be kept in their locker. If the student fails to bring his/her safety glasses, they will not be allowed to work in the shop. If the student loses their safety glasses, they will be required to purchase a replacement pair.
   v. PROHIBITED: SANDALS, OPEN-TOED SHOES, DRESSES, SKIRTS, SHORTS, PANTS WITH CUFFS, TIES, RINGS, WATCHES, BRACELETS, OTHER JEWELRY, ETC.
10) Finally, remember this is our shop, tools and equipment are provided to facilitate your learning and complete your education—so let’s take care of what we have to work with and be proud of the shop facilities we have at KINGSBURG!

D. Attendance

Daily attendance is very important to succeed in shop class. Shop work is very difficult to make up since so much of it is practical experience, and notes cannot substitute for the student discussion and participation, which took place during class. Remember, it is your responsibility to remind the teacher of any make up work. The following is the procedure to follow for make up work:

1) Ask the instructor what assignment(s) or test(s) was (were) missed BEFORE or AFTER school or class.
2) If a test was missed, then it is up to the student to make up the test during the week they return.
3) Any assignment missed must be made up within 5 days after the student returns.
4) To make up shop work, the student must ask the instructor if he/she may come into class before or after school to work on their projects.
5) If assignments, tests, quizzes or projects are not made up by the given due date, the resulting grade will be a zero.

E. Tardies
A tardy is counted every time a student is not in his/her seat PRIOR to the bell. The school policy for tardies will be followed.

F. Discipline
All disciplinary actions will follow the current school policy if rules or policies are broken. However, if it is determined that the student is a safety risk, determined by their actions or behavior, that student will be removed from the class to protect the safety of themselves, fellow students and the instructor. If violations continue, the appropriate site administrator will be contacted for further action. If the student violates a local Ag Department rule, the student will receive a departmental after school work detention for one hour. If a student cannot stay after school, then they can make up the time before school or during lunch time to fill the requirement.

G. Grading

1) Assignments, Tests, Quizzes.................................................................40%
2) Project Scores (Individual Project Construction)...............................20%
3) FFA Activities (4 per semester)...........................................................15%
4) SAE (Supervised Agriculture Experience-Record Books)......................15%
5) Participation.........................................................................................10%

- Projects: Before moving on to the project construction stage (4th Quarter Project Only), a student must complete all required projects (welds) unless authorized by the instructor. All individual construction projects must be first approved by the instructor and any other parties involved, along with a completed shop contract and deposit for materials. Every student must complete all assigned projects with an individual project to pass the course with a C or better. All projects constructed in the shop are automatically entered in the local county fair for exhibit. No project will be removed from the shop without the authorization of the shop instructor. All projects which are removed from the shop will be assessed a 15% consumable materials fee (4th Quarter Project Only). All projects must be completed by the end of the school year.

- Materials Fee- Each student will be charged a $30.00 materials fee. This fee includes the student’s safety glasses and cost of all materials for projects that the student will be taking home except for their 4th quarter project.
• Safety Glasses - It is the student’s responsibility to care for their safety glasses. If the student loses their pair of safety glasses they will be responsible for replacing their safety glasses. Once safety glasses are issued they are the student’s to keep. Only ANSI z-87 safety glasses are acceptable in the shop.

• Supervised Agricultural Experience (SAE) and FFA - Each student is required to have an SAE project or a plan for one. In addition, they must also participate in at least 2 FFA activities per quarter or 4 activities in a semester. This will fulfill the FFA and SAE portion of the student’s grade.
Class Agreement

Please read through the shop rules and policies and return the agreement within two days. If you have any concerns or questions, please do not hesitate to ask me.

Student Agreement

I, ____________________________________________, have read and understand Mr. Donovan’s Grading Policy and Class Expectations handout. I understand the requirement of the class and the expectations of me, and I agree to fulfill these. I have been given a copy of the Grading Policy, Expectations, and Shop Rules, which I will keep in my notebook. If I have any further questions, I will ask Mr. Donovan for further explanation.

Student Signature__________________________________________

Parent Agreement

I have read Mr. Donovan’s Grading Policy, Expectations and Shop Rules and understand that my child must keep an Agricultural Mechanics section in his/her binder, containing all of the work he or she does for the class. I understand that my student will be responsible for abiding by school rules and class guidelines. If I have further questions or would like to discuss my student’s work, I will call Mr. Donovan at the high school during school hours.

Parent(s) or Guardian Signature(s) ________________________________

______________________________________________________________

Date ______________________________

Phone number where I can be reached ______________________________

Comments on any of the requirements listed in this handout:
d. Daily Grade Sheets from each class taught.
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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero).  ** Assignments are not counted until graded.
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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero).  ** Assignments are not counted until graded.
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| 5758     |     | 12 | 30 | 44 | 47 | 45 | 45 | 40 | 77 | 42 | 40 | 40 | 46 | 46 | 96 | 28 | 50 |
| 5890     |     | 11 | 30 | 43 | 46 | 42 | 44 | 41 | 75 | 46 | 40 | 40 | 42 | 93 | 26 | 45 |    |
| 6087     |     | 11 | 30 | 49 | 50 | 50 | 48 | 45 | 50 | 50 | 48 | 50 | 96 | *NA| 50 | 48 |    |
| 6216     |     | 11 | 30 | 45 | 48 | 44 | 43 | 42 | 75 | 47 | 44 | 42 | 45 | 98 | 26 | 50 |    |
| 6656     |     | 12 | 30 | 47 | 50 | 46 | 50 | 44 | 78 | 48 | 46 | 48 | 49 | 97 | 20 | 50 |    |

**Grading Completed:**

- All assignments completed.

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.
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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.
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**Grading Completed:** ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 23 Assmnts

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.
### Gradebook Summary

**3 - ROPAgMechWeld - Spring**

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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.
### Gradebook Summary 4 - Ag Mech 1 - Spring

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* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.*
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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

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* Indicates Max Values of 0 (zero).  ** Assignments are not counted until graded.
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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

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### Gradebook Summary 6 - Ag Mech 1 - Spring

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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero).  ** Assignments are not counted until graded.
e. SOE Supervision forms used on project visits (10)
1. General Condition of the Project: pig looks great wt. 157

2. Recommendations Made: separate from Jaime's pig it needs to eat more

3. Other Items: Showmanship practice Monday @ 5 @ school Farm


Record book up to date? □ Yes □ No

Student's Signature: Halic Date: 9/3/09

Instructor's Signature: Date: 9/3/09
KINGSBURG HIGH SCHOOL
Agricultural Education Department

Year in School: 2009 Type of Visit: Weight Visit Date: 9/18/09
Name of Student: Tanner
Project(s): Market Hog

1. General Condition of the Project: Pig in good condition, has slight rough
keep eye if rough does not get better we will need to
treat

2. Recommendations Made: Cut back on feed slightly, install ice-it
value so pig has access to water @ all time

3. Other Items: Showmanship Monday Night 5-6 pm


Record book up to date? ☐ Yes ☐ No

Student’s Signature: Turner Date: 9-18-

Instructor’s Signature: Wells Date: 9/18/09

White - Teacher • Yellow - Student • Pink - Department File
Year in School: 2009  
Type of Visit: Contract Photos  
Date: 7-16-09  

Name of Student: Cameron  
Project(s): Market Ag  

1. General Condition of the Project:  
   Pen needs to be kept clean, reviewed 
   time clock, keep up the good work on your attendance  

2. Recommendations Made:  
   Clean under rubber mats, remember to keep 
   feeder clean  

3. Other Items:  
   Showmanship starts 7/27 Farm Work Day 8/8  

Market Animal Information:  
WT: ____ ADG: ____ Days to Fair: ____ PFW: ____  

Record book up to date?  
☐ Yes  ☐ No  

Student's Signature:  
Date: 7-16-09  

Instructor's Signature:  
Date: 7/16/09
rear in School: 2009  
Type of Visit: Health  
Date: 8/15/09

Name of Student: Janet

Project(s): Market Hog

1. General Condition of the Project: Pig is breathing hard, has slight limp, appears to be stressed out (PS5)

2. Recommendations Made: Spray pig w/cold water, hand feed w/jelly for energy. Isolate pig and keep in pen for few days

3. Other Items: 2cc Banamine per vet request

Market Animal Information: WT: ADG: Days to Fair: PFW:

Record book up to date? ☐ Yes ☐ No

Instructor's Signature: [Signature]  
Date: 8/15/09

Instructor's Signature: [Signature]  
Date: 8/15/09
Year in School: 2009 Type of Visit: emergency Date: 8/7/09

Name of Student: Brianna

Project(s): Market Hog

1. General Condition of the Project: Pig dead, student had not seen pig. A school farm in 2 days, no one checked that pen per time clock.

2. Recommendations Made: Pig taken to U.C. Research Station in Tulare to find cause of death. Student is placed an first step for not checking project and will pay costs of testing.

3. Other Items: If student is getting another animal it needs to be contracted ASAP.


Record book up to date? □ Yes □ No

Student’s Signature: Brianna Date: 

Instructor’s Signature: Date: 8/7/09
1. General Condition of the Project: Pig in much better condition.

2. Recommendations Made: Keep pig in isolation, if pig shows sign of stress call Donovan or put back in pen.

3. Other Items:

Market Animal Information: WT: __________ ADG: __________ Days to Fair: __________ PFW: __________

Record book up to date? □ Yes □ No

Student's Signature: __________________________ Date: 8/20/09

Instructor's Signature: ________________________ Date: 8/20/09
1. General Condition of the Project: Pig has mild San. burn

2. Recommendations Made: Place shade over pen to keep white hog from burning, separate from smoker hog, feed holding ration odd oats to feed, fill pig up with beet pulp

3. Other Items:

Market Animal Information: WT: _______ ADG: _______ Days to Fair: _______ PFW: _______

Record book up to date? ☐ Yes ☐ No

Instructor's Signature: _______ Date: 9/3/09

Instructor’s Signature: _______ Date: 9/3/09
1. General Condition of the Project: Boss says Ryan is doing outstanding work.

2. Recommendations Made:

3. Other Items: Took Pictures for proficiency Application.

Record books up to date will get state degree.


Record book up to date? ☑ Yes ☐ No

Student's Signature: __________________________ Date: 1-7-10

Instructor's Signature: _________________________ Date: 1-7-10
Year in School: 2009  Type of Visit: Contact Pic  Date: 7-16-09
Name of Student: Chad
Project(s): Market Hog

1. General Condition of the Project: Pig looks great, good weight

2. Recommendations Made: Use sunscreen on white bell to prevent sun burn, wash weekly to remove mud

3. Other Items: Contact pic taken

Market Animal Information: WT: ADG: Days to Fair: PFW:

Record book up to date? □ Yes □ No

Student’s Signature: Chad  Date: 7/6/09

Instructor’s Signature:  Date: 7/6/09
Year in School: 2009
Type of Visit: Discipline
Date: 8-8-09

Name of Student: [Redacted]
Project(s): Market Hog

1. General Condition of the Project: Pens are a mess, clean pen, clear under rubber mat, clean melting feed out of feeder, wash pig.

2. Recommendations Made: See pig daily no exceptions

3. Other Items: If you miss more than 10 days between now and Oct 1, you will not be allowed to show.

Market Animal Information: WT: _______ ADG: _______ Days to Fair: _______ PFW: _______

Record book up to date? □ Yes □ No

Student’s Signature: [Redacted] Date: 8-8-09

Instructor’s Signature: [Redacted] Date: 8-8-09
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h. Board approved department SOEP policy, procedures and operations statement.
Grading Policy for SAE

Every first year student will be taught about Supervised Agriculture Experience (SAE) programs and record keeping in his/her introductory agriculture class. As part of their class grade, he/she will develop an individualized plan for a future SAE project.

All returning students (second, third, and fourth year) will be required to have a quality SAE program approved by their agriculture instructor and documented in their CA Agriculture Education Record Book. This will account for 15% of the students' overall semester grade in every agriculture class taught at Kingsburg High School.
i. Program of Work
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CHAPTER OFFICERS' MESSAGE

Dear Members and Parents,

We are looking forward to having a successful year throughout all aspects of our program! Our officer team has set many goals that will aid in the integration of younger students as a key component of our chapters' success. This success is dependent on the promotion of our activities and the goals we have set this year reflect that idea. To achieve these goals we will be creating a chapter website for student, parent, and staff reference. We will be implementing quarterly video updates to increase member interest and awareness with peer promotion of activities. We will be increasing our contact with both the local media and the National FFA New Horizons Magazine. To build leaders for the future, we will focus on increasing attendance to leadership conferences. Our officer team feels that creating comfortable relationships between older and younger students is important for the future success of our chapter. Therefore, this year we will work on building those relationships through new activities.

We hope these goals create cherished memories and leave a lasting impression on our chapter. Our officer team has high expectations for this year and we fully expect to continue the legacy of Kingsburg FFA!

Sincerely,

2009-2010 Kingsburg FFA Officer Team

Madalyn McCracken  Nicole Billington  Josh Fridlund
President  Vice President  Secretary

Megan Stone  Jennifer Woods  Alecia Moody
Treasurer  Reporter  Sentinel

Lacy Knight
Chaplain
ADVISORS' MESSAGE

Welcome to the Kingsburg High School Agriculture Department!

Our chapter officers have planned an exciting year for our students and we couldn't be more proud. One of their new ideas is our chapter website that was developed through their hard work. (www.kingsburgffa.org) On the site, students will be able to access chapter history, information about officers, competition results as well as forms and applications for different activities or events. Our chapter officers are working hard to reach every one of our students, and leave a lasting effect on our chapter.

As we continue to increase our number of students, we strive to make improvements to our facilities. We have recently added a classroom at the school farm. This classroom will be used for activities during the Ornamental Horticulture and Advanced Animal Science classes, as well as a cool area to rest during farm workdays or showmanship practices.

This is going to be a fast-paced and memorable year for students involved in Kingsburg FFA! It is our sincere hope that you will join us at chapter meetings and participate in the many opportunities available through the agriculture program. Jump aboard on this fantastic journey as Kingsburg FFA continues to providing our students with opportunities that will allow all them to succeed, long after they leave our classrooms.

Sincerely,

Brian Donovan  
Ag Instructor/FFA Advisor

Jill Sperling  
Ag Instructor/Department Chair
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6:00 pm — Goats/Dairy, Hogs/Beef 7:00 pm — Sheep |     |     |     |
<p>| 30  | 31  |     |     |     |     |     |
|     | Hog Showmanship 5-7 pm Ag Boosters Mtg |     |     |     |     |     |</p>
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- Chapter Officer Leadership Conference (Reedley College) 4 pm – 5 pm
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<td>6 Haul Dairy Heifers &amp; Goats to Fair</td>
<td>7 Heifer Show Goat Show &amp; Showmanship</td>
<td>8 Heifer Showmanship</td>
<td>9 First Quarter Ends!</td>
<td>10 Livestock Auction — Phase 1</td>
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<td>12 Haul Swine, Sheep &amp; Beef to Fair</td>
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<td>Haul Home from Fair</td>
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<td>26 Start Deep Pit Beef Fundraiser</td>
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<td>National FFA Convention Trip — Indianapolis, IN</td>
<td>28 FFA Meeting 6:00 pm Little Theatre</td>
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<td>Start See's Candy Fundraiser</td>
<td>Greenhand FFA Conference — Clovis</td>
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<td>EFM Opening/Closing Contest (Reedley College)</td>
<td>NO SCHOOL (Veteran's Day)</td>
<td>Deep Pit Beef Orders Due!!</td>
<td>SJ Region FFA &amp; CATA Meetings (Lemoore 8:30 am)</td>
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<td>Adopt-a-Family Sign-up List Available</td>
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<td>Reedley &amp; Fowler Vine &amp; Tree Pruning Contests 8:30 am</td>
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<td>EFM &amp; WFM Record Book Scoring @ Laton 5 pm</td>
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<td>CATA Governing Board Meeting</td>
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<td>FFA Meeting 6:00 pm Little Theatre EFM Speech &amp; Job Int Materials Due</td>
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<td>Student Teacher Conclave</td>
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<td>EFM &amp; WFM Ticket Sales (WAE Gates) Regional Proficiency Scoring @ Exeter 9:00 am</td>
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<td>MFE &amp; ALA Conferences (Visalia Holiday Inn) SJ Regional Officer Interviews</td>
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<td>Officer Applications Available</td>
<td>FFA Meeting 6:00 pm Little Theatre</td>
<td>Officer Applications Due!!</td>
<td>Fresno Field Day State FFA Leadership Conference Starts</td>
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<td>Chapter Officer Interviews</td>
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<td>Leave for State FFA Judging Team Finals</td>
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<td>5 FFA Meeting 6:00 pm Little Theatre (Officer Elections)</td>
<td>6 EFM &amp; WFM CATA Planning Mtg @Kingsburg 5 pm EFM Sect. Officer Elections</td>
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<td>9 Mother's Day</td>
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<td>12 Mandatory Livestock Meetings (2010 Fresno Fair)</td>
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<td>17 EFM &amp; WFM American Degree Scoring</td>
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<td>19 Kingsburg FFA Awards Banquet 6:00 pm Rafer Gym</td>
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KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES

Rick Jackson ................................................................. President
Blake Carlson ............................................................... Clerk
Bill Swanson ............................................................... Member
Orlan Boyd ................................................................. Member
Brent Lunde ............................................................... Member

KINGSBURG JOINT UNION HIGH SCHOOL
ADMINISTRATION AND STAFF

Linda Clark ................................................................. Superintendent
Randy Morris ............................................................... Principal
Doug Davis ................................................................. Assistant Principal
Cindy Schreiner .......................................................... Assistant Principal
Marlene Pavlina ........................................................... Head Counselor
Heather Apgar ............................................................. Counselor
Jesse Tafoya ................................................................. Counselor
Vickie Hale ................................................................. Registrar
Debra Lockwood ......................................................... Library Media Specialist
Lupe Magri ................................................................. Attendance
Sharon Rodriguez ......................................................... Attendance
Isabel Loera ................................................................. Instructional Aide
Robin Lund ................................................................. Student Body Accounts
Lisa Crespin ............................................................... Payroll/Business Office
Barbara Matthews ....................................................... School Secretary
Karen Osborne .......................................................... Accounts Payable
Ted Pumarejo ............................................................. Director of Maintenance/Operations
Sharon Rodriguez ......................................................... Responsibility Center Aide
Vikki Rogers ............................................................... Superintendent’s Secretary
Andrea Salvador .......................................................... Business Manager
Sue Wegley ................................................................. Instructional Aide
Kingsburg High School
Agriculture Advisory Committee

The function of the Advisory Committee is to provide advice on the design, development, and operation of the Kingsburg High School Agriculture Department. Additionally, this committee provides support and evaluates the progress of the department. The Advisory Committee is comprised of representatives from the community, business industry, post-secondary educational institutions and parents.

Tim Morris --- Chairperson

Gale Bamford
Glen Billington
Jeff Bortolussi
David Clark
Nomie Kautz
Ron McClain
Fred Swanson
Frank Tebeau

Kingsburg High School
Agriculture Boosters

The Kingsburg Agriculture Boosters is a group of parents, Kingsburg FFA alumni and community members who wish to support the agriculture program. This group meets throughout the year to plan and carryout fundraising activities. The money raised by the Agriculture Boosters is used to support the students in the agriculture program throughout the year.

Danny Cates --- President
Marci Carter --- Vice-President
Glen Billington -- Secretary
Lee Henriksen --- Treasurer
Michelle Stone --- Publicist
CHAPTER GOALS

1. **Focus on younger members to build leadership for the future of our chapter.**
   - Establish a Greenhand FFA Officer team
   - Allow Greenhand members to purchase “senior slaves” in an auction at a chapter meeting activity early in the year
   - Promote leadership by taking a larger number of freshmen students to the annual Greenhand FFA Conference
   - Encourage more sophomores to participate in the Made for Excellence leadership conference
   - Increase the number of students who participate in the Sectional Best Informed Greenhand and Novice Opening/Closing contests.

2. **Continue to improve our methods of chapter promotion**
   - Establish a valuable chapter website to allow for easy access of information about our chapter and program as a whole
   - Start a new tradition of a quarterly video news broadcast, highlighting our activities
   - Send articles to the Kingsburg Recorder and the New Horizons Magazine that include events of the Kingsburg FFA Chapter
   - Create a slideshow to be played at the monthly chapter meetings that showcases the activities from the previous month
INTRODUCTION TO THE FFA

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

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

The FFA is a non-profit, non-political youth organization designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism.

National Headquarters for the FFA are located in the Agriculture Education Branch of Health, Education, and Welfare, Washington D.C. The National FFA Convention is held annually in Louisville, Kentucky and the California Association holds its annual conference at the Fresno Convention Center each April.

This Program of Activities was developed to explain the purpose of the FFA Organization and give insight into the many opportunities that are available to all agriculture students at Kingsburg High School.
MISSION AND STRATEGIES

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 this 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 experienced 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 lifestyle.
- Encourages excellence in scholarship.

The Agricultural Education Mission

The mission of Agriculture Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resource system.
**FFA CODE OF ETHICS**

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

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

**FFA OFFICIAL DRESS**

The uniform worn by FFA members at local, state, and national functions is called *official dress*. It provides identity and gives a distinctive and recognizable image to the organization.

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests and camping.

Official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks, and official jacket zipped to the top.
PROPER USE OF THE FFA JACKET

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

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The back of the jacket includes only: a large official FFA emblem, the name of the state association, and the name of the local chapter, district, or area. The front of the jacket includes only a small official FFA emblem, the name of the individual, one office or honor, and the year of that office or honor.
4. 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.
5. 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.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the official FFA jacket.
11. Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substance including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with exception that a single state FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.
FFA EMBLEM

The National Emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units in the organization, it is made up of five symbols: the owl, the plow, and the rising sun, within the cross section of an ear of corn, which is surrounded or surmounted by the American eagle. Upon the face of the emblem appear the words, "Agricultural Education," and the letters, "FFA."

The **owl** is symbolic of wisdom and knowledge.

The **plow** is the symbol of labor and tillage of the soil.

The **rising sun** is emblematic of progress and the new day that will dawn when all farmers are trained and have learned to cooperate.

The **cross section of an ear of corn** represents common agricultural interests since corn in native to America and grown in every state.

The **eagle** is indicative of the national scope of the organization.
FFA CREED

I believe in the future of agriculture, with a faith born not of words but of deeds – achievements won by the present and past generations of agriculturalists; 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 agriculturalists to serve our own and the public interest in producing and marketing the product of our toil.

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

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

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

There shall be four degrees of active membership based on individual achievement. These are the Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree, and the American FFA Degree. The national organization shall set the minimum qualifications for each degree.

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 to explain the FFA Creed, Motto, Salute and the FFA Mission Statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and the 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.

Chapter FFA Degree

To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following 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 agriculture 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. Have earned and productively invested at least $150 by the members' own efforts or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture 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 awards program.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.
PROFICIENCY AWARD AREAS

Agricultural Communications
Typically includes programs in which students work at newspapers or other agricultural print facilities such as magazines to obtain training and practical experience in writing and publicizing in preparation for a writing or communications career. SAE programs may occur at radio or television stations, fair media rooms, or other businesses that require speaking skills and a knowledge of agriculture. This area includes any use of communication technology, such as web sites, aimed at communicating about agriculture.

Agricultural Mechanics Design and Fabrication
Involves designing and constructing agricultural equipment, structural land improvements and/or structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation, and/or air conditioning in agricultural settings.

Agricultural Mechanics Repair and Maintenance
Involves adjusting, repairing, and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid, and/or water power.

Agricultural Mechanics Energy Systems (Agricultural Power)
Involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

Agricultural Processing
Involves students who assemble, transport, process, fabricate, mix, package, and store food and nonfood agricultural products. Products may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup, and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages, as well as producing birdseed and other pet foods. Note: the processing of forest products is no longer a part of this proficiency area.

Agriculture Sales Entrepreneurship/Placement
Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery, or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

Agricultural Services
Involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, agricultural education, animal breeding, custom bailing, crop scouting, horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.
Beef Production Entrepreneurship/Placement
Includes programs that use the best management practices available to produce and market beef efficiently.

Dairy Production Entrepreneurship/Placement
Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

Diversified Agricultural Production
Involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.

Diversified Crop Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

Diversified Horticulture Entrepreneurship/Placement
Typically involves producing, processing, and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses a student SAE with at least two of the following areas: Floriculture; Nursery Operations; Landscape Management; Turf Grass Management; and Fruit and/or Vegetable Production – such as viticulture (grapes), pomology (fruit trees) and horticulture fruits and vegetable (not including fruit and vegetable row crops).

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

Emerging Agricultural Technology
Involves programs where students gain career experiences in new and emerging agricultural technologies such as agriscience, global positioning, biotechnology lab research, computers and others that are not covered by existing categories.

Environmental Sciences and Natural Resources Management
Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agricultural waste, recycling agriculture products, cleaning the environment, or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations and pollution education; land use that regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

Equine Science Entrepreneurship/Placement
Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

Program of Activities  2009-2010
Fiber Crop Production
Involves the use of the best management practices available to produce a market efficiently fiber and/or oil crops such as cotton, sisal, hemp, soybeans, flax, mustard, canola, caster beans, sunflower, peanuts, dill, spearmint and safflower.

Floriculture
Involves the use of the best management practices available to produce and market efficiently fresh and dried field or greenhouse flowers, foliage and related plant materials, including the arranging, packaging and marketing of these materials, for ornamental purposes.

Food Science and Technology
Involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting.

Forage Production
Involves the use of the best management practices available to produce and market efficiently forage crops such as non-grain sorghum, alfalfa, clover, brome grass, orchard grass, grain forages, corn or grass silages and pasture.

Forest Management and Products
Involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices a thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experience with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood ships/mulch.

Grain Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. (Grain production would not include any of the previously mentioned crops where its intended use is for forage.)

Home and/or Community Development
Typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants. This area can include activities to modernize a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community and betterment and development activities such as volunteerism to improve the community.

Landscape Management
Typically involves experiences of planting and maintaining plants and shrubs landscaping and outdoor beautification, installing sprinklers and improving recreational areas.

Program of Activities  2009-2010
Nursery Operations
Typically provides students with job-entry experiences in areas such as shrubs, tree or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.

Outdoor Recreation
Typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.

Pomology Production Entrepreneurship/Placement
Involves the use of the best management practices to produce and market efficiently fruit crops such as stone, pome, and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, mayhaws and pears. Stone fruits include peaches, nectarines, plums, apricots, and cherries.)

Poultry Production
Involves the use of the best management practices available to produce and market efficiently domestic fowl such as duck, geese and guinea; chickens; as well as turkeys and their products.

Sheep Production
Involves the use of the best management practices available to produce and market sheep and wool efficiently.

Small Animal Production and Care
Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting service.

Specialty Animal Production Entrepreneurship/Placement
Involves the use of the best management practices available to manage, produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at zoo or at any specialty animal facility.

Specialty Crop Production
Involves the use of the best management practices available to produce and market efficiently crops covered by none of the existing award categories, including sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.

Program of Activities 2009-2010
Swine Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market swine efficiently.

Turf Grass Management
Typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.

Vegetable Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.

Viticulture Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Wildlife Production and Management Entrepreneurship/Placement
Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitats for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and Department of Natural Resources. Wildlife, and wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.
JUDGING TEAMS

Throughout the year, members of the Kingsburg FFA Chapter participate in a variety of different judging teams. A judging team is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture. In addition, participation in a judging team helps students develop leadership skills and allows them to be recognized for their achievements. The following teams are available for students to become involved in this year:

- Agriculture Mechanics
- Banking
- Best Informed Greenhand
- Cooperative Marketing
- Creed Speaking
- Extemporaneous Public Speaking
- Farm Business Management
- Marketing Plan
- Job Interview
- Opening/Closing Contest
- Prepared Public Speaking
- Tree Pruning
- Vine Pruning
- Farm Records

COMMUNITY SERVICE ACTIVITIES

In an effort to make a positive difference in the community, the Kingsburg FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Kingsburg community a better place to live and work. Some of these activities include the following:

- Adopt-A-Family Food, Toy & Clothing Drive
- Rotary Top 40 Dinner
- Kingsburg Elementary Family Fun Night
- Swedish Festival
- Washington Elementary Farm Day

FUNDRAISING ACTIVITIES

The Kingsburg FFA Chapter is a non-profit, self-supporting organization. The money made from our various fundraising efforts is used to finance FFA events and activities throughout the year. Some of the main fundraising activities that we participate in are:

- Deep Pit Beef
- See’s Candy Holiday Sale
- World Ag Expo/Toyota Truck Tickets

Program of Activities 2009-2010
# KINGSBURG FFA BUDGET
## 2009-2010

### Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Officer Retreat</td>
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<tr>
<td>Aggie of the Month Plaques</td>
<td>$100.00</td>
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<tr>
<td>Aggie of the Month Rewards</td>
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<td>Fall Region Meeting</td>
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<td>Spring Region Meeting</td>
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<td>Chapter Officer Leadership Conference</td>
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<td>Degree Pins</td>
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<td>Greenhand Day Celebration</td>
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<td>Bowling</td>
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<td>National FFA Week Lunch</td>
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<td>Break Activities</td>
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<td>Teacher Appreciation</td>
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<td>Officer Shirts</td>
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<td>Greenhand Conference</td>
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<td>State Conference Delegates</td>
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<td>Field Day Registration</td>
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<td>Web Site</td>
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<td>End of the Year Banquet</td>
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<td>Top 20 Trip</td>
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Total Expenses ...................................... $ 9,125.00

### Receipts

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<tr>
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<tr>
<td>Deep Pit Sales</td>
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<td>Toyota Truck Fundraiser</td>
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<tr>
<td>CA FFA Grant Money</td>
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Total Receipts...................................... $ 7,320.00

### Balance from Previous Year

2008-2009 ............................................ $ 1,805.00

### Ending Balance ...................................... $ 0.00

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Program of Activities  **2009-2010**
KINGSBURG FFA
CHAPTER OFFICER DUTIES

PRESIDENT

- Preside over meetings
- Help appoint committees and serve on them when needed as ex-officio
- Coordinates the activities of the chapter and evaluate the process of the POA (Program of Activities)
- Represent the chapter in public and at official functions
- Assist committee chairs with activities
- Preside over officer meetings and meet before hand with advisors to set up and type agenda

VICE PRESIDENT

- Assume all duties of the president if necessary
- Develop the POA and serve as the ex-officio on committees when needed
- Coordinate all committee work
- Work closely with the president and advisors to assess progress toward meeting chapter goals

SECRETARY

- Prepare the agenda for each chapter meeting
- Prepare and present the minutes of each chapter meeting
- Record minutes for each officer meeting and file
- Place all committee reports in a file
- Be responsible for chapter correspondence (thank you letters and invitations)
- Maintain membership attendance records and issue membership cards

Program of Activities  2009-2010
TREASURER

- Assist the advisors with receiving, recording and depositing FFA funds
- Present up-to-date treasurer’s reports at each chapter meeting
- Collect money when required and serve as the chairperson to the fundraising committee
- Maintain financial records
- Submit school bulletin announcements

REPORTER

- Work with local newspapers, radios, television, and service clubs to get information about chapter events/activities out to the community
- Write articles for the New Horizon monthly and send pictures
- Do news releases for chapter activities
- Help the advisors publish the chapter newsletters
- Serve as the chapter photographer and prepare slideshows
- Maintain the chapter Point Awards Chart

SENTINEL

- Assist the president in maintaining order during meetings
- Get the FFA paraphernalia and supplies for each meeting
- Welcome members and guests at meetings and functions
- Reserve the meeting room and keep it comfortable
- Take charge of candidates for degree ceremonies
- Assist with special activities and refreshments
- Responsible for announcing shining stars at chapter meetings

CHAPLAIN

- Prepare invocations for banquets
- Contact and meet speakers before chapter meetings
- Contact and reserve post-meeting activities (i.e. Adventure Park, Bowling etc.)
- Make posters to advertise upcoming events

Program of Activities  2009-2010
KINGSBURG FFA CONSTITUTION

Article I.- Name and Purpose

Section A. The name of this organization shall be the "Kingsburg 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 for 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 agricultural occupations.
5. To encourage members in the development of individual farming and other programs and establishments 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 Kingsburg FFA Chapter is a chartered local unit of the California FFA Association, which is chartered by the National FFA Organization.

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

Program of Activities 2009-2010
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 Chapter shall be limited to those individuals who have received the Honorary Chapter FFA 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 show an interest in, and take part in the affairs of the Chapter.
2. They pay all bills within 30 days or have made prior arrangements with advisors.
3. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
4. They are academically eligible to participate in activities according to the policy as established by the Kingsburg High School District 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 FFA Organization.

Article V. - Membership Degrees and Privileges

Section A. There shall be four degrees of Active Membership in this Chapter. These degrees are: Greenhand Degree, Chapter FFA Degree, State FFA Degree, and American FFA Degree.
Section B. All members holding the Greenhand FFA Degree are entitled to wear the bronze emblem pin, all members holding the Chapter FFA Degree are entitled to wear the silver emblem pin, all members holding the State FFA Degree are entitled to wear the gold emblem charm, and all members holding the American FFA Degree are entitled to wear the gold emblem key.

Section C. Minimum qualifications for obtaining the four degrees of Active Membership 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.

Article VI. - Officers

Section A. The Officers of the Chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Chaplain, and Historian. 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, keep members on the subject and within the time limits, represent the Chapter and in public and at official functions, coordinate Chapter efforts by keeping in close touch with the other Officers and Advisor(s), preside over meetings and meet beforehand with advisors to set-up and type agenda.

2. The Vice President shall assist the President when needed, oversee committee work, preside at meetings in the absence of the President, appoint committees and serve on them as an ex-officio member to them, and work closely with the President and chapter advisors to assess progress toward meeting chapter goal.

3. The Secretary shall prepare and read the minutes of each chapter meetings, prepare the agenda for each chapter meeting, attend to official correspondence, count and record rising votes when taken, prepare chapter membership records, issue membership cards, and call meetings to order in the absence of the presiding officer.
4. The Treasurer shall assist chapter advisors with receiving, recording and depositing FFA funds, assist in preparing the chapter budget, keep the financial records of the chapter, and submit in writing a financial report at each meeting and submit all bulletin announcements.

5. The Reporter shall gather and classify Chapter news, prepare articles for publication or broadcast, contact local newspapers, send news to State or National publications, 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 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, take charge of candidates for degree ceremonies, and assist with special activities and refreshments.

7. The Historian shall assist the Reporter when needed. It is the duty of the Historian to help with publicity. The Historian is in charge of the Point Award Chart and will keep it updated at all times with the assistance of the advisor(s). Only Sophomores can serve as the Chapter Historian.

8. The Chaplain shall write the invocations for the chapter’s banquets. The Chaplain shall contact and meet with speakers before every chapter meeting. It is also the Chaplain’s duty to contact and reserve post-meeting activities for the chapter. The Chaplain is also in charge of creating posters to advertise important upcoming events.

9. The Advisor(s) shall assist the Officers in running the Chapter and advise them as the need arises. The Advisor(s) shall also assist the Chapter Historian in preparing the Point Award Chart and assist the Chapter Reporter in preparing the Chapter Newsletter.

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Program of Activities 2009-2010
Section B. Officers of the Kingsburg FFA shall be elected and announced annually at the May meeting. Applications will be made available to members and be due two weeks prior to the May meeting. The applications will be screened by a committee consisting of senior officers and the chapter advisor(s). Selected applicants will be interviewed by a committee consisting of senior officers, the chapter advisor(s), and others as selected by the chapter advisor(s). After each candidate is interviewed, the committee shall determine the slate of candidates for the ballot. This may be done in one of two ways, depending on the number of candidates and/or the preference of the committee:

1. The ballot will consist of applicants slated for the offices of President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Chaplain and Historian at the discretion of the Nominating Committee. Each slated candidate may slide once to an office below the office for which they are slated.

2. The committee may select candidates to be placed on the ballot but not slate them for a particular office. All candidates on the ballot will give election speeches at the May meeting. The chapter will then vote for the individuals that they want to hold officer positions for the upcoming school year. After the election, the elected individuals will meet with the chapter advisor(s) to decide who will fill each officer position.

Section C. To be eligible to run for Chapter Office you must:

1. Hold a Greenhand or Chapter FFA Degree.

2. Applications must be turned in to an advisor by the announced deadline. If application is not in on time, the applicant will forfeit.

3. Be in good standing with the Chapter as outlined in Article III, Section D of the Kingsburg FFA Constitution.

4. Must be academically eligible when his/her serving term begins.

Section D. The Chapter Officers, with the exception of the President, whose vacancy shall be filled by the Vice President, shall appoint all Officer vacancies during the term.
Section E. An officer can be removed from the officer team at any time for conducting himself/herself in a manner that is unbecoming of a chapter officer as determined by the fellow officers and advisor(s). (Possible examples 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 Executive Committee, losing respect of fellow Chapter Officers, Members, Advisor(s), or the community.) The vote to remove an officer must be carried by the majority of the Chapter Executive Committee.

Section F. An Officer missing a meeting, leadership conference, or other responsibility must provide an explanation to the chapter advisor(s) one day prior to the event, except in uncontrolled circumstances or extreme emergencies.

Section G. Any Officer who is placed on academic probation will be forced to resign, in writing, at the first appropriate FFA Chapter Executive Committee meeting. In this case, the office will be filled as seen fit by the remaining chapter officers and advisors.
HISTORY OF KINGSBURG FFA

American FFA Degree Recipients

1965    David Jackson
1966    John Cederquist
1984    Travis Fry
1985    Robert Bergman
        Cherri Morton
1986    Rick Carsey
        Randy Gardner
        Tom Henslee
1987    John Bergman
        Randy Griffen
        Gary Webb
1988    Tammy Barnes
        John Hamada
        Michael Johnston
        Lisa Lungren
1989    Kristi Sowells
1990    Albino Chapa
        Candi Grumbles
        Michael Peters
        Carlene Thomas
1991    Dawn Gardner
        Thomas Young
1992    Stephanie Alvarez
        Sherri Grumbles
        Mark Lungren
        Chris McMahon
        Stacey Ransom
1997    Joan Boyd
        Jaime Ervin
        Jeff Olson
        Ryan Sweeney
        Lindsay Wilmeth
1998    Julie Penfold
        Adam Sanchez
1999    Michael Fagundes
        Kevin Sweeney

2000    Scott Grumbles
2001    Jason Fagundes
2002    Heather Seaward
2003    Amber Hallsten
2004    Debbie Bolton
2005    Ben Carlson
2006    Jessica Graves
2007    Wesley Carlson
2008    Adam Avedikian
2009    Kody Swanson

Program of Activities  2009-2010
<table>
<thead>
<tr>
<th>Year</th>
<th>State FFA Degree Recipients</th>
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<tbody>
<tr>
<td>1932</td>
<td>Arthur Christensen</td>
</tr>
<tr>
<td>1952</td>
<td>Donald Mercer</td>
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<td>Glen Rosender</td>
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<tr>
<td>1953</td>
<td>Glen Burnett</td>
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<td></td>
<td>Ronald Hedin</td>
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<td></td>
<td>Clifford Stevens</td>
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<td>1956</td>
<td>Roy Burnett</td>
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<tr>
<td></td>
<td>Norman Frane</td>
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<td>Troy Huckabay</td>
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<td>1958</td>
<td>Don Jackson</td>
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<td>1961</td>
<td>Tom Marshall</td>
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<td></td>
<td>Monte Pinheiro</td>
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<td>Don Tiner</td>
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<tr>
<td>1964</td>
<td>John Cederquist</td>
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<tr>
<td></td>
<td>Ken Horn, Jr.</td>
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<tr>
<td></td>
<td>David Jackson</td>
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<td>1973</td>
<td>Joe Cauwells</td>
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<td>1974</td>
<td>Eric Erling</td>
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<td>Russell Roberts</td>
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<td>1977</td>
<td>James Ceatano</td>
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<td>David Orique</td>
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<td>1978</td>
<td>Michael Swanson</td>
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<td>1979</td>
<td>Bryan Burke</td>
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<td>Steve Jackson</td>
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<td>Leonard Killian</td>
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<td>Jennifer Derfelt</td>
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<td>Paul Huckabay</td>
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<td>Jim Moore</td>
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<td>Sonya Orique</td>
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<td>1981</td>
<td>Paul Aslan</td>
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<td>1982</td>
<td>Travis Fry</td>
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<td>Robert Jackson</td>
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<td>Blaine Osborne</td>
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<td>1983</td>
<td>Robert Bergman</td>
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<td>Cherri Morton</td>
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<td>Karla Franco</td>
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<td>Valerie Swanson</td>
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<td>Julie Danielson</td>
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<td>Randy Griffin</td>
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<td>Lisa Souza</td>
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<td>Randy Gardener</td>
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<td>Tom Henslee</td>
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<td>Jeff Bray</td>
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<td>1986</td>
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<td>Gary Webb</td>
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<td>1987</td>
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<td>Henrietta Garcia</td>
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<td>Judith Thomas</td>
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<td>Thomas Young</td>
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<td>1989</td>
<td>Albino Chapa</td>
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<td>Bobbie Hinshaw</td>
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<td>Chris McMahon</td>
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<td></td>
<td>Christopher Greer</td>
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Program of Activities  2009-2010
1997  Kristen Callens  Bo Davis  Brent George  Scott Grumbles  Elizabeth Guzman  Tamara Martinez  Lance Morton  Jared Penfold  Randine Prine  Joe Robiero  Jacob Woods  Monique Valdez  
1998  Jason Fagundes  Willie Schweizer  Kyle Sweeney  Josh Valdez  
1999  Kellie Penfold  Heather Seaward  Alison Wohlgemuth  
2000  Steven Brett  Amber Hallsten  Amber Morton  Tuesdee Silva  Katy Swift  
2001  Debbie Bolton  Thomas Burke  Lauren Carlson  Josh Freeman  Elisa Hernandez  Sarina Keylon  Joy Paloutzian  Ricci Pedro  Kristen Seaward  Michelle Villegas  Brittoni Ward  
2003  Larry Brasil  Ben Carlson  Jessica Graves  Amanda Grumbles  Chris Okland  Vanessa Renwick  April Schwedler  
2004  Ashley Avila  Kendal Carlson  Wes Carlson  Austin Hodge  Rhea Kautz  Melanie Mendes  Breanne Mulvey  Kasey Okland  Cody Penfold  Ashley Silva  Hector Urueta  Jacob Zavala  
2005  Kyle Bates  Emily Berry  Ashley Bray  Tyler Carlson  Horacio Escoto  Kaylee Medico  Ashley Orozco  Kody Swanson  Sarah Walls  
2006  Adam Avedikian  Alyssa Carlson  Lauren Grumbles  Jordan Okland  Kaleb Smith  Jesus Urueta  Nathan Williams  
2007  Andre Alves  Casey Berberian  Jordan Carlson  Samantha Erling  Breanna Friesen  Brenton Helm  Travis Helm  
Kingsburg FFA

2008
Karly Behymer
Courtney Casaus
Shane Cates
Samantha Drennen
Kevin Esau
Brian Gai
Kelsey Golbek
Kirsten Lindsey
Sarah Marks
Tanner Swanson

2009
Cody Barnes
Dylan Berberian
Nicole Billington
Allexandra Brandon
Chad Carter
Andrew Cornett
Joshua Fridlund
Kierston Gardner
Matt Henriksen
Shelbi Kautz
Andy Mancini
Madalyn McCracken
Dillon Nussbaum
Angelina Orozco
Eric Selfridge
Megan Stone
Chris Wainwright
Jennifer Woods
Ben Zentner

Agriculture Instructors
1929-30 Wiley Hudson 1977-88 David Peters
1929-30 Clarence Smith 1980-93 Charles Parker
1930-31 Mr. Grar 1988-90 Ron Sjostedt
1931-33 Mr. Orr 1990-93 Mike Chedester
1931-34 M. A. Schrieber 1992-93 Heather Bell
1935-62 Truman Frane 1993-95 Mike Morales
1937-39 William Hanson 1993-98 Kevin Koelewyn
1939-40 Carl E. Palmer 1995-97 David Valdez
1947-61 Roy Boucher 1997-98 Tim Hobby
1959-69 Raymond Rhodes 1998-99 Jim Brem
1971-72 Raymond Rhodes 2000-2007 Michael Mederos
1973-80 Noel Sergent 2000-? Jill Sperling
1974-76 Terry Lane 2007-2008 Brian Combes

Program of Activities 2009-2010
<table>
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<tr>
<th>Year</th>
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Program of Activities  2009-2010
MARKET HOG PROJECT PLAN

Estimated Expenses:

Cost of Animal .................................................. $ 250.00
Feed ............................................................... $ 150.00
Veterinary Supplies ............................................. $ 5.00
Show Supplies ..................................................... $ 10.00
Miscellaneous Equipment ..................................... $ 15.00
Insurance .......................................................... $ 13.00
Fair Entry Fees .................................................... $ 8.00

Total Estimated Expenses ..................................... $ 451.00

Estimated Receipts:

Sale of Animal ..................................................... $ 500.00
(\textit{Need a buyer at $2.00 for a 250 lb animal})

Subtract 4\% sales commission ................................ $ 20.00

Total Estimated Receipts ....................................... $ 480.00

Estimated Net Profit ............................................. $ 31.00

Program of Activities 2009-2010
MARKET LAMB PROJECT PLAN

Estimated Expenses:

Cost of Animal ........................................... $ 250.00
Feed ......................................................... $ 100.00
Veterinary/Show Supplies ......................... $  5.00
Insurance .................................................. $  13.00
Fair Entry Fees ......................................... $  8.00

Total Estimated Expenses .............................. $ 376.00

Estimated Receipts:

Sale of Animal ........................................... $ 455.00
(Need a buyer at $3.50 for a 130 lb animal)

Subtract 4% sales commission ....................... $  18.20

Total Estimated Receipts .............................. $ 436.80

Estimated Net Profit .................................. $  60.80

Program of Activities  2009-2010
MARKET GOAT PROJECT PLAN

Estimated Expenses:

Cost of Animal ........................................... $ 200.00
Feed ......................................................... $ 75.00
Veterinary/Show Supplies ......................... $ 5.00
Insurance .................................................. $ 11.00
Fair Entry Fees .......................................... $ 8.00

Total Estimated Expenses ......................... $ 299.00

Estimated Receipts:

Sale of Animal ............................................ $ 300.00
(Need a buyer at $3.00 for a 100 lb animal)

Subtract 4% sales commission .................... $ 12.00

Total Estimated Receipts ......................... $ 288.20

Estimated Net Profit ............................... $ 11.00

Program of Activities  2009-2010
MARKET STEER PROJECT PLAN

Estimated Expenses:

- Cost of Animal .................................................. $ 1,200.00
- Feed ................................................................. $ 750.00
- Veterinary Supplies ............................................. $ 25.00
- Show Supplies ................................................... $ 50.00
- Insurance .......................................................... $ 25.00
- Fair Entry Fees .................................................. $ 10.00

Total Estimated Expenses ........................................ $ 2,060.00

Estimated Receipts:

- Sale of Animal ................................................... $ 2,100.00
  (Need a buyer at $1.75 for a 1200 lb animal)

  Subtract 4% sales commission ............................... $ 84.00

Total Estimated Receipts ........................................ $ 2,016.00

Estimated Net Profit ............................................. $ 44.00

Program of Activities 2009-2010
DAIRY HEIFER PROJECT PLAN

Estimated Expenses:

Cost of Animal .................................................. $ 1,500.00
Feed (6 months) .................................................. $  500.00
Veterinary Supplies .............................................. $  50.00
Show Supplies .................................................... $  30.00
Miscellaneous Equipment ................................. $  70.00
Insurance .......................................................... $ 100.00
Fair Entry Fees .................................................. $  15.00

Total Estimated Expenses .................................. $  2,265.00

Estimated Receipts:

Sale of Animal .................................................. $ 2,500.00
Subtract 4% sales commission .......................... $  100.00

Total Estimated Receipts .................................. $  2,400.00

Estimated Net Profit ........................................... $  135.00
School Farm Contract

It is a privilege to keep and house a project at the school farm. Along with this privilege come certain expectations and responsibilities. The instructors are here to guide you with your project, not to maintain and care for the project. It is your responsibility to care for and manage your project.

You share the farm with fellow students; therefore, cooperation and teamwork are expected. Even though these are individual projects, it will take a group effort to ensure everyone’s success.

Below you will find a set of expectations that must be followed in order to retain your privilege of using the school farm. Please read through these expectations with your parent/guardian. This contract must be signed and returned to your project advisor before your project begins at the farm.

1. Instructors must have 24-hour notice before any projects are moved on or off the farm.
2. All project meetings and farm clean-ups must be attended. If you cannot attend, prior arrangements must be made with the instructors.
3. For breeding projects, students are responsible for purchasing their own feed. This means that the advisor is not responsible for making sure that there is feed available for the animal(s).
4. All animals must be fed at the agreed feeding times. In emergency situations, instructors must be notified and other arrangements must be made.
5. All bills associated with the project must be paid and kept current, unless otherwise agreed upon with the instructor.
6. Any vet bills that are incurred on animals kept at the school farm will be paid for by the student.
7. The school farm is an extension of the school campus, therefore all school rules are in effect and proper behavior is expected at all times.
8. The farm must be kept neat and clean at all times. It is your responsibility to keep your project’s designated area clean and free of debris.
9. Record books must be current and meet the approval of the project advisor. (This rule applies to current students as well as graduates.)
10. In the event of any sick animals, the instructor must be notified as soon as possible, so that proper treatment is started in a timely manner. Students must never treat any animal without seeking the advice and supervision of the agriculture instructor.
11. In the event that an animal is abused (i.e. physical abuse, not being fed, neglected), your parent/guardian and school administration will be notified, and steps will be taken to correct the situation. If the problems continues, Animal Control will be notified.

I agree to follow the rules and advice of the agriculture instructors throughout the duration of this project. I understand that breach of this contract can result in forfeiture of farm use or the possibility of being removed from the Agriculture Program at Kingsburg High School.
j. Copy of board approved policy statement pertaining to FFA as an integral part of the Ag program
Student Eligibility to Participate in Out-of-Class Activities

It is a policy at Kingsburg High School that all students participating in out-of-class activities including FFA, maintain academic eligibility. Therefore, any student not earning a 2.0 grade point average, not passing at least 5 subjects at the end of the grading period or who has been assigned permanently to the Responsibility Center is on academic probation and is ineligible from participating in out-of-class activities.

Grading Policy for FFA

All students enrolled in the Kingsburg High School Agriculture Program are members of the Kingsburg FFA Chapter and will be eligible to participate in the organization’s activities. Each course taught within the agriculture department will have 15% of the semester grade devoted to FFA participation. In order to receive that 15%, a student must attend at least 4 approved FFA activities each semester. Approved activities may include, but are not limited to: monthly chapter meetings, leadership conferences, judging team events, sectional activity nights, public speaking events, community service activities, fundraisers, etc.

Grading Policy for SAE

Every first year student will be taught about Supervised Agriculture Experience (SAE) programs and record keeping in his/her introductory agriculture class. As part of their class grade, he/she will develop an individualized plan for a future SAE project.

All returning students (second, third, and fourth year) will be required to have a quality SAE program approved by their agriculture instructor and documented in their CA Agriculture Education Record Book. This will account for 15% of the students’ overall semester grade in every agriculture class taught at Kingsburg High School.
The following list is eligibility requirements for students to exhibit animals through Kingsburg FFA at the Fresno Fair.

To Be Eligible:

Current Students (Grades 9-12 at the time of the Fair)

1) Students must be members in good standing with the Kingsburg FFA chapter (refer to the Kingsburg FFA constitution for guidelines).
2) Students cannot be on academic probation at the end of the previous school year. Summer school grades or credit do not count. If a project is already started and a student is placed on academic probation, then that project cannot be shown under Kingsburg FFA.
3) A student can not switch affiliations (FFA, 4-H, Independent) more than once within 12 months.
4) A student cannot exhibit more than one market specie per fair unless the species are separated by weeks. Ex. A student can show a market goat and a market hog, but they cannot exhibit a market hog and a market lamb or steer.
5) A student can show different species if one is breeding and the other is market. Ex. Breeding Swine and a Market Lamb or Breeding Sheep and Market Swine.
6) Students must satisfactorily keep record books up to date according to their assigned advisor.

Graduate Students

1) A graduate student of the program can exhibit at the Fresno Fair immediately following their graduation, but not after that.
2) A graduate student must have kept record books satisfactorily current according to their advisors.
3) A graduate student must be trying to achieve the goal of receiving their State or American FFA Degree in order to exhibit livestock, and this project will help them achieve their goal. In other words, there must be a purpose to this student exhibiting; they cannot show because they want to show.
4) If a graduate has been eligible to receive the above stated degrees before the fair in question and has not applied due to lack of effort, then that student shall be denied the opportunity to exhibit.
5) Graduate students will have last priority to use the school farm facility. If the facility is full, then it is the graduate’s responsibility to locate housing for the project.

The policy for Fresno Fair Eligibility was reviewed and adopted by the Kingsburg Joint Union High School District Board of Trustees in February 2005.
KINGSBURG HIGH SCHOOL
SCHOOL FARM CONTRACT

It is a privilege to keep and house a project at the school farm. Along with this privilege come certain expectations and responsibilities. The instructors are here to guide you with your project, not to maintain and care for the project. It is your responsibility to care for and manage your project.

You share the farm with fellow students; therefore, cooperation and teamwork are expected. Even though these are individual projects, it will take a group effort to ensure everyone’s success.

Below you will find a set of expectations that must be followed in order to retain your privilege of using the school farm. Please read through these expectations with your parent/guardian. This contract must be signed and returned to your project advisor before your project begins at the farm.

1. Instructors must have 24-hour notice before any projects are moved on or off the farm.

2. All project meetings and monthly farm clean-ups must be attended. If you cannot attend, prior arrangements must be made with the instructor.

3. All animals must be fed at the agreed feeding times. In emergency situations, instructors must be notified and other arrangements must be made.

4. All bills associated with the project must be paid and kept current, unless otherwise agreed upon with the instructor.

5. Any vet bills that are incurred on animals kept at the school farm will be paid for by the student.

6. The school farm is an extension of the school campus, therefore all school rules are in effect and proper behavior is expected at all times.

7. The farm must be kept neat and clean at all times. It is your responsibility to keep your project’s designated area clean and free of debris.

8. Record books must be current and meet the approval of the project advisor. (This rule applies to current students as well as graduates.)

9. In the event of any sick animals, the instructor must be notified as soon as possible, so that proper treatment is started in a timely manner. Students must never treat any animal without seeking the advice and supervision of the agriculture instructor.

10. In the event that an animal is abused (i.e. physical abuse, not being fed, neglected), your parent/guardian and school administration will be notified, and steps will be taken to correct the situation. If the problems continue, Animal Control will be notified.

I agree to follow the rules and advice of the agriculture instructors throughout the duration of this project. I understand that breach of this contract can result in forfeiture of farm use or the possibility of being removed from the Agriculture Program at Kingsburg High School.

Student Signature: ____________________________ Date: ___________
Parent/Guardian Signature: ____________________________ Date: ___________
Advisor Signature: ____________________________ Date: ___________
Grading Policy, Expectations and Shop Rules

A. Conduct

1) Students will be in their seats and ready to work when the bell rings to start class.
2) All food and drink is prohibited in the shop.
3) The use of TOBACCO in the shop will not be tolerated.
4) Hats and caps will be removed while in the classroom. However, caps are allowed to be worn during shop activities.
5) Students will refrain from the use of foul language.
6) Students are not excused unless the teacher excuses them. THE TEACHER EXCUSES THE STUDENTS, NOT THE BELL!!!!!!

B. Policies

1) Students are responsible to come to class prepared to work in the right mental attitude.
2) Students are required to bring a writing utensil (pen or pencil), paper to take notes, and a notebook.
3) Students should take notes on important information presented, and keep all notes, quizzes, handouts, assignments and tests to study for future exams.
4) Each student will be given a locker in the Ag. Mech. Shop. It is your responsibility to make sure that it is locked and do not store valuables in it!
5) Clean up will start approximately 10 minutes before the end of the period. Students will not leave until the instructor approves the clean up.

C. TOP 10 SAFETY RULES

1) THE SAFE WAY= THE RIGHT WAY! The instructor requires you to follow all safety instructions and procedures at all times or shop privileges will be denied.
2) Know the location of all safety equipment in the shop and keep exits clear at all times.
3) Always use equipment with guards in place and safety shut outs functioning.
4) Report all unsafe conditions of the facilities, equipment, and tools to the instructors as soon as possible.
5) If you are not absolutely certain of the correct procedure involved in any operation, ask for help.

6) Report ALL injuries to the instructor immediately, no matter how small.

7) No horseplay, running, wrestling, etc. will be allowed in the shop.

8) Clean up procedure is important to maintain a good shop environment:
   i. Work areas swept
   ii. Tools cleaned and put away
   iii. Equipment straightened up

9) Personal Protective Equipment (PPE)
   i. Clothing- comfortable (not ragged) work clothes are suggested; if possible bring a pair of coveralls or overalls, or a shop or lab coat to protect your clothes. Non-synthetics are best.
   ii. Shoes- leather shoes or boots, or solid tennis shoes—no open toed shoes.
   iii. Hair- Long hair must be tied back
   iv. Eyes- Approved safety glasses must be worn at all times while in the shop. Students wearing prescription glasses must wear face shields or safety goggles while operating power equipment or striking tools. Contact lenses should be avoided. Students will be issued their first pair of safety glasses and should be kept in their locker. If the student fails to bring his/her safety glasses, they will not be allowed to work in the shop. If the student loses their safety glasses, they will be required to purchase a replacement pair.
   v. PROHIBITED: SANDALS, OPEN-TOED SHOES, DRESSES, SKIRTS, SHORTS, PANTS WITH CUFFS, TIES, RINGS, WATCHES, BRACELETS, OTHER JEWELRY, ETC.

10) Finally, remember this is our shop, tools and equipment are provided to facilitate your learning and complete your education—so let’s take care of what we have to work with and be proud of the shop facilities we have at KINGSBURG!

D. Attendance

Daily attendance is very important to succeed in shop class. Shop work is very difficult to make up since so much of it is practical experience, and notes cannot substitute for the student discussion and participation, which took place during class. Remember, it is your responsibility to remind the teacher of any make up work. The following is the procedure to follow for make up work:

1) Ask the instructor what assignment(s) or test(s) was (were) missed BEFORE or AFTER school or class.

2) If a test was missed, then it is up to the student to make up the test during the week they return.
3) Any assignment missed must be made up within 5 days after the student returns.

4) To make up shop work, the student must ask the instructor if he/she may come into class before or after school to work on their projects.

5) If assignments, tests, quizzes or projects are not made up by the given due date, the resulting grade will be a zero.

E. Tardies
A tardy is counted every time a student is not in his/her seat PRIOR to the bell. The school policy for tardies will be followed.

F. Discipline
All disciplinary actions will follow the current school policy if rules or policies are broken. However, if it is determined that the student is a safety risk, determined by their actions or behavior, that student will be removed from the class to protect the safety of themselves, fellow students and the instructor. If violations continue, the appropriate site administrator will be contacted for further action. If the student violates a local Ag Department rule, the student will receive a departmental after school work detention for one hour. If a student cannot stay after school, then they can make up the time before school or during lunch time to fill the requirement.

G. Grading

1) Assignments, Tests, Quizzes..................................................40%
2) Project Scores (Individual Project Construction)......................20%
3) Project Scores (Individual Project Construction)......................
4) SAE (Supervised Agriculture Experience)..............................
5) Participation........................................................................10%

- Projects: Before moving on to the project construction stage (4th Quarter Project Only), a student must complete all required projects (welds) unless authorized by the instructor. All individual construction projects must be first approved by the instructor and any other parties involved, along with a completed shop contract and deposit for materials. Every student must complete all assigned projects with an individual project to pass the course with a C or better. All projects constructed in the shop are automatically entered in the local county fair for exhibit. No project will be removed from the shop without the authorization of the shop instructor. All projects which are removed from the shop will be assessed a 15% consumable materials fee (4th Quarter Project Only). All projects must be completed by the end of the school year.

- Materials Fee- Each student will be charged a $30.00 materials fee. This fee includes the student’s safety glasses and cost of all materials for projects that the student will be taking home except for their 4th quarter project.
• Safety Glasses- It is the student’s responsibility to care for their safety glasses. If the student loses their pair of safety glasses they will be responsible for replacing their safety glasses. Once safety glasses are issued they are the student’s to keep. Only ANSI z-87 safety glasses are acceptable in the shop.

• Supervised Agricultural Experience (SAE) and FFA- Each student is required to have an SAE project or a plan for one. In addition, they must also participate in at least 2 FFA activities per quarter or 4 activities in a semester. This will fulfill the FFA and SAE portion of the student’s grade.
Kingsburg High School
Agricultural Mechanics I, II, III, IV
Mr. Donovan
Office Phone: (559) 897-2248
E-mail: bdonovan@kjuhsd.k12.ca.us

Class Agreement

Please read through the shop rules and policies and return the agreement within two days. If you have any concerns or questions, please do not hesitate to ask me.

Student Agreement

I, ____________________________________________, have read and understand Mr. Donovan’s Grading Policy and Class Expectations handout. I understand the requirement of the class and the expectations of me, and I agree to fulfill these. I have been given a copy of the Grading Policy, Expectations, and Shop Rules, which I will keep in my notebook. If I have any further questions, I will ask Mr. Donovan for further explanation.

Student Signature ____________________________________________

Parent Agreement

I have read Mr. Donovan’s Grading Policy, Expectations and Shop Rules and understand that my child must keep an Agricultural Mechanics section in his/her binder, containing all of the work he or she does for the class. I understand that my student will be responsible for abiding by school rules and class guidelines. If I have further questions or would like to discuss my student’s work, I will call Mr. Donovan at the high school during school hours.

Parent(s) or Guardian Signature(s) ________________________________

________________________________________
Date

Phone number where I can be reached ______________________________

Comments on any of the requirements listed in this handout:
Agricultural Mechanics II:
Agricultural Welding Skills

Section I: Course Description for Agricultural Mechanics II: Agriculture Welding Skills

Prerequisite: Completion of Agricultural Mechanics I, with a grade of “C” or better or with permission from the instructor

This is a one-year course devoted to the development of welding skills and techniques used in the industry. Topics used for class activities are: all phase of Oxy-Acetylene Welding and Cutting, Electric Arc Welding, Plasma Arc Cutting, and an introduction to MIG (Metal Inert Gas) Welding and Tig (Tungsten Inert Gas) Welding. Construction of metal projects is permissible and encouraged, but only after completion of required assignments. It is recommended that all students purchase a pair of coveralls.

Section II: Significance of this Course

In the field of agriculture, there are many requirements for the application of welding skills and techniques. This course is designed as a first step toward developing the necessary knowledge and skills to be successful where these skills and techniques will be utilized.

Section III: Broad Objectives of the Course

1) A strict time limitation cannot be placed on learning welding skills, and because it takes good eyesight, coordination and good judgment, each student will be allowed to progress at their own speed.
2) The student will demonstrate their knowledge of shop safety, as related to welding, as determined by the instructors testing and observation.
3) The student will demonstrate acceptable work habits, shop conduct, proper tool use and return, and proper clean up procedures by observation of the instructor.
4) By the end of the school year, the student will demonstrate his knowledge of all of the methods of welding with different types of equipment and different applications as observed by the instructor.
5) After all test welds have been completed, the student may begin an individual project, which will be evaluated by the instructor.
6) Students who complete all test welds, and who do not wish to construct an individual project, may practice and develop any particular welding skill they choose. Evaluation will be on an individual basis by the instructor.
Section IV: Required Text

1) **Welding: Principles and Applications; 4th Edition; Larry Jeffus**

2) **Agricultural Mechanics: Fundamentals & Applications; 4th Edition; Ray Herren and Elmer Cooper**

Section V: Scope, Sequence and Outline of the Course

Unit I: Orientation
   a. Review Course Outline
   b. Discuss Welding Shop Safety Procedures
      1. Demonstration Oxy-Acetylene Equipment
      2. Demonstration Electric Arc Equipment
   c. Discuss Shop Clean Up Procedures

Unit II: Oxy-Acetylene Cutting
   a. Oxy-Acetylene Cutting Equipment
   b. Oxy-Acetylene Cutting Procedures and Skills

Unit III: Electric Arc Welding
   a. Machines and Accessories
   b. Selecting Different Electrodes
   c. Striking an Arc.
   d. Welding in the Flat Position
      1. Running short and continuous beads
      2. Square butt weld
      3. Lap weld
      4. Fillet weld (single and triple pass)
      5. Outside corner weld
      6. Multi-pass weld
   e. Welding in the Horizontal Position
      1. Running a short bead
      2. Making a square butt weld
   f. Welding in the Vertical Position
      1. Running a straight bead
      2. Running a weave bead
      3. V-butt weld
      4. Single pass fillet
      5. Weave pass fillet
   g. Welding in the Overhead Position
      1. Straight bead
      2. V-butt weld
      3. Lap weld
      4. Fillet weld
5. Multi-pass filet weld

Unit V: Gas Shielded- Arc Welding
a. Gas Tungsten Arc Welding (GTAW)- TIG Welding
b. Gas Metal Arc- MIG Welding

Unit VI: Special Related Welding Processes
a. Arc-Air Carbon Arc Cutting
b. Plasma Arc Cutting
c. Pipe Welding Fundamentals

Unit VIII: Projects & Careers
a. 
   1. Leadership opportunities
   2. Competitions
   3. Record Keeping
b. (Supervised Occupational Experience)
   1. Projects
      a. Ownership
      b. Non-ownership
   2. Proficiencies
   3. Record Keeping
c. Careers
   1. Career Opportunities in Agriculture Welding
   2. Resume

Unit IX: Project Design and Fabrication- 4th quarter projects
a. Reading Plans
b. Figuring a Bill of Materials
c. Project Budgeting
d. Ordering Materials
e. Construction

***This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards***
Section I: Course Description for Agricultural Mechanics III: Agriculture Welding Construction

Prerequisite: Completion of Agricultural Mechanics II, with a grade of “C” or better or with permission from the instructor.

This is a one-year course devoted to the development of welding skills and techniques used in the industry. Topics used for class activities are: all phase of Oxy-Acetylene Welding and Cutting, Electric Arc Welding, Plasma Arc Cutting, and an introduction to MIG (Metal Inert Gas) Welding and TIG (Tungsten Inert Gas) Welding. Construction of metal projects is permissible and encouraged, but only after completion of required assignments. It is recommended that all students purchase a pair of coveralls.

Section II: Significance of this Course

In the field of agriculture, there are many requirements for the application of welding skills and techniques. This course is designed as a first step toward developing the necessary knowledge and skills to be successful where these skills and techniques will be utilized.

Section III: Broad Objectives of the Course

1) A strict time limitation cannot be placed on learning welding skills, and because it takes good eyesight, coordination and good judgment, each student will be allowed to progress at their own speed.

2) The student will demonstrate their knowledge of shop safety, as related to welding, as determined by the instructors testing and observation.

3) The student will demonstrate acceptable work habits, shop conduct, proper tool use and return, and proper clean up procedures by observation of the instructor.

4) By the end of the school year, the student will demonstrate his knowledge of all of the methods of welding with different types of equipment and different applications as observed by the instructor.

5) After all test welds have been completed, the student may begin an individual project, which will be evaluated by the instructor.

6) Students who complete all test welds, and who do not wish to construct an individual project, may practice and develop any particular welding skill they choose. Evaluation will be on an individual basis by the instructor.
Section IV: Required Text

1) *Welding: Principles and Applications; 4th Edition; Larry Jeffus*

2) *Agricultural Mechanics: Fundamentals & Applications; 4th Edition; Ray Herren and Elmer Cooper*

Section V: Scope, Sequence and Outline of the Course

Unit 1: Orientation
   a. Review Course Outline
   b. Discuss Welding Shop Safety Procedures
      1. Demonstration Oxy-Acetylene Equipment
      2. Demonstration Electric Arc Equipment
   c. Discuss Shop Clean Up Procedures

Unit II: Oxy-Acetylene Cutting
   a. Oxy-Acetylene Cutting Equipment
   b. Oxy-Acetylene Cutting Procedures and Skills

Unit III: Electric Arc Welding
   a. Machines and Accessories
   b. Selecting Different Electrodes
   c. Striking an Arc.
   d. Welding in the Flat Position
      1. Running short and continuous beads
      2. Square butt weld
      3. Lap weld
      4. Filet weld (single and triple pass)
      5. Outside corner weld
      6. Multi-pass weld
   e. Welding in the Horizontal Position
      1. Running a short bead
      2. Making a square butt weld
   f. Welding in the Vertical Position
      1. Running a straight bead
      2. Running a weave bead
      3. V-butt weld
      4. Single pass filet
      5. Weave pass filet
   g. Welding in the Overhead Position
      1. Straight bead
      2. V-butt weld
      3. Lap weld
      4. Filet weld
5. Multi-pass fillet weld

Unit V: Gas Shielded- Arc Welding
   a. Gas Tungsten Arc Welding (GTAW)- TIG Welding
   b. Gas Metal Arc- MIG Welding

Unit VI: Special Related Welding Processes
   a. Arc-Air Carbon Arc Cutting
   b. Plasma Arc Cutting
   c. Pipe Welding Fundamentals

Unit VIII: Supervised Occupational Experience
   a. Leadership opportunities
      1. Competitions
      2. Record Keeping
   b. (Supervised Occupational Experience)
      1. Projects
         a. Ownership
         b. Non-ownership
      2. Proficiencies
      3. Record Keeping
   c. Careers
      1. Career Opportunities in Agriculture Welding
      2. Resume

Unit IX: Project Design and Fabrication- 4th quarter projects
   a. Reading Plans
   b. Figuring a Bill of Materials
   c. Project Budgeting
   d. Ordering Materials
   e. Construction

***This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards***
Agricultural Mechanics IV: Agricultural Welding Fabrication and Career Preparation

Section I: Course Description for Agricultural Mechanics IV: Agriculture Welding Fabrication and Career Preparation

Prerequisite: Completion of Agricultural Mechanics IV, with a grade of “C” or better or with permission from the instructor

Agricultural Mechanics IV: Agricultural Welding Fabrication and Career Preparation is offered to students who have developed a strong understanding in welding technology as a basis for developing advanced skills. This course integrates mathematics and scientific principles to applied processes in the specialized field of metal fabrication. This course operates within an extensive laboratory to provide practical application and advanced instruction in foundry principles in the following welding processes: a) OFW b) OFC c) SMAW d) GMAW

The development of leadership and employable skills are emphasized throughout the course. The advanced program follows the Model Curriculum Standards and Program Frameworks for Agriculture Specialization in Agriculture Mechanics and Metal Fabrication as outlined by the California Department of Education. This course prepares students to pursue a career in Welding or a course of study in the field of Agriculture in post secondary education.

Section II: Significance of this Course

In the field of agriculture, there are many requirements for the application of welding skills and techniques. This course is designed as the final step toward developing the necessary knowledge and skills to be successful where these skills and techniques will be utilized.

Section III: Broad Objectives of the Course

1) To strengthen students skills in all welding applications
2) To provide students skills in welding construction
3) To provide students with the knowledge of proper safety practices in a shop environment.
4) Familiarize students with the career opportunities in the welding/fabrication industry
5) Familiarize students with career opportunities available in post secondary institutions.
6) To provide opportunities for leadership development
7) To strengthen a student’s academic skills through classroom instruction and relevant “hands-on” practical training experiences.
Section IV: Required Text


2) *Agricultural Mechanics: Fundamentals & Applications;* 4th Edition; Ray Herren and Elmer Cooper

Section V: Scope, Sequence and Outline of the Course

Unit I: Orientation
   a. Review Course Outline
   b. Discuss Welding Shop Safety Procedures
      1. Demonstration Oxy-Acetylene Equipment
      2. Demonstration Electric Arc Equipment
   c. Discuss Shop Clean Up Procedures

Unit II: Shop Safety
   a. Terminology
   b. Safe use of equipment
   c. Student practice and demonstration

Unit II: Colleges and Careers
   a. Careers
      1. Resume
      2. Application
      3. Letter of Recommendation
      4. Interviewing
      5. Employer/Employee skills
   b. Colleges
      1. Majors available at UC and CSU
      2. Applications
      3. Scholarships
      4. Grants

Unit III: Gas Metal Arc- MIG Welding Review
   a. Equipment and techniques for types of metals
   b. Positions
   c. Joints
   d. Wire Types for particular applications
Unit IV: Measurements
   a. Terminology
   b. Reading a ruler
   c. Area, perimeter, and circumference calculations
   d. Understanding fractions

Unit VI: Computer Technology Application
   a. CAD Applications
   b. Welding Digital Readouts
   c. Welding Formulations

Unit V: Welding Metallurgy and Scientific Applications
   a. Temperature
      1. Phase change to metals
      2. Crystallization
      3. Cooling Rate effects
   b. Metal Structure
      1. Effects of Carbon on metal
   c. Heat treatment

Unit VII: Special Related Welding Processes
   a. Arc-Air Carbon Arc Cutting
   b. Plasma Arc Cutting
   c. Pipe Welding Fundamentals
   d. Oxygen-Acetylene Frame Cutting
   e. Hard Facing
   f. Frame Squaring

Unit VIII: Individual Small Project Construction
   a. Drawing and Sketching Selected Project
   b. Steel Making and Standard Shapes
   c. Steel Weight and Cost Calculations
   d. Individual Instruction as related to the Selected Project

Unit IX: [Handwritten notes]
   a. [Handwritten notes]
   b. Supervised Occupational Experience
      1. Projects
         a. Ownership
         b. Non-ownership
      2. Proficiencies
      3. Record Keeping
Unit X: Project Design and Fabrication- 4th quarter projects
   a. Reading Plans
   b. Figuring a Bill of Materials
   c. Project Budgeting
   d. Ordering Materials
   e. Construction

***This course follows California state agriculture Foundation and Ag Mechanics Pathway Standards***
Agricultural Mechanics I:
Introduction To Agricultural Mechanics
Course Description

Agriculture Department

Grade Level: 9-12

Prerequisites: None

Section I: Course Description for Agricultural Mechanics I: Introduction To Agricultural Mechanics

Introductory units will be taught in Safety, Tool Identification, Measuring, Concrete, Electrification, Plumbing, Cold Metalworking, Wood Working, Arc Welding and Fabrication. Approximately one quarter of the remainder of the time will be spent in the shop with students in a hands-on application of project fabrication. This course follows the California Department of Education Curriculum for the Agricultural Mechanics Cluster.

Significance of this Course

This course will prepare students in basic mechanical fundamentals, which will provide them with a basis they can build on in more advance classes or use at home in a future career.

Broad Objectives of the Course

1) To develop in Vo-Ag students an understanding and appreciation of the importance of mechanical skills in agriculture and related careers.

2) To develop in students, the physical abilities which may be required to perform mechanical operations.

3) To assist students in preparing a personal plan of career selection in a specified mechanized agriculture field.

4) To provide students with an understanding in the safe and proper use of shop equipment.

***This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards***
Section II: Outline of the Course

I. Shop Orientation
II. Shop Safety
III. Tool ID
IV. Measurement
V. Electrical
VI. Concrete
VII. Plumbing
IX. Cold Metal
X. Woodworking
XI. Arc Welding and Oxy-Fuel Cutting

***This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards***

III. Instructional Methods/Strategies:

Agricultural Mechanics I is a course designed to use a multitude of instructional methods and strategies. The most commonly used teaching method is the use of hands-on application of course content. Through the construction of projects in each unit, students demonstrate their grasp of key concepts. All of the units have a lecture or teacher led discussion component built within them, these components are captured on PowerPoint presentations, which are available for the students to obtain and study through individualized study. Problem solving techniques are also a must for this course, because of the extensive use of math that is required for each project. Students are encouraged to design, and construct their individualized project after all required projects are completed.

IV. Performance Evaluation/ Assessment Methods:

Students are evaluated by two methods- academic and technical. Academically, students must be able to complete assignments within designated timeframes. Students are required to take tests over the units and quizzes that cover individual lessons within the units. Students complete technical projects designed by the instructor to test their skill for each topic. These projects are just important as the tests that cover them, because they demonstrate the student’s
grasp of the subject matter. Together these forms of assessment demonstrate the student's grasp of the course content.

V. Technology

Agricultural Mechanics I requires that students use a multitude of technology. The following is a list of equipment and technologies students are exposed to:

1) Surveying Equipment
2) Electric Arc Welders
3) Plasma Arc Cutters
4) Inverter Arc Welding Technology
5) Carbon Arc Cutting
6) Oxygen-Acetylene Equipment
7) Inner Shield Welders
8) MIG Welders
9) Tig Welders
10) Hydraulic Shears and Punches
11) Computers
12) Internet
13) Microsoft Office
14) Table Saw
15) Radial Arm saw
16) Belt Sanders
17) Ohm’s Testers
18) Concrete mixing equipment
19)

VI: Career Connections:

Through Agricultural Mechanics, students are learning principles and practices involved in the following career paths:

1) Electrician
2) Carpenter
3) Welder
4) Machinist
5) Plumber
6) Safety Coordinator
7) Diesel Engine Technician

Students are also encouraged to pursue a course of study in one of the following majors at post secondary institutions:

1) Agricultural Engineering
2) Mechanical Engineering
3) Electrical Engineering
4) Architecture/Drafting
5) Industrial Manufacturing Engineering
6) Agriculture Systems Management
7) Agricultural Business Management
k. Recruitment program
Description of Recruitment Activities

Each spring (late March – early April), the Kingsburg FFA Chapter Officer team visits each of the four schools that feed into Kingsburg High School. These feeder schools are: Rafer Johnson Junior High School, Clay Elementary School, Kings River Elementary School, and Traver Elementary School. The purpose of these visits is to meet with the 8th graders (incoming freshmen) to discuss the many opportunities available to them within the agriculture department and Kingsburg FFA.

During these presentations, the chapter officers break the students into groups. Through interactive games, the officers are able to introduce the array of agriculture courses taught at KHS and expose students to the FFA component of the agriculture program. Prospective students are then shown a PowerPoint slideshow, documenting many of the fun activities that Kingsburg FFA participates in each year. Additionally, examples of student work (agriculture mechanics projects, OH bedding plant arrangements, etc.) are taken in so that students can see the type of hands-on projects that agriculture students are able to work on.

At the end of each presentation, all prospective students are asked to complete an “Interest Card”. This card asks for the student’s name, address, and phone number so that they can be contacted as registration gets closer. Additionally, the interest card asks students to mark their level of interest in the agriculture program (using a scale from 1-5) and asks if they are more interested in the Ag Science class or Ag Mechanics I. This helps us to better anticipate where the incoming freshmen are going to sign up.

After the recruitment presentations, the chapter officer team helps the agriculture teachers mail out packets to each 8th grader. The packet includes a letter to students and parents explaining the program as well as the course sequence charts for both the Ag Science & Ag Mechanics clusters. Additionally, we include a sheet that explains the many FFA opportunities available to students within the agriculture program. These packets are mailed shortly after the recruitment presentations, giving students and their parents plenty of time to review the materials before the high school counselors sign kids up for classes.
Recruitment Presentation Outline
Rafer Johnson Junior High

1. WELCOME (5 minutes)
   • Represent the Agriculture Program at KHS
   • Here to give an overview of our program and discuss some options that you have for classes at KHS
   • Introductions (name, grade, current ag class, 2 ag facts)

2. PROGRAM OVERVIEW
   • Ag Science Pathway (5 minutes)
     o Intro to Agriculture (California agriculture, animal science, plant science, FFA, SAE, public speaking)
     o Ag Biology (counts for same credit as regular biology)
     o Ornamental Horticulture
     o Advanced Animal Science
     o Agriculture Sales & Marketing

   • Ag Mechanics Pathway (5 minutes)
     o Ag Mech I (electricity, plumbing, concrete, woodworking, welding, shop safety, tool ID) SHOW EXAMPLES!!!
     o Ag Mechanics: Welding Skills
     o Ag Mechanics: Fabrication & Construction

   • FFA (5 minutes)
     o Leadership development
     o Monthly meetings & activities, leadership conferences, community service, fundraisers, public speaking (Creed, Opening/Closing), judging teams (dairy products, farm records, )
• SAE (5 minutes)
  ○ Types of projects – ag mechanics, fair animals, paid or unpaid jobs (packing sheds, Wildwood Express, vet clinics, landscaping, ag research facilities)

3. OUTDOOR STATIONS
• Welding (5 minutes)
• Branding (5 minutes)
• Animal & Plant ID (5 minutes)
• Teambuilding Activity (Flip the Mat) (5 minutes)
• Gunny Sack Races (5 minutes)
• Teambuilding Activity (Human Table) (5 minutes)

4. SLIDESHOW PRESENTATION (5 minutes)
• PowerPoint with music

5. INTEREST CARDS (5 minutes)
• Everyone needs a card
• We want to know how interested you are in the agriculture program
• Info used to mail home a packet of info to your family
• Please print neatly

General Supplies:  Outdoor Activity Items:
• Laptop  • small table
• Data projector  • tape
• Slideshow & music  • 2 sets ID cards
• Radio/ipod  • 110 welder
• Interest Cards  • 2 extension cords
• Examples of Ag Mech I projects  • welding table
• Candy  • scrap metal to weld
  • 7 welding helmets
  • 7 coveralls
  • 7 safety glasses
  • 4 gloves
  • 50 gallon drum
  • electric brander
  • wood pieces (4x4ish)
  • rug
  • stopwatches (2)
  • 4 chairs
  • 4 burlap sacks
March 3, 2009

Dear Parent/Guardian:

We are pleased that your child will be attending Kingsburg High School next year. This packet contains promotional material for the Agriculture Program at KHS. With two energetic instructors and quality facilities, the agriculture program at Kingsburg High School is ready to help your child achieve success!

Enclosed you will find information regarding the opportunities available to students enrolled in agriculture courses. You will find course sequence sheets for both of the clusters offered in the agriculture department—Agricultural Science and Agricultural Mechanics. Additionally, you will find a sheet that explains the many leadership opportunities available to students through participation in the FFA Organization. We hope that this information will assist you and your child as you begin to make decisions regarding their high school experience.

We would like to take this opportunity to explain the FFA component of the agriculture program at Kingsburg High School. The FFA is a premier leadership organization for students involved in agriculture programs throughout the nation. One of the most important areas of emphasis is the development of critical thinking and leadership skills such as public speaking, decision-making, responsibility, and self-confidence, in combination with hands-on classroom education. Students involved in the agriculture program are consistently recognized as some of the high school’s most articulate speakers and best leaders. Additionally, the agriculture program assists in the development of career goals along with tremendous scholarship opportunities for four-year program completers.

As we begin to make preparations for the new school year, we look forward to working with you and your child. We hope that you will look over the enclosed materials and discuss the opportunities available with your child. If you have any questions regarding this packet, or would like more information about the agriculture program, please feel free to contact the agriculture department.

Sincerely,

Jill Sperling
Agriculture Department Chair
897-2248
jspelring@kjuhsd.k12.ca.us
Kingsburg High School Agriculture Department
Sequence of Courses

**AGRICULTURE SCIENCE PATHWAY**

- Introduction to Agriculture
- Applied Agriculture Biology
  - ROP Ornamental Horticulture
  - ROP Advanced Animal Science
  - ROP Agricultural Sales & Marketing

**AGRICULTURE MECHANICS PATHWAY**

- Agriculture Mechanics I
  - Agriculture Mechanics II Welding Skills
  - Agriculture Mechanics III ROP Welding Construction
  - Agriculture Mechanics IV ROP Welding Fabrication

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**Special Note to Students & Parents:**

Incoming freshmen who are interested in taking an agriculture course should register for either **Introduction to Agriculture** or **Agriculture Mechanics I**.

We often have incoming freshmen who want to be involved in the agriculture program and also want to take a summer school class (to help them free up space for an additional elective during the school year).

The summer school courses offered to incoming freshmen this year include:
- Health & Wellness
- Weightlifting/PE
- Algebra 1B
Kingsburg High School — Agriculture Department
Sequence of Courses for the Agriculture Science Cluster

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. 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>Earth Science</td>
<td>World History</td>
<td>U.S. History</td>
<td></td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>Physical Education</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Agriculture Biology</td>
<td>Ornamental Horticulture or</td>
<td>ROP Ag Sales &amp; Marketing</td>
</tr>
<tr>
<td>Introduction to Agriculture</td>
<td></td>
<td>Advanced Animal Science</td>
<td></td>
</tr>
</tbody>
</table>

Agriculture Science Cluster -- Course Descriptions

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>DESCRIPTION</th>
<th>SEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Agriculture</td>
<td>This introductory course focuses on animal and plant science as well as developing essential leadership skills through participation in the FFA.</td>
<td>Recommended as the first agriculture course to take. Provides foundation for other agriculture science courses. 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>Recommended as the second course in the agriculture science cluster. Usually taken in 10th grade, but can be taken 10 – 12. Prerequisites: Introduction to Agriculture, Agriculture Mechanics 1 or teacher approval; Earth Science, Algebra 1 with a ‘C’ or higher</td>
</tr>
<tr>
<td>ROP Ornamental Horticulture</td>
<td>Learn the basics in growing and caring for ornamental plants. Specific topics include: plant identification, propagation, greenhouse management, soils, fertilization, common pests, landscaping and design.</td>
<td>Recommended for agriculture students interested in plant science. Usually taken in 11th grade, but can be taken 11-12. Prerequisites: Introduction to Agriculture, Agriculture Biology or teacher approval</td>
</tr>
<tr>
<td>ROP Advanced Animal Science</td>
<td>Offers specific instruction in many key areas of the animal science industry. It will provide information, activities and skill development in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management.</td>
<td>Recommended for agriculture students interested in animal science. Usually taken in 11th grade, but can be taken 11-12. Prerequisites: Introduction to Agriculture, Agriculture Biology or teacher approval</td>
</tr>
<tr>
<td>ROP Agriculture Sales &amp; Marketing</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>Recommended for grade 12. Prerequisites: Previous enrollment in agriculture courses such as Introduction to Agriculture, Agriculture Biology, Ornamental Horticulture, Advanced Animal Science, and Agriculture Mechanics are highly recommended.</td>
</tr>
</tbody>
</table>

Agriculture Mechanics Cluster Chart on Back ➔
Kingsburg High School — Agriculture Department  
Sequence of Courses for the Agriculture Mechanics Cluster

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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</tr>
<tr>
<td>Health and Wellness</td>
<td>Physical Education</td>
<td>Art</td>
<td>ROP Ag Mechanics III</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Agriculture Biology</td>
<td>ROP Ag Mechanics IV</td>
<td>ROP Ag Mechanics IV</td>
</tr>
<tr>
<td>Agriculture Mechanics I</td>
<td>Agriculture Mechanics II</td>
<td>ROP Ag Mechanics III</td>
<td>ROP Ag Mechanics IV</td>
</tr>
</tbody>
</table>

### Agriculture Mechanics Cluster -- Course Descriptions

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<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. 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-F” requirements.</td>
<td>This course meets the biology requirement for KHS. Usually taken in 10th grade, but can be taken 10–12. Prerequisites: Introduction to Agriculture, Agriculture Mechanics I, or teacher approval; Earth Science, Algebra I with a ‘C’ or higher,</td>
</tr>
<tr>
<td>Agriculture Mechanics II: Welding Skills</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 I with a grade ‘C’ or higher or teacher approval.</td>
</tr>
<tr>
<td>ROP 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.</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.</td>
</tr>
<tr>
<td>ROP Agriculture Mechanics IV: Welding Fabrication</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.</td>
</tr>
<tr>
<td>ROP Agriculture Sales &amp; Marketing</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: Previous enrollment in agriculture courses such as Introduction to Agriculture, Agriculture Biology, Ornamental Horticulture, Advanced Animal Science, and Agriculture Mechanics are highly recommended. Recommended for grade 12.</td>
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</tbody>
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Agriculture Science Cluster Chart on Back ➔
Kingsburg High School --- Agriculture Department
Opportunities Available To Students Through Kingsburg FFA

By enrolling in agriculture courses at Kingsburg High School, students become members of Kingsburg FFA. The FFA is a national organization that promotes the development of leadership skills in students interested in agriculture. The FFA program at Kingsburg 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 15% of the total class grade). Students are required to participate in two approved FFA activities each quarter (4 per semester) to receive full credit in their FFA grade. Some of the approved activities are listed below:

**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 Kingsburg FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Kingsburg community a better place to live and work.

- Adopt-A-Family Food/Clothing Drive
- Kingsburg Family Fun Night
- Swedish Festival
- Chamber of Commerce Dinner
- Rotary Top 40 Dinner
- Washington Elementary Farm Day

**Competitive FFA Judging Teams:**

Throughout the year, members of the Kingsburg 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 Mechanics
- Cooperative Marketing
- Creed Speaking Contest
- Farm Records
- Public Speaking
- Job Interview
- Opening/Closing Ceremonies
- Best Informed Greenhand
- Vine & Tree Pruning

**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 15% 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
Are you interested in showing livestock at the 2009 Fresno Fair?

If so, please make sure that you and a parent/guardian attend one of the mandatory meetings listed below:

Sheep – Wednesday, May 20 @ 6:00 pm – Room 52
Goats – Wednesday, May 20 @ 6:00 pm – Room 52
Swine – Wednesday, May 20 @ 6:00 pm – Library

---

Fresno Madera Farm Credit
Student Loan Workshops

Held immediately following the mandatory species meetings

- Make sure to come to this workshop if you are interested in learning about financing options available for your livestock project.
- Loan paperwork will be available to fill out to get the loan process started.
m. Summer activities

schedule
Summer Activities Schedule
July 2009 - June 2010

July 5th Market Hogs Arrive, Hog Expectation and Selection Meeting
July 11th School Farm Workday 8am-Noon
July 11th – 24th Hog observation and Ag Mech Shop Projects
July 27th Hog Showmanship 5pm-7pm

August 3rd - 5th Chapter Officer Retreat Morrow Bay
August 10th Fresno Fair Livestock Meeting 7pm
August 13th Livestock Marketing Meeting 6pm
August 15th School Farm Workday 8am – Noon

June 7th-11th Ag Mech Shop Project Construction & Farm Setup
June 9th Top 20 Trip Magic Mountain
June 20th-26th CATA Conference and Skills Classes
n. Sample of Vo-Ag follow-up survey form
June 15, 2009

Dear KHS Agriculture Department Graduate,

First of all, I would like to congratulate you on your achievements here at Kingsburg High School over the past four years. As you prepare to take the next step towards your future goals, please take a few moments and fill out the enclosed survey. As we continue to make changes to the KHS agriculture program, your input will help us shape the opportunities offered to the next generations of KHS students. Once you have completed the survey, please mail it back to me in the envelope that has been provided.

If you have any questions, please call me at 897-2248. Thank you again for your time and feedback.

Sincerely,

Jill Sperling
Agriculture Department Chair
Kingsburg 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

___ Not looking for work

___ 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 KHS.

___ I am using some of the skills I learned in vo-ag program at KHS

___ I am not using any of the skills I learned in the vo-ag program at KHS
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 SOEP (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; SOEP (Supervised Projects); teaching methods used; facilities/equipment.
Program Completer Follow-up Results

The following indicates information gathered from Program Completers of the Kingsburg 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 KHS.
- I am using **some** of the skills I learned in the vo-ag program at KHS.
- I am not using any of the skills I learned in the vo-ag program at KHS

**How the student rated the training & career guidance/counseling they received in the KHS vo-ag program.**

<table>
<thead>
<tr>
<th>Training</th>
<th>Career guidance/counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Fair</td>
<td>Fair</td>
</tr>
<tr>
<td>Poor</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**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 SOEP (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 KHS 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
o. Up-to-date file on status of graduates
# CA0119  Kingsburg
Kingsburg HS
1900 - 18th St.
Kingsburg, CA 93631

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Graduate Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cody</td>
<td>Dylan</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Amanda</td>
<td>Shane</td>
<td>Four Year College-Ag Major</td>
</tr>
<tr>
<td>Natalie</td>
<td>Rachel</td>
<td>Four Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Brian</td>
<td>Iris</td>
<td>Four Year College-Ag Major</td>
</tr>
<tr>
<td>Dylan</td>
<td>Chris</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Nick</td>
<td>Jamie</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Dillon</td>
<td>Angie</td>
<td>Four Year College-Ag Major</td>
</tr>
<tr>
<td>Amber</td>
<td>Hank</td>
<td>Employed - Parttime-Non-Ag Job</td>
</tr>
<tr>
<td>Eric</td>
<td>Celeny</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Tanner</td>
<td>Veronica</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Chris</td>
<td>Ben</td>
<td>Employed - Fulltime-Ag Job</td>
</tr>
</tbody>
</table>

Printed: 10/27/2009 2:50:23 PM
Count: 22
Graduate Follow-up Report
Year=2009

# CA0119  Kingsburg
Kingsburg HS
1900 - 18th St.
Kingsburg, CA 93631

Printed: 10/27/2009 2:50:29 PM

<table>
<thead>
<tr>
<th>Total Seniors (Year=2008):</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Seniors having completed 3 or more years of Ag Instruction:</td>
<td>22</td>
</tr>
</tbody>
</table>

**Program Completer Status**

<table>
<thead>
<tr>
<th>Program Completer Status</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Year College Ag Major</td>
<td>6</td>
</tr>
<tr>
<td>Two Year College Non-Ag Major</td>
<td>5</td>
</tr>
<tr>
<td>Four Year College Ag Major</td>
<td>5</td>
</tr>
<tr>
<td>Four Year College Non-Ag Major</td>
<td>2</td>
</tr>
<tr>
<td>Employed - Parttime Non-Ag Job</td>
<td>1</td>
</tr>
<tr>
<td>Employed - Fulltime Ag Job</td>
<td>1</td>
</tr>
<tr>
<td>Military</td>
<td>2</td>
</tr>
</tbody>
</table>
p. One copy of the Vo-Ag comprehensive plan
Comprehensive Program Plan
Table of Contents

A. Job Market Description
B. Targeted Occupations
C. Total Program Goals and Objectives
D. Program Description of included Courses, SOE and Leadership
E. Program and/or Course Subject Matter Content Outline
F. Program Completion Standards
G. Description of Facilities and Major Equipment
H. Five Year Facility and Equipment Acquisition Schedule
I. Staff Assignments
J. FFA Program of Activities
K. School and/or Department Policies
L. Proficiency Standards for Program Completers
M. Teacher Data Sheet for each Teacher
N. Roster of Agriculture Advisory Committee
O. Advisory Committee Minutes
P. Current Year Budget
Q. Signed Articulation Agreement and/or Evidence of Articulation
R. Graduate Follow-up System
S. List of Active Placement Sites
T. Recruitment Activities and Materials
U. Staff In-service Record
V. Staff Minutes
W. Department Inventory
X. List of Courses that Qualify for Alternative Credit
Kingsburg is located south of Fresno, on the Fresno County boarder. Parts of the city of Kingsburg are located in Fresno, Tulare or Kings Counties. The City itself is about 2.5 square miles, however there is a larger portion of countryside that is not figured into this calculation. The city is located just south of Selma and Reedley and just north of the small town of Traver.

As of the census of 2000, there were 9,199 people, 3,226 households, and 2,458 families residing in the city.

Kingsburg is known as a sweetish village, many of the buildings have a sweetish architecture. The city is also decorated with a Teapot water tower and many dala horses throughout the town showcasing the cities sweetish heritage.

The racial makeup of the city was 71.93% White, 0.45% Black or African American, 0.67% Native American, 2.74% Asian, 0.14% Pacific Islander, 19.61% from other races, and 4.46% from two or more races. 34.42% of the population was Hispanic or Latino of any race. 11.7% were of German, 8.6% Swedish, 6.4% Irish and 5.7% English ancestry according to Census 2000.

There were 3,226 households out of which 40.0% had children under the age of 18 living with them, 60.4% were married couples living together, 11.3% had a female householder with no husband present, and 23.8% were non-families. 21.3% of all households were made up of individuals and 10.8% had someone living alone who was 65 years of age or older. The average household size was 2.82 and the average family size was 3.29.

In the city the population was spread out with 30.0% under the age of 18, 8.3% from 18 to 24, 29.0% from 25 to 44, 19.5% from 45 to 64, and 13.2% who were 65 years of age or older. The median age was 34 years. For every 100 females there were 91.6 males. For every 100 females age 18 and over, there were 87.6 males.
The median income for a household in the city was $40,490, and the median income for a family was $44,737. Males had a median income of $35,452 versus $23,409 for females. The per capita income for the city was $16,137. About 10.4% of families and 11.5% of the population were below the poverty line, including 16.6% of those under age 18 and 6.8% of those age 65 or over. According to the US Census Bureau.

New home construction in the city is capped at a low 2% per year, home values in the area have been decreasing as of late because of the recession, however the price of homes have not fallen at the same rate as surrounding towns.

**Schools**

Kingsburg Elementary schools operate on a charter school system. Kingsburg's elementary school system is unique in that all students in Kindergarten through 8th grades will all go to the same schools together. The school year starts during the later weeks of August. Washington Elementary serves as a Kindergarten only school. First grade is at Roosevelt Elementary. Second and Third grades are at Lincoln Elementary. Fourth, Fifth, and Sixth grades are at the brand new Ronald Reagan Elementary. Seventh and Eighth grades are at Rafer Johnson Junior High School. Kingsburg High School serves as the community high school. The district also operates Central Valley Home School which serves as a supplement to traditional Home Schooling. Kingsburg High School is part of the Kingsburg Joint Union High School District which also includes Oasis a continuation school.

Rafer Johnson intermediate school is the primary feeder school for Kingsburg High School. Other minor feeder schools include Clay Elementary which is a k-8 school and Traver elementary.

Students who choose to go to privet school can either attend San Joaquin Memorial, which is located in Fresno, or Immanuel which is located in Reedley. School buses run through Kingsburg to drop kids off at these schools if they are attending.
Students at Kingsburg High School have many Post-secondary opportunities. Students are well equipped to attend college by the time they have graduated. Kingsburg High School has a number of Honors classes, as well as an AVID program. Almost half of all teachers on campus have received AVID training. Students have the opportunity to attend local community colleges such as Reedley College, College of the Sequoias or Fresno City College. Many students also apply for schools in the University of California or California State University System. Every year there are a number of students who attend private schools or schools out of state. During the 2008-2009 school year, there were 11 students selected as Valedictorian having a 4.0gpa or higher for their 4 years at Kingsburg High School.

**School Populations**

**Students by Ethnicity**

Kingsburg High School, 2007-08

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>School Percent of Total</th>
<th>District Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>5</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>54</td>
<td>4.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>519</td>
<td>44.9%</td>
</tr>
<tr>
<td>African American</td>
<td>7</td>
<td>0.6%</td>
</tr>
<tr>
<td>White</td>
<td>548</td>
<td>47.4%</td>
</tr>
<tr>
<td>Multiple/No Response</td>
<td>21</td>
<td>1.8%</td>
</tr>
<tr>
<td>Total</td>
<td>1,155</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Special Programs**

Kingsburg High School, 2007-08

<table>
<thead>
<tr>
<th>Program</th>
<th>School Number of Students</th>
<th>School Percent of Enrollment</th>
<th>District Percent of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>33</td>
<td>2.9%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Free/Reduced Price Meals</td>
<td>167</td>
<td>14.5%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Compensatory Education</td>
<td>525</td>
<td>45.5%</td>
<td>42.8%</td>
</tr>
<tr>
<td>Title I</td>
<td>Yes</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Languages of English Learner Students**

Kingsburg High School, 2007-08

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of Students</th>
<th>Percent of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>26</td>
<td>2.3%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>4</td>
<td>0.3%</td>
</tr>
<tr>
<td>Arabic</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Cantonese</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Russian</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

Kingsburg’s student population trend has been growing since 1999. Enrollment numbers have been on a steady increase.
Kingsburg High School has many opportunities to help make students well rounded. In addition to the Agriculture Department, the school also has an Auto Shop Program, Art classes, Band, Drama and Choir. The Kingsburg Joint Union High School District is also a member of the Valley Regional Occupational Program which holds classes in Auto Maintenance, Criminal Justice, Fire Science, Crime Scene Investigation, Nursing, Business, Horticulture, and Welding.

The Kingsburg campus is unique that it has an open campus for lunch. Many students choose to go off campus and dine at local fast food restaurants as well as local downtown shops. Kingsburg High School is also driven by its sports programs. Kingsburg offers many students the opportunities to play a variety of sports that are competitive and play in newly equipped and well maintained fields.

Kingsburg High School also provides transportation to and from campus for those students who live on the outside of town. Each morning 5 buses depart and return to campus with students who are ready to start their day. Currently this service is at no charge.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-99</td>
<td>951</td>
<td>(-2.5%)</td>
</tr>
<tr>
<td>1999-00</td>
<td>927</td>
<td>(+0.4%)</td>
</tr>
<tr>
<td>2000-01</td>
<td>931</td>
<td>(+1.9%)</td>
</tr>
<tr>
<td>2001-02</td>
<td>949</td>
<td>(+1.2%)</td>
</tr>
<tr>
<td>2002-03</td>
<td>960</td>
<td>(+3.1%)</td>
</tr>
<tr>
<td>2003-04</td>
<td>990</td>
<td>(+6.8%)</td>
</tr>
<tr>
<td>2004-05</td>
<td>1,057</td>
<td>(+6.8%)</td>
</tr>
<tr>
<td>2005-06</td>
<td>1,079</td>
<td>(+2.1%)</td>
</tr>
<tr>
<td>2006-07</td>
<td>1,106</td>
<td>(+2.5%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,155</td>
<td>(+4.4%)</td>
</tr>
</tbody>
</table>

**School Description**

**Kingsburg High School, 2007-08**

<table>
<thead>
<tr>
<th>Type of School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Levels⁠</td>
<td>9-12</td>
</tr>
<tr>
<td>Year Round Calendar</td>
<td>No</td>
</tr>
<tr>
<td>Charter School</td>
<td>No</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>1,155</td>
</tr>
<tr>
<td>Population Status</td>
<td>Urban Fringe of a Large City</td>
</tr>
</tbody>
</table>

1 The lowest and highest grade in which student enrollment was reported. Special programs, such as special education or independent study, may include grade levels beyond the typical grades served by the school.

**Source:** California Department of Education, Educational Demographics

**Also see** Population Status in the glossary.

**Also see** Pop-trends 📈
Production Agriculture

Kingsburg is known as the hometown of Sun-Maid Raisins. When prices of grapes dropped decades ago, Kingsburg farmers started to grow stone Fruit. Now many varieties of Peaches, Plums, Nectarines, apricots are grown throughout the community. Other local farmers grow alfalfa hay, wheat, oats, strawberries, pomegranates, cherries and blueberries. Kingsburg is home to many agricultural processing companies. There are many packing sheds and cold storage companies that are based in Kingsburg to pack and ship products nationwide. Kingsburg is also home to a branch of Del Mote which cans peaches at the local processing plant each summer. B&C Packing, Wildwood Packing and Cold Storage, Bejulian Brothers Packing, are all packers that employ students during the fruit packing season each summer.

There is a limited number of dairies that are in the Kingsburg area. These dairies are the lone animal based agriculture within the town. Due to the production of grapes, stone fruit and other plant products, livestock is not prevalent in Kingsburg in large commercial numbers.

The major industries for employment that are in the Kingsburg area revolve around the production of stone fruit. Many students are employed seasonally in the fruit packing sends. There are many jobs in the production and distribution of seasonal fruit. There are a few businesses that are involved in the design and fabrication of agricultural processing equipment. Kingsburg Cultivator Incorporated fabricates nut harvesting equipment as well as vineyard implements for tractors. KCI is a big supporter of the Kingsburg Ag Mechanics Program. Fab Tech of the Central Valley is another supporter of the Ag Mechanics program. Fab Tech constructs food and fluid milk processing equipment using advanced techniques in stainless steel and aluminum. There are other agricultural businesses that are within the city that are possible sources of new support such as OXBO Tractors and Agri-Designes inc

Students can seek employment at many locations upon completion of lower level coursework in the Agricultural Department. Students can seek employment in the food processing, agricultural mechanics, agricultural business or ornamental horticultural field.
Agriculture Department Courses

Ag Mechanics Pathway

Agricultural Mechanics I:

Introduction to Agricultural Mechanics

Course Description
Agriculture Department
Grade Level: 9-12
Prerequisites: None

Section I: Course Description for Agricultural Mechanics I: Introduction To Agricultural Mechanics

Introductory units will be taught in Safety, Tool Identification, Measuring, Concrete, Electrification, Plumbing, Cold Metalworking, Wood Working, Arc Welding and Fabrication. Approximately one quarter of the remainder of the time will be spent in the shop with students in a hands-on application of project fabrication. This course follows the California Department of Education Curriculum for the Agricultural Mechanics Cluster.

Agricultural Mechanics 2
Grade Level: 10-12
Prerequisites: Agricultural Mechanics 1

Course Description:

- This course is designed to enhance and build upon the skills learned in Agricultural Mechanics 1.
- It will further train a student who plans on continuing their education or entering into the field of mechanized agriculture upon completing high school.
- Students will obtain instruction in welding, construction, blue printing, job site work conditions, surveying, and other areas related to the agriculture industry.
- FFA participation and having an approved SAE project (and an up-to-date Work Log) is required.
Agriculture Mechanics 3  
Grade Level: 11-12  
Prerequisites: Agriculture Mechanics 1 and 2  
Course Description:  
- A one-year course designed to provide the students with the advanced skills to pursue either placement in a related field or to continue their education at a community college or university.  
- Students will refine their skills relating to cutting, forming, and welding different types of metals. The students will also design and construct a project of their choice.  
- FFA participation and having an approved SAE project (and an up-to-date record book) count toward 30% of the class grade.

Agriculture Mechanics 4  
Grade Level: 12  
Prerequisites: Agriculture Mechanics 1, 2 and 3  
Course Description:  
- Offered to students who have developed a strong understanding in welding technology.  
- This course integrates math & scientific principles to applied processes in metal fabrication.  
- This course prepares students to pursue a career in Welding or a course of study in the field of Agriculture in post secondary education.  
- FFA participation and having an approved SAE project (and an up-to-date record book) count toward 30% of the class grade.

Ag Science Pathway

Agriculture Science  
Grade Level 9-12  
Prerequisites: None  
Course Description  
- An introductory class in Agriculture. Course topics include FFA, SAE as well as California Agriculture. Students will also have lessons in plant and animal science. Plant science lessons will include the propagation of plants by seed, cutting or division. Plant pests and diseases as well as nutrient requirements. Animal Science lessons include animal used in production agriculture, Animal Health, and Livestock husbandry practices. FFA Participation and having an approved SAE project will count toward 30% of the class grade.
Agriculture Biology
Grade Level: 10-12
Prerequisites: Passing grade in Earth Science; Introduction to Agriculture and/or Agriculture Mechanics I
Course Description:
• One-year lab science course, designed for the college-bound student with career interests in agriculture.
• Meets the life science portion of the two-year laboratory science requirement for the CSU and UC systems.
• Topic areas include: cells, photosynthesis, cellular respiration, genetics, DNA, ecology, evolution and body systems.
• Grade is based on lab reports, class assignments, homework, quizzes/tests, FFA participation and maintaining an approved SAE program and keeping an up-to-date record book.

Agriculture Sales and Service
Grade Level: 12
Prerequisites: Any two of the following agriculture courses passed with a ‘C’ grade or better: Introduction to Agriculture, Applied Agriculture Biology, ROP Ornamental Horticulture, ROP Advanced Animal Science, Agriculture Mechanics I, 2, or 3
Course Description:
• This course prepares students to perform tasks related to sales, marketing, managing business organizations, credit & finance, accounting and job preparation.
• Evaluation is based on class assignments, field study tours, guest speaker presentations, homework, quizzes/tests, FFA participation and maintaining an approved SAE program and keeping an up-to-date record book.

Ornamental Horticulture
Grade Level: 11-12
Prerequisites: Any two of the following agriculture courses passed with a ‘C’ grade or better: Introduction to Agriculture, Applied Agriculture Biology, ROP Advanced Animal Science, Agriculture Mechanics I or 2
Course Description:
• One-year course designed to introduce students to a variety of experiences associated with the plant science field and the Ornamental Horticulture industry.
• The course will be taught using an outdoor learning laboratory with special emphasis placed on the following topics: plant propagation, greenhouse and shade house maintenance, plant identification and selection, campus landscape projects, vegetable/flower gardens and retail sales projects.
### Courses Offered:

<table>
<thead>
<tr>
<th>Program</th>
<th>Course</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Biology</td>
<td>Ag Biology</td>
<td>24</td>
</tr>
<tr>
<td>Ag Biology</td>
<td>Ag Biology</td>
<td>25</td>
</tr>
<tr>
<td>Ag Bus Mgt</td>
<td>ROP Ag Sales</td>
<td>20</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>Ag Mechanics I</td>
<td>25</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>Ag Mechanics I</td>
<td>26</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>ROP Advanced Ag Mechanics</td>
<td>28</td>
</tr>
<tr>
<td>Agriscience</td>
<td>Introduction to Ag</td>
<td>33</td>
</tr>
<tr>
<td>Animal Science</td>
<td>ROP Advanced Animal Science</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>206</td>
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</table>

### FFA Students by Program:

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Bus Mgt</td>
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### FFA Students by Grade Level:

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<td>13</td>
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</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### Strengths and areas of improvement

Strengths: The Kingsburg Ag Department has a very active chapter. Annually there are large numbers of State Degrees (greater than 10% of enrollment number) and American Degrees. The Chapter also has a number of activities that students can participate in after monthly chapter
meetings. Most of these activities are low cost or no cost. Almost 80 students exhibited animals at the 2008 Big Fresno Fair. Over 80% of students have active SAE Projects and up to date record books. Students are encouraged to run for sectional, regional or state offices. Students have access to the Agriculture Department Computer Lab. The Kingsburg Ag Department has a 3 acre school farm with the ability to house beef and dairy cattle, sheep and goats as well as hogs. There is also a OH unit on the school farm that is utilized by the OH class, it includes a Greenhouse, Head House, Shade House as well as open ground. The Kingsburg Ag Mechanics class have a small but highly effective work shop. Modern welding technology and fabrication equipment is present in the shop. The Ag Mechanics program has won the Ag Mechanics Sweepstakes award at the Fresno Fair for the past 3 years. Students annually construct large projects such as trailers with the help from their advisor. During the 2008-2009 school year there were 7 trailers constructed and a number of other small projects completed.

Areas of improvement: Although the department has an outstanding nursery facility, it is only used every other year by the OH class, rarely are student projects housed at the OH unit even though the opportunity is there for students to use the facility. The department has led a charge several times in the last few years for a third teacher. A yearly goal is set to hire a third teacher, however with budget issues this will not be possible. The department should work on publicity, sporadic articles are in the local paper about the achievements of the department as well as the students, however a goal has been set to increase the awareness of the department in the community. A chapter website has been started to help in this improvement area. With a low achieving class in our junior class, ideas have been looked at for ways to motivate students. A mentor program has been discussed as well as ways to keep students involved for their entire FFA Career. The Agriculture Department would also like to increase student participation at the sectional, regional and state levels. This would be possible by participating in more career development events.

CATA and FFA

Currently the Kingsburg FFA Chapter participates in a number of activities to help its students grow professionally and personally. The chapter participates in a number of community service activities. In the winter the chapter adopts several families in the community and presents with gifts, food and warm clothing. The chapter also helps with the local Rotary dinner by acting as servers. Students also help work booths at the Swedish Festival and the Family Fun Night activity that are put on by the City, and Elementary School District. Students also help to teach elementary students at Washington Elementary School’s Farm Day each spring.

Students from the Kingsburg Chapter participate in many Career Development Events including the following
- Opening and Closing
- Farm Records
- Agriculture Mechanics
- Best Informed Greenhand
- Creed Speaking
- Prepared Public Speaking
- Extemporaneous Public Speaking

Students from the Kingsburg Chapter also participate in the following leadership conferences.

- Greenhand Conference
- Made for Excelence
- Advanced Leadership Academy
- State FFA Leadership Conference
- Washington Leadership Conference
- Chapter Officer Leadership Conference
- Sectional Officer Leadership Conference
- Regional Officer Leadership Conferences

The Kingsburg FFA Chapter has many students that participate in SAE Projects, the most popular being showing livestock at the Big Fresno Fair. In 2009, 19 members of the Kingsburg FFA Chapter received the State FFA Degree.

There are a number of chapter members that apply for proficiency awards on an annual basis.

Kingsburg FFA Students also apply to serve as delegates or sectional, regional or state officers. In 2009, Kingsburg had 2 students slated for Regional Office, and 2 Students who participated as delegate committee chairs at the State FFA Leadership Conference.

SAE and FFA are a graded portion of student’s grades, 15 percent in each category. Many students participate and receive full credit in both FFA and SAE Participation. At the September 2008 FFA meeting 144 of the 198 members were in attendance.
Kingsburg FFA Advisors are active in the CATA. Jill Sperling serves as the Secondary Division Chair, while Brian Donovan serves as the East Fresno Madera Sectional Treasurer. Both instructors attend all sectional and regional CATA meeting, road show, as well as the State CATA Conference.
# Kingsburg High School – Agriculture Department
## Targeted Occupations

<table>
<thead>
<tr>
<th>Introduction to Agriculture</th>
<th>Applied Agriculture Biology</th>
<th>Ag Sales &amp; Marketing</th>
<th>Agriculture Mechanics</th>
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<tr>
<td></td>
<td>Advanced Animal Science</td>
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Agricultural Education Aims

The outcome of achievements derived from courses in agriculture are many even though they are not always realized immediately. The more desirable ones are described below.

1. The student's interest in agriculture is determined.

2. An appreciation of conversation of our natural resources is developed in the student.

3. The student is given knowledge of living and growing things.

4. Gives the student the ability to make intelligent selections of farm products for home use.

5. Teaches the student to provide and maintain attractive home surroundings.

6. Develops in the student an appreciation and understanding of the importance of agriculture to all citizens.

7. Acquaints the student with related agricultural fields. (Job prospects)

8. Trains the student for related agricultural fields.

9. Prepares the student to become engaged in an agricultural production enterprise.

10. Prepares the student for higher education in agriculture or its related fields.
Program Goals & Objectives

Agriculture Education at Kingsburg High School is comprised of a group of related instructional programs designed to prepare students for continuing their education at either a two or four year institution as well as for placement in occupations requiring agriculture knowledge and skills. All of these instructional programs incorporate three components:

1. Instruction in class, laboratory, shop or field.
2. Individual and group participation in student organization (FFA) activities.
3. Individual participation in Supervised Agriculture Experience (SAE) programs.

Agriculture Production

This instructional program is designed to begin preparing students towards continuing their education as well as for entry into the job market. At Kingsburg High School, the Agriculture Production instructional program is comprised of Introduction to Agriculture for freshmen, Applied Agriculture Biology for sophomores, and Ornamental Horticulture and Advanced Animal Science for juniors.

The goals of this program are:

- To enable students to acquire an understanding of the economic and social impact of the agriculture production industry upon society and its relationship to agriculture in general.

- To provide students with the skills needed to obtain a job upon graduation from Kingsburg High School or with the skills needed to qualify for entrance into an accredited post-secondary institution.
Agriculture Mechanics

This instructional program is designed to prepare students for employment in enterprises associated with any agricultural industry but requiring primarily mechanical competencies of the worker. Kingsburg High School offers four levels of Agriculture Mechanics courses, ranging from introductory to capstone courses, in order to meet the needs of all students interested in gaining skills within the Agriculture Mechanics field.

The goals of this program are:

• To provide the Agriculture Mechanics industry with a workforce adequately prepared for employment.

• To provide students with the skills needed to obtain a job upon graduation from Kingsburg High School or with the skills needed to qualify for entrance into an accredited post-secondary institution.
CHAPTER GOALS

1. Focus on younger members to build leadership for the future of our chapter.
   - Establish a Greenhand FFA Officer team
   - Allow Greenhand members to purchase “senior slaves” in an auction at a chapter meeting activity early in the year
   - Promote leadership by taking a larger number of freshmen students to the annual Greenhand FFA Conference
   - Encourage more sophomores to participate in the Made for Excellence leadership conference
   - Increase the number of students who participate in the Sectional Best Informed Greenhand and Novice Opening/Closing contests.

2. Continue to improve our methods of chapter promotion
   - Establish a valuable chapter website to allow for easy access of information about our chapter and program as a whole
   - Start a new tradition of a quarterly video news broadcast, highlighting our activities
   - Send articles to the Kingsburg Recorder and the New Horizons Magazine that include events of the Kingsburg FFA Chapter
   - Create a slideshow to be played at the monthly chapter meetings that showcases the activities from the previous month
Introduction to Agriculture

Grade level: 9 recommended; 10-12 accepted

Prerequisites: None

Introduction to Agriculture is an entry-level course designed to introduce students to the wide-range of activities involved in the agriculture industry. This course is used to help students gain an appreciation for agriculture and understand its importance in their daily lives. Another key aspect of this course involves leadership development in areas such as public speaking, critical thinking, goal setting and effective communication. Students are encouraged to further develop their leadership skills by actively participating in the FFA program and the many opportunities that it has to offer.

Applied Agriculture Biology (a-g)

Grade level: 10

Prerequisite: Passing grade in Earth Science; Introduction to Agriculture and/or Agriculture Mechanics I

Applied Agriculture Biology is a one-year laboratory science course, designed for the college-bound student with career interests in agriculture. This course meets the life science portion of the two-year laboratory science requirement for California State Universities and the University of California. The curriculum includes these topic areas: cells, photosynthesis, cellular respiration, genetics, DNA, ecology, evolution and body systems. Evaluation is based on laboratory reports, class assignments, homework, quizzes/tests, participation in student leadership activities (FFA) and maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

Ornamental Horticulture (ROP)

Grade level: 11-12

Prerequisite: Any two of the following agriculture courses passed with a ‘C’ grade or better: Introduction to Agriculture, Applied Agriculture Biology, ROP Advanced Animal Science, Agriculture Mechanics I or 2

Ornamental Horticulture is a one-year course offered through the Valley ROP program. The course is designed to introduce students to a variety of experiences associated with the plant science field and the Ornamental Horticulture industry. Students will obtain entry-level job skills in the areas of horticulture, landscape design, landscape maintenance, floriculture, business sales and communications. The course will be taught using an outdoor learning laboratory with special emphasis placed on the following topics: plant propagation, greenhouse and shade house maintenance, plant identification and selection, campus landscape projects, vegetable/flower gardens and retail sales projects.
Advanced Animal Science (ROP)

Grade level: 11 – 12

Prerequisite: Any two of the following agriculture courses passed with a ‘C’ grade or better: Introduction to Agriculture, Applied Agriculture Biology, ROP Ornamental Horticulture, Agriculture Mechanics I or 2

Advanced Animal Science offers specific instruction in many key areas of the animal science industry. It will provide information, activities and skill development in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management. Emphasis is placed on large animals that are most important to human culture as we know it today. Additional emphasis will be placed on industry practices to include record keeping, public relations and communications. Evaluation is based on class assignments, laboratory activities, homework, quizzes/tests, participation in student leadership activities (FFA) and maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

Agriculture Sales & Marketing (ROP)

Grade level: 11 – 12

Prerequisite: Any two of the following agriculture courses passed with a ‘C’ grade or better: Introduction to Agriculture, Applied Agriculture Biology, ROP Ornamental Horticulture, ROP Advanced Animal Science, Agriculture Mechanics I, 2, or 3

This course introduces students to the business world as it relates to agriculture – the world’s largest industry. It prepares students to perform tasks related to sales, marketing, managing business organizations, credit & finance, accounting and job preparation. Evaluation is based on class assignments, field study tours, guest speaker presentations, homework, quizzes/tests, participation in student leadership activities (FFA) and maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.
Agriculture Mechanics 1

Grade level: 9 recommended; 10-12 accepted

Prerequisites: None

Agricultural Mechanics I is an introductory course designed to span a year of hands-on instruction targeted for student success in obtaining skills related in the mechanized agriculture field. The application of mechanics to the agriculture industry is one of the major job placement opportunities available to graduates. The skill obtained in the technical setting will provide the student completing the course with job entry skills. Students will obtain instruction in shop safety, woodworking, plumbing, electricity, concrete, cold metal, welding and other areas related to the agriculture industry.

Agriculture Mechanics 2: Agriculture Welding Skills

Grade level: 10 - 12

Prerequisites: Agriculture Mechanics 1

Agriculture Mechanics 2 is a course designed to enhance and build upon the skills learned in Agriculture Mechanics 1. It will further train a student who plans on continuing their education or entering into the field of mechanized agriculture upon completing high school. The application of mechanics to the agriculture industry is one of the major job placement opportunities available to graduate students. The skills obtained in the technical setting will provide the students completing the course with job entry skills. Students will obtain instruction in welding, construction, blue printing, job site work conditions, surveying, and other areas related to the agriculture industry.

Agricultural Mechanics 3 (ROP): Agriculture Welding Construction

Grade level: 11 - 12

Prerequisites: Agricultural Mechanics 1 and 2

Agricultural Mechanics 3 is a one year course designed to provide the students with the advanced skills to pursue either placement in a related field or to continue their education at a community college or university. The application of mechanics to the agricultural industry is one of the major job placement opportunities available to graduate students. The skills obtained in the vocational setting will provide the students completing the course with job entry skills. Students will enhance their knowledge and refine their skills relating to cutting, forming, and welding different types of metals. The students will also design and construct a project of their choice.

Agricultural Mechanics 4: (ROP) Agriculture Welding Fabrication & Career Preparation

Grade Level: 12

Prerequisites: Agricultural Mechanics 1, 2, and 3

Agricultural Mechanics 4: Agricultural Welding Fabrication and Career Preparation is offered to students who have developed a strong understanding in welding technology as a basis for developing advanced skill. This course integrates mathematics and scientific principles to applied processes in the specialized field of metal fabrication. This course operates within an extensive laboratory to provide practical application and advanced instruction in foundry principles in the following welding processes: a) OFW b) OFC c) SMAW d) GMAW. The development of leadership and employable skills are emphasized throughout the course. The advanced program follows the Model Curriculum Standards and Program Frameworks for Agriculture Specialization in Agriculture Mechanics and Metal Fabrication as outlined by the California Department of Education. This course prepares students to pursue a career in Welding or a course of study in the field of Agriculture in post secondary education.
Introduction to Agriculture Syllabus

Course Title: Introduction to Agriculture
Grade Level: 9 is recommended; 10-12 are accepted
Length: One Year
Prerequisites: None

Course Description

Introduction to Agriculture is a course designed to introduce students to the wide-range of activities involved in the agriculture industry. This course is used to help students gain an appreciation for agriculture and understand its importance in their daily lives. Another key aspect of this course involves leadership development in areas such as public speaking, critical thinking, goal setting and effective communication. Students are encouraged to further develop their leadership skills by actively participating in the FFA program and the many opportunities that it has to offer.

This course follows the California State Agriculture Foundation & Agriscience Pathway standards.

Course Goals

- Improve agriculture literacy of students.
- Develop essential leadership skills in students.
- Create an awareness of the opportunities available to students in the agriculture industry.
- To motivate students to study and pursue careers in agriculture.

Supplemental Texts

- FFA Student Handbook
  National FFA Organization
  Copyright 2006
- Official FFA Manual
  National FFA Organization
  Copyright 2009

Grading Procedures

Your grade in this class will be based on the following components:

1. Assignments & Projects 30%
2. Homework 15%
3. Quizzes & Tests 30%
4. Semester Exam 10%
5. FFA Participation* 15%

100%

* Note: You must participate in 4 approved FFA activities each semester for full credit.
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<th>Fall Semester</th>
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<tr>
<td>California Agriculture</td>
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I. Course Description

Prerequisites: Agricultural Science and/or Agricultural Mechanics I; Physical Science; Algebra I (or current enrollment in Algebra I)

Agricultural Biology is a laboratory science course designed for the college-bound student with career interests in agriculture. It meets the life science portion of the two-year laboratory requirement for high school graduation and for the California State Universities (CSU) and the University of California (UC) systems. Using agriculture as the learning vehicle, this course emphasizes the principles, concepts and relationships among living organisms. The course is centered on an extensive laboratory component in order to connect the big ideas of life science with agricultural applications.

II. California Standards - Student Outcomes

Biology/Life Science Standards

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:

   - Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.
   - Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
   - Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
   - Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
   - Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.
   - Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
   - Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
   - Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.
   - Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.
   - Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.
2. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:

- Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
- Students know only certain cells in a multicellular organism undergo meiosis.
- Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.
- Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
- Students know why approximately half of an individual's DNA sequence comes from each parent.
- Students know the role of chromosomes in determining an individual's sex.
- Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:

- Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
- Students know the genetic basis for Mendel's laws of segregation and independent assortment.
- Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
- Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.

4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:

- Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.
- Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
- Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.
- Students know specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
- Students know proteins can differ from one another in the number and sequence of amino acids.
- Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.
5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:

- Students know the general structures and functions of DNA, RNA, and protein.
- Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.
- Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
- Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.
- Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:

- Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
- Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
- Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
- Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.
- Students know a vital part of an ecosystem is the stability of its producers and decomposers.
- Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
- Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:

- Students know why natural selection acts on the phenotype rather than the genotype of an organism.
- Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.
- Students know new mutations are constantly being generated in a gene pool.
- Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.

Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.

8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:

- Students know how natural selection determines the differential survival of groups of organisms.
- Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.
- Students know the effects of genetic drift on the diversity of organisms in a population.
- Students know reproductive or geographic isolation affects speciation.
- Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
- Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.
- Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.

9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:

- Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removers toxic waste products such as carbon dioxide.
- Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.
- Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.
- Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.
- Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
- Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
- Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.
- Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca^{2+}, and ATP.
- Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.
10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:

- Students know the role of the skin in providing nonspecific defenses against infection.
- Students know the role of antibodies in the body's response to infection.
- Students know how vaccination protects an individual from infectious diseases.
- Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.
- Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.
- Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

Agriscience Pathway Standards

C3.0 Students understand the effects of technology on agriculture:

C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
C3.4 Understand the laws and regulations concerning biotechnology.

C5.0 Students understand the cell structure and function of plants and animals:

C5.1 Understand the purpose and anatomy of cells.
C5.2 Know how cell parts function.
C5.3 Understand various cell actions, such as osmosis and cell division.
C5.4 Understand how plant and animal cells are alike and different.

C6.0 Students understand animal anatomy and systems:

C6.1 Know the names and locations of the external anatomy of animals.
C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Students understand basic animal genetics:

C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
C7.4 Understand the fertilization process.
C7.5 Understand the purpose and processes of mitosis and meiosis.

C13.0 Students understand the scientific method:

C13.1 Understand the steps of the scientific method.
C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.
C13.3 Use the scientific method to conduct agricultural experiments.
Foundation Standards

9.0 Leadership and Teamwork
9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills
10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
10.2 Manage and actively engage in a career-related, supervised agricultural experience.
10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.

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

III. Course Outline by Quarter

First Quarter: Principles of Cell Biology
- Introduction to Agricultural Biology
- Review of Scientific Method
- Themes of Biology
- Chemistry of Life
- Cell Structure & Function
- Diffusion & Osmosis
- Photosynthesis
- Cellular Respiration

Second Quarter: Principles of Genetics
- Chromosomes & Cell Reproduction
- Meiosis & Sexual Reproduction
- Mendel and Heredity
- DNA: The Genetic Material
- Gene Technology

Third Quarter: Principles of Evolution & Ecology
- The Theory of Evolution
- Populations
- Ecosystems
- Biological Communities
- Kingdoms of Life

Fourth Quarter: Exploring Animal Biology
- Circulatory & Respiratory Systems
- Digestive & Excretory Systems
- The Body’s Defenses
- Nervous System
- Hormones & Endocrine System
- Reproduction & Fetal Development
IV. Performance Evaluations & Benchmark Exams or Projects

- Chapter/unit exams
- Quizzes
- Homework assignments
- In-class activities
- Laboratory reports
- Individual and/or group projects

V. Career Connections

This course exposes students to a variety of careers within the agriculture and science industries. At the beginning of the year, an overview is given of the wide range of careers involved in the field of agriscience. Specific career opportunities are discussed with students as the various units of instruction are taught. Students are encouraged to identify areas of agriculture and/or agriscience where they have special interests and pursue Supervised Agricultural Experience projects within those areas.
ROP Ornamental Horticulture Syllabus

Course Title: ROP Ornamental Horticulture
Grade Level: 11-12
Length: One Year
Prerequisites: None. Introduction to Agriculture, Ag Mechanics I, and/or Agricultural Biology are recommended.

Course Description
Ornamental Horticulture/Landscape is a one-year, ROP course designed to introduce and develop entry-level skills and experiences associated with the Ornamental Horticulture industry. Students will obtain skills in the areas of horticulture, landscape design, landscape maintenance, floriculture, business sales and communications. The course will be taught using an outdoor learning laboratory with special emphasis placed on the following topics: plant propagation, greenhouse and shade house maintenance, plant identification and selection, campus landscape projects, vegetable/flower gardens and retail sales projects.

This course follows the California State Agriculture Foundation & Ornamental Horticulture Pathway standards.

Texts
- Introductory Horticulture, 6th Edition
  Delmar Publishers
  Copyright 2002

- Sunset Western Garden Book
  Sunset Publishing, Copyright 2001

Supplemental Texts
- Biology: Principles & Explorations
  Holt, Rinehart and Winston, Copyright 2001

- Landscape Plants: Their Identification, Culture, and Use
  Delmar Publishers, Copyright 1994
## Course Outline

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<td>FFA/Leadership Development</td>
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### Grading Procedures

Your grade in this class will be based on the following components:

1. Assignments/Projects 20%
2. Quizzes/Tests 20%
3. Class Participation 30%
4. FFA Participation* 15%
5. SAE and Record Books** 15%

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* Note: You must participate in 4 approved FFA activities each semester for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to freshmen students)
ROP Agricultural Sales & Marketing Syllabus

Course Title: ROP Agricultural Sales & Marketing
Grade Level: 11-12
Length: One Year
Prerequisites: Previous enrollment in agriculture courses such as Introduction to Agriculture, Applied Agriculture Biology, Ornamental Horticulture, Advanced Animal Science and Agriculture Mechanics are highly recommended.

Course Description

This course introduces students to the business world as it relates to agriculture -- the world's largest industry. It prepares students to perform tasks related to sales, marketing, managing business organizations, credit & finance, accounting and job preparation. Evaluation is based on class assignments, field study tours, guest speaker presentations, homework, quizzes/tests, participation in student leadership activities (FFA) and maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book.

This course follows the California State Agriculture Foundation & Agricultural Business Pathway standards.

Grading Procedures

Your grade in this class will be based on the following components:

1. Assignments/Projects 20%
2. Quizzes/Tests 20%
3. Homework 20%
4. Semester Exam 10%
5. FFA Participation * 15%
6. SAE and Record Books ** 15%

100%

* Note: You must participate in 4 approved FFA activities each semester for full credit.

** Note: All students enrolled in an agriculture class must conduct an approved SAE project each year and keep accurate, up-to-date record books under the guidance of an advisor. (This rule does not apply to freshmen students)
Career Opportunities in Agriculture

Agricultural Sales
- Skills & Knowledge Needed
- Determining Needs & Wants of Customers
- Preparing for and Approaching Customers
- Giving a Sales Presentation
- Handling Customer Objections
- Closing a Sale
- Practical Application

Marketing
- Key Factors in Marketing
- Marketing Strategies
- Developing a Marketing Plan
- Introduction to World Trade
- Agricultural Exports & Trade Policies

Business Organizations
- Privately Owned/Sole Proprietorship
- Partnership
- Corporation
- Characteristics, Advantages and Disadvantages of Each

Finance and Credit
- Role of Credit in Agribusiness
- Public and Private Sources of Credit
- Applying for a Loan
- Costs of Credit

Agribusiness Accounting
- Review of Record Keeping
- Principles of Accounting
- Cash Flow Statements
- Inventory and Depreciation

Agricultural Cooperatives
- History & Development
- The Role of Cooperatives in Agriculture
- Principles Behind Farm Cooperatives
- Types of Cooperatives & Services Provided

Job Preparation
- Self Awareness
- Goals and Interests
- Resumes & Cover Letters
- Job Applications
- Interview Skills
- Considerations in Accepting a Job

FFA/Leadership Development
- Public Speaking
- Use of Parliamentary Law
- SAE/Record Books
Agricultural Mechanics I: Introduction To Agricultural Mechanics
Course Description

Agriculture Department

Grade Level: 9-12

Prerequisites: None

Section I: Course Description for Agricultural Mechanics I: Introduction To Agricultural Mechanics

Introductory units will be taught in Safety, Tool Identification, Measuring, Concrete, Electrification, Plumbing, Cold Metalworking, Wood Working, Arc Welding and Fabrication. Approximately one quarter of the remainder of the time will be spent in the shop with students in a hands-on application of project fabrication. This course follows the California Department of Education Curriculum for the Agricultural Mechanics Cluster.

Significance of this Course

This course will prepare students in basic mechanical fundamentals, which will provide them with a basis they can build on in more advance classes or use at home in a future career.

Broad Objectives of the Course

1) To develop in Vo-Ag students an understanding and appreciation of the importance of mechanical skills in agriculture and related careers.

2) To develop in students, the physical abilities which may be required to perform mechanical operations.

3) To assist students in preparing a personal plan of career selection in a specified mechanized agriculture field.

4) To provide students with an understanding in the safe and proper use of shop equipment.

***This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards***
Section II: Outline of the Course

I. Shop Orientation
II. Shop Safety
III. Tool ID
IV. Measurement
V. FFA
VI. Electrical
VII. Concrete
VIII. Plumbing
IX. Cold Metal
X. Woodworking
XI. Arc Welding and Oxy-Fuel Cutting

***This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards***

III. Instructional Methods/Strategies:

Agricultural Mechanics I is a course designed to use a multitude of instructional methods and strategies. The most commonly used teaching method is the use of hands-on application of course content. Through the construction of projects in each unit, students demonstrate their grasp of key concepts. All of the units have a lecture or teacher led discussion component built within them, these components are captured on PowerPoint presentations, which are available for the students to obtain and study through individualized study. Problem solving techniques are also a must for this course, because of the extensive use of math that is required for each project. Students are encouraged to design, and construct their individualized project after all required projects are completed.

IV. Performance Evaluation/Assessment Methods:

Students are evaluated by two methods- academic and technical. Academically, students must be able to complete assignments within designated timeframes. Students are required to take tests over the units and quizzes that cover individual lessons within the units. Students complete technical projects designed by the instructor to test their skill for each topic. These projects are just important as the tests that cover them, because they demonstrate the student’s
grasp of the subject matter. Together these forms of assessment demonstrate the student’s grasp of the course content

V. Technology

Agricultural Mechanics I requires that students use a multitude of technology. The following is a list of equipment and technologies students are exposed to:

| 1) Surveying Equipment            | 10) Hydraulic Shears and Punches |
| 2) Electric Arc Welders           | 11) Computers                     |
| 3) Plasma Arc Cutters             | 12) Internet                      |
| 4) Inverter Arc Welding Technology| 13) Microsoft Office              |
| 5) Carbon Arc Cutting             | 14) Table Saw                     |
| 6) Oxygen-Acetylene Equipment     | 15) Radial Arm saw                |
| 7) Inner Shield Welders           | 16) Belt Sanders                   |
| 8) MIG Welders                    | 17) Ohm’s Testers                 |
| 9) Tig Welders                    | 18) Concrete mixing equipment      |
| 19)                                |                                   |

VI: Career Connections:

Through Agricultural Mechanics, students are learning principles and practices involved in the following career paths:

| 1) Electrician      | 4) Machinist               |
| 2) Carpenter        | 5) Plumber                 |
| 3) Welder           | 6) Safety Coordinator      |
|                     | 7) Diesel Engine Technician|

Students are also encouraged to pursue a course of study in one of the following majors at post secondary institutions:

| 1) Agricultural Engineering |
| 2) Mechanical Engineering   |
| 3) Electrical Engineering   |
| 4) Architecture/ Drafting   |
| 5) Industrial Manufacturing Engineering |
| 6) Agriculture Systems Management |
| 7) Agricultural Business Management |
Agricultural Mechanics II: 
Agricultural Welding Skills

Section I: Course Description for Agricultural Mechanics II: Agriculture Welding Skills

Prerequisite: Completion of Agricultural Mechanics I, with a grade of “C” or better or with permission from the instructor

This is a one-year course devoted to the development of welding skills and techniques used in the industry. Topics used for class activities are: all phase of Oxy-Acetylene Welding and Cutting, Electric Arc Welding, Plasma Arc Cutting, and an introduction to MIG (Metal Inert Gas) Welding and Tig (Tungsten Inert Gas) Welding. Construction of metal projects is permissible and encouraged, but only after completion of required assignments. It is recommended that all students purchase a pair of coveralls.

Section II: Significance of this Course

In the field of agriculture, there are many requirements for the application of welding skills and techniques. This course is designed as a first step toward developing the necessary knowledge and skills to be successful where these skills and techniques will be utilized.

Section III: Broad Objectives of the Course

1) A strict time limitation cannot be placed on learning welding skills, and because it takes good eyesight, coordination and good judgment, each student will be allowed to progress at their own speed.

2) The student will demonstrate their knowledge of shop safety, as related to welding, as determined by the instructors testing and observation.

3) The student will demonstrate acceptable work habits, shop conduct, proper tool use and return, and proper clean up procedures by observation of the instructor.

4) By the end of the school year, the student will demonstrate his knowledge of all of the methods of welding with different types of equipment and different applications as observed by the instructor.

5) After all test welds have been completed, the student may begin an individual project, which will be evaluated by the instructor.

6) Students who complete all test welds, and who do not wish to construct an individual project, may practice and develop any particular welding skill they choose. Evaluation will be on an individual basis by the instructor.
Section IV: Required Text

1) **Welding: Principles and Applications; 4th Edition; Larry Jeffus**

2) **Agricultural Mechanics: Fundamentals & Applications; 4th Edition; Ray Herren and Elmer Cooper**

Section V: Scope, Sequence and Outline of the Course

Unit 1: Orientation
   a. Review Course Outline
   b. Discuss Welding Shop Safety Procedures
      1. Demonstration Oxy-Acetylene Equipment
      2. Demonstration Electric Arc Equipment
   c. Discuss Shop Clean Up Procedures

Unit II: Oxy-Acetylene Cutting
   a. Oxy-Acetylene Cutting Equipment
   b. Oxy-Acetylene Cutting Procedures and Skills

Unit III: Electric Arc Welding
   a. Machines and Accessories
   b. Selecting Different Electrodes
   c. Striking an Arc.
   d. Welding in the Flat Position
      1. Running short and continuous beads
      2. Square butt weld
      3. Lap weld
      4. Filet weld (single and triple pass)
      5. Outside corner weld
      6. Multi-pass weld
   e. Welding in the Horizontal Position
      1. Running a short bead
      2. Making a square butt weld
   f. Welding in the Vertical Position
      1. Running a straight bead
      2. Running a weave bead
      3. V-butt weld
      4. Single pass filet
      5. Weave pass filet
   g. Welding in the Overhead Position
      1. Straight bead
      2. V-butt weld
      3. Lap weld
      4. Filet weld
5. Multi-pass filet weld

Unit V: Gas Shielded- Arc Welding
   a. Gas Tungsten Arc Welding (GTAW)- TIG Welding
   b. Gas Metal Arc- MIG Welding

Unit VI: Special Related Welding Processes
   a. Arc-Air Carbon Arc Cutting
   b. Plasma Arc Cutting
   c. Pipe Welding Fundamentals

Unit VIII: FFA, SOE & Careers
   a. FFA
      1. Leadership opportunities
      2. Competitions
      3. Record Keeping
   b. SOE (Supervised Occupational Experience)
      1. Projects
         a. Ownership
         b. Non-ownership
      2. Proficiencies
      3. Record Keeping
   c. Careers
      1. Career Opportunities in Agriculture Welding
      2. Resume

Unit IX: Project Design and Fabrication- 4th quarter projects
   a. Reading Plans
   b. Figuring a Bill of Materials
   c. Project Budgeting
   d. Ordering Materials
   e. Construction

***This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards***
Agricultural Mechanics III: Agricultural Welding Construction

Section I: Course Description for Agricultural Mechanics III: Agriculture Welding Construction

Prerequisite: Completion of Agricultural Mechanics II, with a grade of “C” or better or with permission from the instructor

This is a one-year course devoted to the development of welding skills and techniques used in the industry. Topics used for class activities are: all phase of Oxy-Acetylene Welding and Cutting, Electric Arc Welding, Plasma Arc Cutting, and an introduction to MIG (Metal Inert Gas) Welding and Tig (Tungsten Inert Gas) Welding. Construction of metal projects is permissible and encouraged, but only after completion of required assignments. It is recommended that all students purchase a pair of coveralls.

Section II: Significance of this Course

In the field of agriculture, there are many requirements for the application of welding skills and techniques. This course is designed as a first step toward developing the necessary knowledge and skills to be successful where these skills and techniques will be utilized.

Section III: Broad Objectives of the Course

1) A strict time limitation cannot be placed on learning welding skills, and because it takes good eyesight, coordination and good judgment, each student will be allowed to progress at their own speed.

2) The student will demonstrate their knowledge of shop safety, as related to welding, as determined by the instructors testing and observation.

3) The student will demonstrate acceptable work habits, shop conduct, proper tool use and return, and proper clean up procedures by observation of the instructor.

4) By the end of the school year, the student will demonstrate his knowledge of all of the methods of welding with different types of equipment and different applications as observed by the instructor.

5) After all test welds have been completed, the student may begin an individual project, which will be evaluated by the instructor.

6) Students who complete all test welds, and who do not wish to construct an individual project, may practice and develop any particular welding skill they choose. Evaluation will be on an individual basis by the instructor.
Section IV: Required Text

1) **Welding: Principles and Applications; 4th Edition; Larry Jeffus**

2) **Agricultural Mechanics: Fundamentals & Applications; 4th Edition; Ray Herren and Elmer Cooper**

Section V: Scope, Sequence and Outline of the Course

Unit 1: Orientation
   a. Review Course Outline
   b. Discuss Welding Shop Safety Procedures
      1. Demonstration Oxy-Acetylene Equipment
      2. Demonstration Electric Arc Equipment
   c. Discuss Shop Clean Up Procedures

Unit II: Oxy-Acetylene Cutting
   a. Oxy-Acetylene Cutting Equipment
   b. Oxy-Acetylene Cutting Procedures and Skills

Unit III: Electric Arc Welding
   a. Machines and Accessories
   b. Selecting Different Electrodes
   c. Striking an Arc.
   d. Welding in the Flat Position
      1. Running short and continuous beads
      2. Square butt weld
      3. Lap weld
      4. Filet weld (single and triple pass)
      5. Outside corner weld
      6. Multi-pass weld
   e. Welding in the Horizontal Position
      1. Running a short bead
      2. Making a square butt weld
   f. Welding in the Vertical Position
      1. Running a straight bead
      2. Running a weave bead
      3. V-butt weld
      4. Single pass filet
      5. Weave pass filet
   g. Welding in the Overhead Position
      1. Straight bead
      2. V-butt weld
      3. Lap weld
      4. Filet weld
5. Multi-pass filet weld

Unit V: Gas Shielded- Arc Welding
   a. Gas Tungsten Arc Welding (GTAW)- TIG Welding
   b. Gas Metal Arc- MIG Welding

Unit VI: Special Related Welding Processes
   a. Arc-Air Carbon Arc Cutting
   b. Plasma Arc Cutting
   c. Pipe Welding Fundamentals

Unit VIII: FFA, SOE & Careers
   a. FFA
      1. Leadership opportunities
      2. Competitions
      3. Record Keeping
   b. SOE (Supervised Occupational Experience)
      1. Projects
         a. Ownership
         b. Non-ownership
      2. Proficiencies
      3. Record Keeping
   c. Careers
      1. Career Opportunities in Agriculture Welding
      2. Resume

Unit IX: Project Design and Fabrication- 4th quarter projects
   a. Reading Plans
   b. Figuring a Bill of Materials
   c. Project Budgeting
   d. Ordering Materials
   e. Construction

***This course follows California State Agriculture Foundation and Ag Mechanics Pathway Standards***
Agricultural Mechanics IV: Agricultural Welding Fabrication and Career Preparation

Section I: Course Description for Agricultural Mechanics IV: Agriculture Welding Fabrication and Career Preparation

Prerequisite: Completion of Agricultural Mechanics IV, with a grade of “C” or better or with permission from the instructor

Agricultural Mechanics IV: Agricultural Welding Fabrication and Career Preparation is offered to students who have developed a strong understanding in welding technology as a basis for developing advanced skills. This course integrates mathematics and scientific principles to applied processes in the specialized field of metal fabrication. This course operates within an extensive laboratory to provide practical application and advanced instruction in foundry principles in the following welding processes: a) OFW b) OFC c) SMAW d) GMAW

The development of leadership and employable skills are emphasized throughout the course. The advanced program follows the Model Curriculum Standards and Program Frameworks for Agriculture Specialization in Agriculture Mechanics and Metal Fabrication as outlined by the California Department of Education. This course prepares students to pursue a career in Welding or a course of study in the field of Agriculture in post secondary education.

Section II: Significance of this Course

In the field of agriculture, there are many requirements for the application of welding skills and techniques. This course is designed as the final step toward developing the necessary knowledge and skills to be successful where these skills and techniques will be utilized.

Section III: Broad Objectives of the Course

1) To strengthen students skills in all welding applications
2) To provide students skills in welding construction
3) To provide students with the knowledge of proper safety practices in a shop environment.
4) Familiarize students with the career opportunities in the welding/fabrication industry
5) Familiarize students with career opportunities available in post secondary institutions.
6) To provide opportunities for leadership development
7) To strengthen a student’s academic skills through classroom instruction and relevant “hands-on” practical training experiences.
Section IV: Required Text


2) *Agricultural Mechanics: Fundamentals & Applications;* 4th Edition; Ray Herren and Elmer Cooper

Section V: Scope, Sequence and Outline of the Course

Unit I: Orientation
   a. Review Course Outline
   b. Discuss Welding Shop Safety Procedures
      1. Demonstration Oxy-Acetylene Equipment
      2. Demonstration Electric Arc Equipment
   c. Discuss Shop Clean Up Procedures

Unit II: Shop Safety
   a. Terminology
   b. Safe use of equipment
   c. Student practice and demonstration

Unit II: Colleges and Careers
   a. Careers
      1. Resume
      2. Application
      3. Letter of Recommendation
      4. Interviewing
      5. Employer/Employee skills
   b. Colleges
      1. Majors available at UC and CSU
      2. Applications
      3. Scholarships
      4. Grants

Unit III: Gas Metal Arc-MIG Welding Review
   a. Equipment and techniques for types of metals
   b. Positions
   c. Joints
   d. Wire Types for particular applications
Unit IV: Measurements
   a. Terminology
   b. Reading a ruler
   c. Area, perimeter, and circumference calculations
   d. Understanding fractions

Unit VI: Computer Technology Application
   a. CAD Applications
   b. Welding Digital Readouts
   c. Welding Formulations

Unit V: Welding Metallurgy and Scientific Applications
   a. Temperature
      1. Phase change to metals
      2. Crystallization
      3. Cooling Rate effects
   b. Metal Structure
      1. Effects of Carbon on metal
   c. Heat treatment

Unit VII: Special Related Welding Processes
   a. Arc-Air Carbon Arc Cutting
   b. Plasma Arc Cutting
   c. Pipe Welding Fundamentals
   d. Oxygen-Acetylene Frame Cutting
   e. Hard Facing
   f. Frame Squaring

Unit VIII: Individual Small Project Construction
   a. Drawing and Sketching Selected Project
   b. Steel Making and Standard Shapes
   c. Steel Weight and Cost Calculations
   d. Individual Instruction as related to the Selected Project

Unit IX: FFA, & SOE
   a. FFA
      1. Leadership opportunities
      2. Competitions
      3. Record Keeping
   b. SOE (Supervised Occupational Experience)
      1. Projects
         a. Ownership
         b. Non-ownership
      2. Proficiencies
      3. Record Keeping
Unit X: Project Design and Fabrication- 4th quarter projects
   a. Reading Plans
   b. Figuring a Bill of Materials
   c. Project Budgeting
   d. Ordering Materials
   e. Construction

***This course follows California state agriculture Foundation and Ag Mechanics Pathway Standards***
Grading Policy, Expectations and Shop Rules

A. Conduct
   1) Students will be in their seats and ready to work when the bell rings to start class.
   2) All food and drink is prohibited in the shop.
   3) The use of TOBACCO in the shop will not be tolerated.
   4) Hats and caps will be removed while in the classroom. However, caps are allowed to be worn during shop activities.
   5) Students will refrain from the use of foul language.
   6) Students are not excused unless the teacher excuses them. THE TEACHER EXCUSES THE STUDENTS, NOT THE BELL!!!!!!

B. Policies
   1) Students are responsible to come to class prepared to work in the right mental attitude.
   2) Students are required to bring a writing utensil (pen or pencil), paper to take notes, and a notebook.
   3) Students should take notes on important information presented, and keep all notes, quizzes, handouts, assignments and tests to study for future exams.
   4) Each student will be given a locker in the Ag. Mech. Shop. It is your responsibility to make sure that it is locked and do not store valuables in it!
   5) Clean up will start approximately 10 minutes before the end of the period. Students will not leave until the instructor approves the clean up.

C. TOP 10 SAFETY RULES

   1) THE SAFE WAY = THE RIGHT WAY! The instructor requires you to follow all safety instructions and procedures at all times or shop privileges will be denied.
   2) Know the location of all safety equipment in the shop and keep exits clear at all times.
   3) Always use equipment with guards in place and safety shut outs functioning.
   4) Report all unsafe conditions of the facilities, equipment, and tools to the instructors as soon as possible.
5) If you are not absolutely certain of the correct procedure involved in any operation, ask for help.
6) Report ALL injuries to the instructor immediately, no matter how small.
7) No horseplay, running, wrestling, etc. will be allowed in the shop.
8) Clean up procedure is important to maintain a good shop environment:
   i. Work areas swept
   ii. Tools cleaned and put away
   iii. Equipment straightened up
9) Personal Protective Equipment (PPE)
   i. Clothing - comfortable (not ragged) work clothes are suggested; if possible bring a pair of coveralls or overalls, or a shop or lab coat to protect your clothes. Non-synthetics are best.
   ii. Shoes - leather shoes or boots, or solid tennis shoes—no open toe shoes.
   iii. Hair - Long hair must be tied back
   iv. Eyes - Approved safety glasses must be worn at all times while in the shop. Students wearing prescription glasses must wear face shields or safety goggles while operating power equipment or striking tools. Contact lenses should be avoided. Students will be issued their first pair of safety glasses and should be kept in their locker. If the student fails to bring his/her safety glasses, they will not be allowed to work in the shop. If the student loses their safety glasses, they will be required to purchase a replacement pair.
   v. PROHIBITED: SANDALS, OPEN-TOED SHOES, DRESSES, SKIRTS, SHORTS, PANTS WITH CUFFS, TIES, RINGS, WATCHES, BRACELETS, OTHER JEWELRY, ETC.

10) Finally, remember this is our shop, tools and equipment are provided to facilitate your learning and complete your education—so let’s take care of what we have to work with and be proud of the shop facilities we have at KINGSBURG!

D. Attendance

Daily attendance is very important to succeed in shop class. Shop work is very difficult to make up since so much of it is practical experience, and notes cannot substitute for the student discussion and participation, which took place during class. Remember, it is your responsibility to remind the teacher of any make up work. The following is the procedure to follow for make up work:

1) Ask the instructor what assignment(s) or test(s) was (were) missed BEFORE or AFTER school or class.
2) If a test was missed, then it is up to the student to make up the test during the week they return.
3) Any assignment missed must be made up within 5 days after the student returns.

4) To make up shop work, the student must ask the instructor if he/she may come into class before or after school to work on their projects.

5) If assignments, tests, quizzes or projects are not made up by the given due date, the resulting grade will be a zero.

E. Tardies
A tardy is counted every time a student is not in his/her seat PRIOR to the bell. The school policy for tardies will be followed.

F. Discipline
All disciplinary actions will follow the current school policy if rules or policies are broken. However, if it is determined that the student is a safety risk, determined by their actions or behavior, that student will be removed from the class to protect the safety of themselves, fellow students and the instructor. If violations continue, the appropriate site administrator will be contacted for further action. If the student violates a local Ag Department rule, the student will receive a departmental after school work detention for one hour. If a student cannot stay after school, then they can make up the time before school or during lunch time to fill the requirement.

G. Grading

1) Assignments, Tests, Quizzes.............................................40%

2) Project Scores (Individual Project Construction)..........................20%

3) FFA Activities (4 per semester)..............................................15%

4) SAE (Supervised Agriculture Experience-Record Books)..........15%

5) Participation..................................................................10%

- Projects: Before moving on to the project construction stage (4th Quarter Project Only), a student must complete all required projects (welds) unless authorized by the instructor. All individual construction projects must be first approved by the instructor and any other parties involved, along with a completed shop contract and deposit for materials. Every student must complete all assigned projects with an individual project to pass the course with a C or better. All projects constructed in the shop are automatically entered in the local county fair for exhibit. No project will be removed from the shop without the authorization of the shop instructor. All projects which are removed from the shop will be assessed a 15% consumable materials fee (4th Quarter Project Only). All projects must be completed by the end of the school year.

- Materials Fee- Each student will be charged a $30.00 materials fee. This fee includes the student’s safety glasses and cost of all materials for projects that the student will be taking home except for their 4th quarter project.
Safety Glasses- It is the student’s responsibility to care for their safety glasses. If the student loses their pair of safety glasses they will be responsible for replacing their safety glasses. Once safety glasses are issued they are the student’s to keep. Only ANSI z-87 safety glasses are acceptable in the shop.

Supervised Agricultural Experience (SAE) and FFA- Each student is required to have an SAE project or a plan for one. In addition, they must also participate in at least 2 FFA activities per quarter or 4 activities in a semester. This will fulfill the FFA and SAE portion of the student’s grade.
Kingsburg High School
Agricultural Mechanics I, II, III, IV
Mr. Donovan
Office Phone: (559) 897-2248
E-mail: bdonovan@kjuhsd.k12.ca.us

Class Agreement

Please read through the shop rules and policies and return the agreement within two days. If you have any concerns or questions, please do not hesitate to ask me.

Student Agreement

I, __________________________, have read and understand Mr. Donovan’s Grading Policy and Class Expectations handout. I understand the requirement of the class and the expectations of me, and I agree to fulfill these. I have been given a copy of the Grading Policy, Expectations, and Shop Rules, which I will keep in my notebook. If I have any further questions, I will ask Mr. Donovan for further explanation.

Student Signature__________________________________________________________

Parent Agreement

I have read Mr. Donovan’s Grading Policy, Expectations and Shop Rules and understand that my child must keep an Agricultural Mechanics section in his/her binder, containing all of the work he or she does for the class. I understand that my student will be responsible for abiding by school rules and class guidelines. If I have further questions or would like to discuss my student’s work, I will call Mr. Donovan at the high school during school hours.

Parent(s) or Guardian Signature(s) ______________________________________

____________________________________________________________________
Date ___________________________________________________________________

Phone number where I can be reached_____________________________________

Comments on any of the requirements listed in this handout:
Program Completion Standards:

In order for a student to complete a program in agriculture at Kingsburg High School, they must complete 720 hours of instruction in 4 courses, in accordance with the sequences shown above.

Every first year student will be taught about Supervised Agriculture Experience (SAE) programs and will develop an individualized plan for a future SAE project. All returning students (second, third, and fourth year) will be required to have a quality SAE program approved by their agriculture instructor and documented in their record book. This will account for 15% of the students' overall semester grade in every agriculture class taught at Kingsburg High School.

Each student enrolled in the agriculture program will be a member of the Kingsburg FFA Chapter and will be eligible to participate in the organization's activities.
Upon completion of this course, students are able to:

- Demonstrate plant identification and selection of local landscape applications by completion of lab assignments.
- Understand the principles of plant physiology and growth, including photosynthesis, transpiration, respiration, and plant structure through satisfactory grades on tests and labs.
- Demonstrate methods of sexual and asexual plant propagation and factors affecting them through satisfactory grades on tests and labs.
- Identify the principles of integrated pest management and demonstrate this through labs.
- Evaluate water management practices for ornamental plants.
- Identify relationships between growing mediums, water management, and fertilization.
- Demonstrate principles of pruning and training plant materials.
- Describe the selection, installation, and care of turf.
- Work with nursery production facilities, equipment, and tools safely.
- Demonstrate principles and skills of floral design.
- Identify the roles of supporting industries and the California Horticulture Industry.
- Identify the importance of record keeping through demonstrations in retail sales simulations.
- Identify the importance of leadership by participating in leadership activities.
Upon Completion of this course, students are able to:

- Understand career opportunities in the agribusiness field and the agriculture industry as a whole.
- Understand how marketing functions in a free market society.
- Understand the advantages & disadvantages of the various marketing options for agricultural products and services.
- Understand how the law of comparative advantage affects agricultural production.
- Understand the impact of advertising and promotion on the marketing of agricultural products and services.
- Understand how promotion trends for agricultural products influences individuals.
- Understand how to develop a marketing plan for an agricultural product or service.
- Demonstrate the most effective methods for assessing customer needs and wants.
- Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
- Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
- Understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workplace diversity, and conflict resolution.
- Demonstrate important strategies for self-promotion in the hiring process, such as job applications, writing of resumes & cover letters, and interviewing skills.
- Manage and actively engage in a career-related, supervised agricultural experience.
- Understand the importance of maintaining and completing the California Agricultural Record Book.
Upon completion of the course, the students will be able to:

- Integrate mathematics and scientific principles to applied processes in the specialized field of metal fabrication.
- Apply foundry principles in welding – OFW, OFC, SMAQ, GMAW.
- Apply proper safety practices in a shop environment.
- Apply computer Technology Application –CAD, Welding Digital Readouts, Welding Formulations.
- Conduct Welding Metallurgy and Scientific Applications
- Complete Design and Fabrication Projects
- Further leadership development.
- Identify career opportunities in the welding/fabrication industry as well as in post-secondary educational institutions.

This advanced program follows the Model Curriculum Standards and Program Frameworks for Agriculture Specialization in Agriculture Mechanics and Metal Fabrication as outlined by CDE.
Description of Facilities and Major Equipment

In August 2002, Kingsburg High School completed construction of the new Agriculture building. Below is a description of each learning environment and major components.

Room 50 – Agriculture Mechanics Shop (60’ x 40’)
- 8 welding booths
- 2 sets of exhaust fans
- 5 PowerMIG 255 welders
- 3 PowerMIG 200 welders
- 8 Ideal Arc 250 welders
- 2 Precision Tip 225 welders
- 1 Square Wave TIG 185
- 1 Spartan 66-ton Iron Worker
- 1 DeWalt Radial Arm Saw

- 1 Delta Table Saw
- 1 Jet Band Saw
- 1 Brilliant Cut-off Saw
- 1 Ellis Band Saw
- 1 Delta 10” Radial Arm Saw
- 1 Thermal Dynamics Plasma Cutter
- 10’ x 15’ tool room
- 1 6’ x 48’ storage container

Room 51 – Agriculture Mechanics Classroom
- 1 Sony Digital Data Projector (mounted on ceiling)
- 1 Dell computer

Room 52 – Agriculture Science Classroom
- 1 Mac laptop
- 1 digital data projector (portable)
- 8 science lab stations with gas, air and sinks at each
- 1 vacuum/exhaust hood with water, gas and air

Room 55 – Agriculture Computer Lab
- 23 Dell computers with monitors
- 1 black & white laser printer

School Farm

- 1 greenhouse
- 1 covered patio/work area
- 1 shade area
- 1 shop with awning
- 2 swine barns
- 1 sheep, goat and cattle barn

- 2 acres land for future growth
- Livestock show ring
- Aluminum gooseneck trailer
- White pull-behind trailer
- Ford Excursion
- Ford truck
5 Year Acquisition Schedule
2009-2010

Year One 2009-2010
1) Expand hand tool selection in Ag Mechanics shop
2) Purchase 4 new work benches with storage lockers for Ag Mech shop
3) Purchase storage lockers for school farm
4) Purchase tables and chairs for portable classroom at school farm

Year Two 2010-2011
1) Replace fenders on aluminum gooseneck trailer
2) Purchase a Plasma Cam for the Ag Mechanics shop
3) Build raised planting beds at the Horticulture Unit

Year Three 2011-2012
1) Purchase tractor with a bucket for the school farm
2) Install bottom heat system inside greenhouse
3) Repair/replace science laboratory & shop equipment as needed
4) Update technology & software in the computer lab

Year Four 2012-2013
1) Build new storage facility for the Horticulture Unit
2) Build covered area over existing Ag Mech shop yard
3) Develop back part of school farm (orchard and/or pasture area)
4) Repair/replace science laboratory & shop equipment as needed

Year Five 2013-2014
1) Begin construction of new sheep/goat barn at school farm
2) Develop Small Engines shop and curriculum
3) Repair/replace science laboratory & shop equipment as needed
### FFA- GENERAL

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<td>Update Chapter Program of Work</td>
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<td>Meetings</td>
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### FFA- COMPETITIVE ACTIVITIES

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II. Copy of substitute teacher procedures and plans.
Kingsburg FFA

Program of Activities

2009-2010
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CHAPTER OFFICERS’ MESSAGE

Dear Members and Parents,

We are looking forward to having a successful year throughout all aspects of our program! Our officer team has set many goals that will aid in the integration of younger students as a key component of our chapters’ success. This success is dependent on the promotion of our activities and the goals we have set this year reflect that idea. To achieve these goals we will be creating a chapter website for student, parent, and staff reference. We will be implementing quarterly video updates to increase member interest and awareness with peer promotion of activities. We will be increasing our contact with both the local media and the National FFA New Horizons Magazine. To build leaders for the future, we will focus on increasing attendance to leadership conferences. Our officer team feels that creating comfortable relationships between older and younger students is important for the future success of our chapter. Therefore, this year we will work on building those relationships through new activities.

We hope these goals create cherished memories and leave a lasting impression on our chapter. Our officer team has high expectations for this year and we fully expect to continue the legacy of Kingsburg FFA!

Sincerely,

2009-2010 Kingsburg FFA Officer Team

Madalyn McCracken       Nicole Billington       Josh Fridlund
President               Vice President             Secretary

Megan Stone             Jennifer Woods            Alecia Moody
Treasurer               Reporter                   Sentinel

Lacy Knight             
Chaplain
ADVISORS' MESSAGE

Welcome to the Kingsburg High School Agriculture Department!

Our chapter officers have planned an exciting year for our students and we couldn’t be more proud. One of their new ideas is our chapter website that was developed through their hard work.([www.kingsburgffa.org](http://www.kingsburgffa.org)) On the site, students will be able to access chapter history, information about officers, competition results as well as forms and applications for different activities or events. Our chapter officers are working hard to reach every one of our students, and leave a lasting effect on our chapter.

As we continue to increase our number of students, we strive to make improvements to our facilities. We have recently added a classroom at the school farm. This classroom will be used for activities during the Ornamental Horticulture and Advanced Animal Science classes, as well as a cool area to rest during farm workdays or showmanship practices.

This is going to be a fast-paced and memorable year for students involved in Kingsburg FFA! It is our sincere hope that you will join us at chapter meetings and participate in the many opportunities available through the agriculture program. Jump aboard on this fantastic journey as Kingsburg FFA continues to providing our students with opportunities that will allow all them to succeed, long after they leave our classrooms.

Sincerely,

Brian Donovan  
Ag Instructor/FFA Advisor

Jill Sperling  
Ag Instructor/Department Chair
# July 2009

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Winter Break – Winter Break – Winter Break

- EFM BIG & Banking Contests @ Sanger 5 pm
- Adopt-a-Family Items Due!!
- Final Exams
- Winter Formal
- No School (Winter Break Starts)
- Officer Party
- Christmas Eve
- Christmas Day
- New Year's Eve
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<td>NO SCHOOL</td>
<td>KHS Staff In-Service</td>
<td>First Semester Ends!</td>
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<td>New Year’s Day Winter Break</td>
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<td>Reedley &amp; Fowler Vine &amp; Tree Pruning Contests 8:30 am</td>
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<td>NO SCHOOL (Martin Luther King)</td>
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<td>FFA Meeting 6:00 pm Little Theatre EFM Speech &amp; Job Int Materials Due</td>
<td>Regional Officer Apps Due</td>
<td>Dinuba Vine Pruning Contest 8 am</td>
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<td>EFM &amp; WFM Record Book &amp; Proficiency Scoring @ Kingsburg 4:00 pm</td>
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<td>Reedley Mid-Winter Field Day</td>
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<tr>
<td>Foggy Day In-Service</td>
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<td>EFM Speech Contest (Reedley HS 4:00)</td>
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<td>Reverse Drawing Set-Up</td>
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<td>FSU Winter State Finals (Vine &amp; Tree Pruning)</td>
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<td>State Conference Apps Available</td>
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<td>Ag Boosters Reverse Drawing Dinner</td>
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<td>NO SCHOOL (Lincoln's Birthday)</td>
<td>EFM &amp; WFM Ticket Sales (WAE Gates)</td>
<td>Regional Proficiency Scoring @ Exeter 9:00 am</td>
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<td>Valentine's Day</td>
<td>NO SCHOOL (Presidents' Day)</td>
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<td>EFM &amp; WFM Co-op &amp; Nov Rec Bk @ Laton 5 pm</td>
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<td>State Conference Apps Due!!</td>
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<td>FFA Meeting 6:00 pm Little Theatre</td>
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<td>SJ Region FFA &amp; CATA Meetings @ Frontier HS 8:30 am</td>
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<td>UC Davis Field Day</td>
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<td>Third Quarter Ends!</td>
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Sacramento Leadership Experience

Foggy Day In-Service

FFA Meeting 6:00 pm Little Theatre

Regional Speech Contests 10:00 am

Spring Break – Spring Break →
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<td>Easter</td>
<td>NO SCHOOL</td>
<td>Last Day of Spring Break</td>
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<td>Officer Applications Available</td>
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<td>FFA Meeting 6:00 pm Little Theatre</td>
<td>Officer Applications Due!!</td>
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<td>Fresno Field Day State FFA Leadership Conference Starts →</td>
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<td>Chapter Officer Interviews</td>
<td>Officer State Posted</td>
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<td>Leave for State FFA Judging Team Finals</td>
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<td>FFA Meeting</td>
<td>EFM &amp; WFM CATA Planning Mtg @Kingsburg 5 pm</td>
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<td>6:00 pm Little Theare (Officer Elections)</td>
<td>5 pm EFM Sect. Officer Elections</td>
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<td>State FFA Judging Finals (Cal Poly)</td>
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<td>Mother's Day</td>
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<td>Mandatory Livestock Meetings (2010 Fresno Fair)</td>
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<td>EFM &amp; WFM American Degree Scoring</td>
<td>17 EFM &amp; WFM American Degree Scoring</td>
<td>Kingsburg FFA Awards Banquet 6:00 pm Rafer Gym</td>
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<td>Top 20 Trip (Magic Mountain)</td>
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<td>Pre-Conf Governing Board Mtg @ 8:30 am</td>
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**June 2010**

**FINALS - FINALS - FINALS**

**CATA Summer Conference – San Luis Obispo**
KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES

Rick Jackson ................................................................. President
Blake Carlson ............................................................... Clerk
Bill Swanson ............................................................... Member
Orlan Boyd ................................................................. Member
Brent Lunde ............................................................... Member

KINGSBURG JOINT UNION HIGH SCHOOL
ADMINISTRATION AND STAFF

Linda Clark ................................................................. Superintendent
Randy Morris ............................................................... Principal
Doug Davis ................................................................. Assistant Principal
Cindy Schreiner .......................................................... Assistant Principal
Marlene Pavlina ........................................................... Head Counselor
Heather Apgar ............................................................. Counselor
Jesse Tafoya ............................................................... Counselor
Vickie Hale ................................................................. Registrar
Debra Lockwood ........................................................ Library Media Specialist
Lupe Magri ................................................................. Attendance
Sharon Rodriguez ........................................................ Attendance
Isabel Loera ............................................................... Instructional Aide
Robin Lund ................................................................. Student Body Accounts
Lisa Crespin .............................................................. Payroll/Business Office
Barbara Matthews ...................................................... School Secretary
Karen Osborne .......................................................... Accounts Payable
Ted Pumarejo ............................................................ Director of Maintenance/Operations
Sharon Rodriguez ........................................................ Responsibility Center Aide
Vikki Rogers ............................................................... Superintendent’s Secretary
Andrea Salvador ........................................................ Business Manager
Sue Wegley ............................................................... Instructional Aide
Kingsburg High School
Agriculture Advisory Committee

The function of the Advisory Committee is to provide advice on the design, development, and operation of the Kingsburg High School Agriculture Department. Additionally, this committee provides support and evaluates the progress of the department. The Advisory Committee is comprised of representatives from the community, business industry, post-secondary educational institutions and parents.

Tim Morris --- Chairperson

Gale Bamford
Glen Billington
Jeff Bortolussi
David Clark
Nomie Kautz
Ron McClain
Fred Swanson
Frank Tebeau

Kingsburg High School
Agriculture Boosters

The Kingsburg Agriculture Boosters is a group of parents, Kingsburg FFA alumni and community members who wish to support the agriculture program. This group meets throughout the year to plan and carryout fundraising activities. The money raised by the Agriculture Boosters is used to support the students in the agriculture program throughout the year.

Danny Cates --- President
Marci Carter --- Vice-President
Glen Billington -- Secretary
Lee Henriksen --- Treasurer
Michelle Stone --- Publicist
CHAPTER GOALS

1. **Focus on younger members to build leadership for the future of our chapter.**
   - Establish a Greenhand FFA Officer team
   - Allow Greenhand members to purchase “senior slaves” in an auction at a chapter meeting activity early in the year
   - Promote leadership by taking a larger number of freshmen students to the annual Greenhand FFA Conference
   - Encourage more sophomores to participate in the Made for Excellence leadership conference
   - Increase the number of students who participate in the Sectional Best Informed Greenhand and Novice Opening/Closing contests.

2. **Continue to improve our methods of chapter promotion**
   - Establish a valuable chapter website to allow for easy access of information about our chapter and program as a whole
   - Start a new tradition of a quarterly video news broadcast, highlighting our activities
   - Send articles to the Kingsburg Recorder and the New Horizons Magazine that include events of the Kingsburg FFA Chapter
   - Create a slideshow to be played at the monthly chapter meetings that showcases the activities from the previous month
INTRODUCTION TO THE FFA

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

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

The FFA is a non-profit, non-political youth organization designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism.

National Headquarters for the FFA are located in the Agriculture Education Branch of Health, Education, and Welfare, Washington D.C. The National FFA Convention is held annually in Louisville, Kentucky and the California Association holds its annual conference at the Fresno Convention Center each April.

This Program of Activities was developed to explain the purpose of the FFA Organization and give insight into the many opportunities that are available to all agriculture students at Kingsburg High School.
MISSION AND STRATEGIES

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 this 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 experienced 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 lifestyle.
- Encourages excellence in scholarship.

The Agricultural Education Mission

The mission of Agriculture Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resource system.
**FFA CODE OF ETHICS**

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

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

**FFA OFFICIAL DRESS**

The uniform worn by FFA members at local, state, and national functions is called *official dress*. It provides identity and gives a distinctive and recognizable image to the organization.

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests and camping.

Official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks, and official jacket zipped to the top.
PROPER USE OF THE FFA JACKET

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

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The back of the jacket includes only: a large official FFA emblem, the name of the state association, and the name of the local chapter, district, or area. The front of the jacket includes only a small official FFA emblem, the name of the individual, one office or honor, and the year of that office or honor.
4. 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.
5. 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.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the official FFA jacket.
11. Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substance including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with exception that a single state FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.
FFA EMBLEM

The National Emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units in the organization, it is made up of five symbols: the owl, the plow, and the rising sun, within the cross section of an ear of corn, which is surrounded or surmounted by the American eagle. Upon the face of the emblem appear the words, "Agricultural Education," and the letters, "FFA."

The **owl** is symbolic of wisdom and knowledge.

The **plow** is the symbol of labor and tillage of the soil.

The **rising sun** is emblematic of progress and the new day that will dawn when all farmers are trained and have learned to cooperate.

The **cross section of an ear of corn** represents common agricultural interests since corn in native to America and grown in every state.

The **eagle** is indicative of the national scope of the organization.
FFA CREED

I believe in the future of agriculture, with a faith born not of words but of deeds – achievements won by the present and past generations of agriculturalists; 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 agriculturalists to serve our own and the public interest in producing and marketing the product of our toil.

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

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

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

There shall be four degrees of active membership based on individual achievement. These are the Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree, and the American FFA Degree. The national organization shall set the minimum qualifications for each degree.

**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 to explain the FFA Creed, Motto, Salute and the FFA Mission Statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and the 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.

**Chapter FFA Degree**

To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following 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 agriculture 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. Have earned and productively invested at least $150 by the members own efforts or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture 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 awards program.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.
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 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 SAE program.
4. Have earned and productively invested at least $1,000, or worked at least 300 hours in excess of scheduled class time, or 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 the FFA.
6. Serving as an officer, committee chairperson, or participating member of a chapter committee.
7. Have a satisfactory scholastic record as certified by the local agriculture educator and the principal or superintendent.
8. Have participated in at least five different FFA activities above the chapter level.

American FFA Degree

To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following 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 the state level.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
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 SAE program through which a member has exhibited comprehensive planning, managerial and financial expertise.
5. Have earned and productively invested at least $7,500 or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time.
6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a "C" or better as certified by the principal or superintendent.
PROFICIENCY AWARD AREAS

Agricultural Communications
Typically includes programs in which students work at newspapers or other agricultural print facilities such as magazines to obtain training and practical experience in writing and publicizing in preparation for a writing or communications career. SAE programs may occur at radio or television stations, fair media rooms, or other businesses that require speaking skills and a knowledge of agriculture. This area includes any use of communication technology, such as web sites, aimed at communicating about agriculture.

Agricultural Mechanics Design and Fabrication
Involves designing and constructing agricultural equipment, structural land improvements and/or structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation, and/or air conditioning in agricultural settings.

Agricultural Mechanics Repair and Maintenance
Involves adjusting, repairing, and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid, and/or water power.

Agricultural Mechanics Energy Systems (Agricultural Power)
Involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

Agricultural Processing
Involves students who assemble, transport, process, fabricate, mix, package, and store food and nonfood agricultural products. Products may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup, and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages, as well as producing birdseed and other pet foods. Note: the processing of forest products is no longer a part of this proficiency area.

Agriculture Sales Entrepreneurship/Placement
Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery, or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

Agricultural Services
Involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, agricultural education, animal breeding, custom bailing, crop scouting, horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.
**Beef Production Entrepreneurship/Placement**
Includes programs that use the best management practices available to produce and market beef efficiently.

**Dairy Production Entrepreneurship/Placement**
Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

**Diversified Agricultural Production**
Involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.

**Diversified Crop Production Entrepreneurship/Placement**
Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

**Diversified Horticulture Entrepreneurship/Placement**
Typically involves producing, processing, and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses a student SAE with at least two of the following areas: Floriculture; Nursery Operations; Landscape Management; Turf Grass Management; and Fruit and/or Vegetable Production – such as viticulture (grapes), pomology (fruit trees) and horticulture fruits and vegetable (not including fruit and vegetable row crops).

**Diversified Livestock Production Entrepreneurship/Placement**
Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal, small animal production or poultry.

**Emerging Agricultural Technology**
Involves programs where students gain career experiences in new and emerging agricultural technologies such as agriscience, global positioning, biotechnology lab research, computers and others that are not covered by existing categories.

**Environmental Sciences and Natural Resources Management**
Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agricultural waste, recycling agriculture products, cleaning the environment, or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations and pollution education; land use that regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

**Equine Science Entrepreneurship/Placement**
Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.
Fiber Crop Production
Involves the use of the best management practices available to produce a market efficiently fiber and/or oil crops such as cotton, sisal, hemp, soybeans, flax, mustard, canola, caster beans, sunflower, peanuts, dill, spearmint and safflower.

Floriculture
Involves the use of the best management practices available to produce and market efficiently fresh and dried field or greenhouse flowers, foliage and related plant materials, including the arranging, packaging and marketing of these materials, for ornamental purposes.

Food Science and Technology
Involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting.

Forage Production
Involves the use of the best management practices available to produce and market efficiently forage crops such as non-grain sorghum, alfalfa, clover, brome grass, orchard grass, grain forages, corn or grass silages and pasture.

Forest Management and Products
Involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices a thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experience with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood ships/mulch.

Grain Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. (Grain production would not include any of the previously mentioned crops where its intended use is for forage.)

Home and/or Community Development
Typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants. This area can include activities to modernize a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community and betterment and development activities such as volunteerism to improve the community.

Landscape Management
Typically involves experiences of planting and maintaining plants and shrubs landscaping and outdoor beautification, installing sprinklers and improving recreational areas.
Nursery Operations
Typically provides students with job-entry experiences in areas such as shrubs, tree or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.

Outdoor Recreation
Typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.

Pomology Production Entrepreneurship/Placement
Involves the use of the best management practices to produce and market efficiently fruit crops such as stone, pome, and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, mayhaws and pears. Stone fruits include peaches, nectarines, plums, apricots, and cherries.)

Poultry Production
Involves the use of the best management practices available to produce and market efficiently domestic fowl such as duck, geese and guinea; chickens; as well as turkeys and their products.

Sheep Production
Involves the use of the best management practices available to produce and market sheep and wool efficiently.

Small Animal Production and Care
Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting service.

Specialty Animal Production Entrepreneurship/Placement
Involves the use of the best management practices available to manage, produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at zoo or at any specialty animal facility.

Specialty Crop Production
Involves the use of the best management practices available to produce and market efficiently crops covered by none of the existing award categories, including sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.
Swine Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market swine efficiently.

Turf Grass Management
Typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.

Vegetable Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.

Viticulture Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Wildlife Production and Management Entrepreneurship/Placement
Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitats for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and Department of Natural Resources. Wildlife, and wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.
JUDGING TEAMS

Throughout the year, members of the Kingsburg FFA Chapter participate in a variety of different judging teams. A judging team is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture. In addition, participation in a judging team helps students develop leadership skills and allows them to be recognized for their achievements. The following teams are available for students to become involved in this year:

Agriculture Mechanics  Marketing Plan
Banking  Job Interview
Best Informed Greenhand  Opening/Closing Contest
Cooperative Marketing  Prepared Public Speaking
Creed Speaking  Tree Pruning
Extemporaneous Public Speaking  Vine Pruning
Farm Business Management  Farm Records

COMMUNITY SERVICE ACTIVITIES

In an effort to make a positive difference in the community, the Kingsburg FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Kingsburg community a better place to live and work. Some of these activities include the following:

Adopt-A-Family Food, Toy & Clothing Drive  Rotary Top 40 Dinner
Kingsburg Elementary Family Fun Night  Swedish Festival
Washington Elementary Farm Day

FUNDRAISING ACTIVITIES

The Kingsburg FFA Chapter is a non-profit, self-supporting organization. The money made from our various fundraising efforts is used to finance FFA events and activities throughout the year. Some of the main fundraising activities that we participate in are:

Deep Pit Beef  See’s Candy Holiday Sale
World Ag Expo/Toyota Truck Tickets
KINGSBURG FFA
CHAPTER OFFICER DUTIES

PRESIDENT

- Preside over meetings
- Help appoint committees and serve on them when needed as ex-officio
- Coordinates the activities of the chapter and evaluate the process of the POA (Program of Activities)
- Represent the chapter in public and at official functions
- Assist committee chairs with activities
- Preside over officer meetings and meet before hand with advisors to set up and type agenda

VICE PRESIDENT

- Assume all duties of the president if necessary
- Develop the POA and serve as the ex-officio on committees when needed
- Coordinate all committee work
- Work closely with the president and advisors to assess progress toward meeting chapter goals

SECRETARY

- Prepare the agenda for each chapter meeting
- Prepare and present the minutes of each chapter meeting
- Record minutes for each officer meeting and file
- Place all committee reports in a file
- Be responsible for chapter correspondence (thank you letters and invitations)
- Maintain membership attendance records and issue membership cards
TREASURER

- Assist the advisors with receiving, recording and depositing FFA funds
- Present up-to-date treasurer's reports at each chapter meeting
- Collect money when required and serve as the chairperson to the fundraising committee
- Maintain financial records
- Submit school bulletin announcements

REPORTER

- Work with local newspapers, radios, television, and service clubs to get information about chapter events/activities out to the community
- Write articles for the New Horizon monthly and send pictures
- Do news releases for chapter activities
- Help the advisors publish the chapter newsletters
- Serve as the chapter photographer and prepare slideshows
- Maintain the chapter Point Awards Chart

SENTINEL

- Assist the president in maintaining order during meetings
- Get the FFA paraphernalia and supplies for each meeting
- Welcome members and guests at meetings and functions
- Reserve the meeting room and keep it comfortable
- Take charge of candidates for degree ceremonies
- Assist with special activities and refreshments
- Responsible for announcing shining stars at chapter meetings

CHAPLAIN

- Prepare invocations for banquets
- Contact and meet speakers before chapter meetings
- Contact and reserve post-meeting activities (i.e. Adventure Park, Bowling etc.)
- Make posters to advertise upcoming events
KINGSBURG FFA CONSTITUTION

Article I.- Name and Purpose

Section A. The name of this organization shall be the "Kingsburg 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 for 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 agricultural occupations.
5. To encourage members in the development of individual farming and other programs and establishments 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 Kingsburg FFA Chapter is a chartered local unit of the California FFA Association, which is chartered by the National FFA Organization.

Section B. This Chapter accepts in full the provisions in the constitution and bylaws of the California FFA Association as well as those of the National FFA Organization.
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 Chapter shall be limited to those individuals who have received the Honorary Chapter FFA 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 show an interest in, and take part in the affairs of the Chapter.
2. They pay all bills within 30 days or have made prior arrangements with advisors.
3. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
4. They are academically eligible to participate in activities according to the policy as established by the Kingsburg High School District 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 FFA Organization.

Article V. - Membership Degrees and Privileges

Section A. There shall be four degrees of Active Membership in this Chapter. These degrees are: Greenhand Degree, Chapter FFA Degree, State FFA Degree, and American FFA Degree.
4. The Treasurer shall assist chapter advisors with receiving, recording and depositing FFA funds, assist in preparing the chapter budget, keep the financial records of the chapter, and submit in writing a financial report at each meeting and submit all bulletin announcements.

5. The Reporter shall gather and classify Chapter news, prepare articles for publication or broadcast, contact local newspapers, send news to State or National publications, 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 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, take charge of candidates for degree ceremonies, and assist with special activities and refreshments.

7. The Historian shall assist the Reporter when needed. It is the duty of the Historian to help with publicity. The Historian is in charge of the Point Award Chart and will keep it updated at all times with the assistance of the advisor(s). Only Sophomores can serve as the Chapter Historian.

8. The Chaplain shall write the invocations for the chapter’s banquets. The Chaplain shall contact and meet with speakers before every chapter meeting. It is also the Chaplain’s duty to contact and reserve post-meeting activities for the chapter. The Chaplain is also in charge of creating posters to advertise important upcoming events.

9. The Advisor(s) shall assist the Officers in running the Chapter and advise them as the need arises. The Advisor(s) shall also assist the Chapter Historian in preparing the Point Award Chart and assist the Chapter Reporter in preparing the Chapter Newsletter.
Section B. Officers of the Kingsburg FFA shall be elected and announced annually at the May meeting. Applications will be made available to members and be due two weeks prior to the May meeting. The applications will be screened by a committee consisting of senior officers and the chapter advisor(s). Selected applicants will be interviewed by a committee consisting of senior officers, the chapter advisor(s), and others as selected by the chapter advisor(s). After each candidate is interviewed, the committee shall determine the slate of candidates for the ballot. This may be done in one of two ways, depending on the number of candidates and/or the preference of the committee:

1. The ballot will consist of applicants slated for the offices of President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Chaplain and Historian at the discretion of the Nominating Committee. Each slated candidate may slide once to an office below the office for which they are slated.

2. The committee may select candidates to be placed on the ballot but not slate them for a particular office. All candidates on the ballot will give election speeches at the May meeting. The chapter will then vote for the individuals that they want to hold officer positions for the upcoming school year. After the election, the elected individuals will meet with the chapter advisor(s) to decide who will fill each officer position.

Section C. To be eligible to run for Chapter Office you must:

1. Hold a Greenhand or Chapter FFA Degree.

2. Applications must be turned in to an advisor by the announced deadline. If application is not in on time, the applicant will forfeit.

3. Be in good standing with the Chapter as outlined in Article III, Section D of the Kingsburg FFA Constitution.

4. Must be academically eligible when his/her serving term begins.

Section D. The Chapter Officers, with the exception of the President, whose vacancy shall be filled by the Vice President, shall appoint all Officer vacancies during the term.
Section E. An officer can be removed from the officer team at any time for conducting himself/herself in a manner that is unbecoming of a chapter officer as determined by the fellow officers and advisor(s). (Possible examples 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 Executive Committee, losing respect of fellow Chapter Officers, Members, Advisor(s), or the community.) The vote to remove an officer must be carried by the majority of the Chapter Executive Committee.

Section F. An Officer missing a meeting, leadership conference, or other responsibility must provide an explanation to the chapter advisor(s) one day prior to the event, except in uncontrolled circumstances or extreme emergencies.

Section G. Any Officer who is placed on academic probation will be forced to resign, in writing, at the first appropriate FFA Chapter Executive Committee meeting. In this case, the office will be filled as seen fit by the remaining chapter officers and advisors.
## HISTORY OF KINGSBURG FFA

### American FFA Degree Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>1965</td>
<td>David Jackson</td>
<td>2000</td>
<td>Scott Grumbles</td>
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<td>1966</td>
<td>John Cederquist</td>
<td>2001</td>
<td>Tamara Martinez</td>
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<td>1984</td>
<td>Travis Fry</td>
<td>2001</td>
<td>Jared Penfold</td>
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<td>1985</td>
<td>Robert Bergman</td>
<td>2002</td>
<td>Jason Fagundes</td>
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<td></td>
<td>Cherri Morton</td>
<td>2003</td>
<td>Monique Valdez</td>
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<td></td>
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<td></td>
<td>Amber Hallsten</td>
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<td>1986</td>
<td>Rick Carsey</td>
<td>2005</td>
<td>Alison Wohlgemuth</td>
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<td>Randy Gardner</td>
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<tr>
<td></td>
<td>Tom Henslee</td>
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<td>1987</td>
<td>John Bergman</td>
<td>2004</td>
<td>Debbie Bolton</td>
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<td>Randy Griffen</td>
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<td>Ricci Pedro</td>
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<td></td>
<td>Gary Webb</td>
<td>2005</td>
<td>Ben Carlson</td>
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<td>Jessica Graves</td>
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<td>1988</td>
<td>Tammy Barnes</td>
<td>2006</td>
<td>Amanda Grumbles</td>
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<td>John Hamada</td>
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<td></td>
<td>Lisa Lungeon</td>
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<tr>
<td>1989</td>
<td>Kristi Sowells</td>
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<td>Larry Brasil</td>
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### State FFA Degree Recipients

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1997  Kristen Callens
       Bo Davis
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       Scott Grumbles
       Elizabeth Guzman
       Tamara Martinez
       Lance Morton
       Jared Penfold
       Randine Prine
       Joe Robiero
       Jacob Woods
       Monique Valdez

1998  Jason Fagundes
       Willie Schweizer
       Kyle Sweeney
       Josh Valdez
       Kellie Penfold
       Heather Seaward
       Alison Wohlgemuth

1999  Steven Brett
       Amber Hallsten
       Amber Morton
       Tuesdee Silva
       Katy Swift
       Debbie Bolton
       Thomas Burke
       Lauren Carlson
       Josh Freeman
       Eliza Hernandez
       Sarina Keylon
       Joy Paloutzian
       Ricci Pedro
       Kristen Seaward
       Michelle Villegas
       Brittoni Ward

2000  Adam Avedikian
       Alyssa Carlson
       Lauren Grumbles
       Jordan Okland
       Kaleb Smith
       Jesus Urueta
       Nathan Williams

2001  Kyle Bates
       Emily Berry
       Ashley Bray
       Tyler Carlson
       Horacio Escoto
       Kaylee Medico
       Ashley Orozco
       Kody Swanson
       Sarah Walls

2002  Ben Carlson
       Jessica Graves
       Amanda Grumbles
       Chris Okland
       Vanessa Renwick
       April Schwedler
       Ashley Avila
       Kendal Carlson
       Wes Carlson
       Austin Hodge
       Rheyka Kautz
       Melanie Mendes
       Breanne Mulvey
       Kasey Okland
       Cody Penfold
       Ashley Silva
       Hector Urueta
       Jacob Zavala
       Kyle Bates
       Emily Berry
       Ashley Bray
       Tyler Carlson
       Horacio Escoto
       Kaylee Medico
       Ashley Orozco
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       Sarah Walls

2003  Larry Brasil
       Ben Carlson
       Jessica Graves
       Amanda Grumbles
       Chris Okland
       Vanessa Renwick
       April Schwedler
       Ashley Hennesay
       Dustin Pattigan
       Zack Raven
       Kaita Renwick
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       Wenzdee Silva
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       Jenielle Warkentin
### Agriculture Instructors

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State Champion Judging Teams

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MARKET HOG PROJECT PLAN

Estimated Expenses:

Cost of Animal ............................................ $ 250.00
Feed ......................................................... $ 150.00
Veterinary Supplies ..................................... $  5.00
Show Supplies ............................................ $ 10.00
Miscellaneous Equipment ......................... $ 15.00
Insurance .................................................. $ 13.00
Fair Entry Fees ......................................... $  8.00

Total Estimated Expenses ............................ $ 451.00

Estimated Receipts:

Sale of Animal ............................................. $ 500.00
(Need a buyer at $2.00 for a 250 lb animal)

Subtract 4% sales commission ....................... $  20.00

Total Estimated Receipts ............................. $ 480.00

Estimated Net Profit ................................... $  31.00
MARKET LAMB PROJECT PLAN

Estimated Expenses:

- Cost of Animal ........................................... $250.00
- Feed ....................................................... $100.00
- Veterinary/Show Supplies ....................... $ 5.00
- Insurance ................................................ $13.00
- Fair Entry Fees ........................................ $ 8.00

Total Estimated Expenses ................................ $376.00

Estimated Receipts:

- Sale of Animal ........................................... $455.00
  *(Need a buyer at $3.50 for a 130 lb animal)*

  Subtract 4% sales commission ....................... $ 18.20

Total Estimated Receipts ................................ $436.80

Estimated Net Profit ...................................... $ 60.80
MARKET GOAT PROJECT PLAN

Estimated Expenses:

Cost of Animal ........................................... $ 200.00
Feed ....................................................... $  75.00
Veterinary/Show Supplies ............................... $  5.00
Insurance ................................................ $  11.00
Fair Entry Fees .......................................... $  8.00

Total Estimated Expenses ................................ $ 299.00

Estimated Receipts:

Sale of Animal ........................................... $ 300.00
(Need a buyer at $3.00 for a 100 lb animal)

Subtract 4% sales commission ....................... $  12.00

Total Estimated Receipts ............................... $ 288.20

Estimated Net Profit .................................... $  11.00
MARKET STEER PROJECT PLAN

Estimated Expenses:

Cost of Animal ........................................... $1,200.00
Feed ..................................................... $750.00
Veterinary Supplies ................................. $25.00
Show Supplies ......................................... $50.00
Insurance ............................................... $25.00
Fair Entry Fees ........................................ $10.00

Total Estimated Expenses ......................... $2,060.00

Estimated Receipts:

Sale of Animal ......................................... $2,100.00
(Need a buyer at $1.75 for a 1200 lb animal)

Subtract 4% sales commission .................. $84.00

Total Estimated Receipts ......................... $2,016.00

Estimated Net Profit ............................... $ 44.00
DAIRY HEIFER PROJECT PLAN

Estimated Expenses:

Cost of Animal ........................................... $ 1,500.00
Feed (6 months) ........................................... $  500.00
Veterinary Supplies ...................................... $  50.00
Show Supplies ............................................. $  30.00
Miscellaneous Equipment ................................ $  70.00
Insurance ................................................... $ 100.00
Fair Entry Fees ............................................ $  15.00

Total Estimated Expenses ................................ $ 2,265.00

Estimated Receipts:

Sale of Animal ............................................. $ 2,500.00

Subtract 4% sales commission ......................... $  100.00

Total Estimated Receipts ............................. $ 2,400.00

Estimated Net Profit .................................... $  135.00
School Farm Contract

It is a privilege to keep and house a project at the school farm. Along with this privilege come certain expectations and responsibilities. The instructors are here to guide you with your project, not to maintain and care for the project. It is your responsibility to care for and manage your project.

You share the farm with fellow students; therefore, cooperation and teamwork are expected. Even though these are individual projects, it will take a group effort to ensure everyone’s success.

Below you will find a set of expectations that must be followed in order to retain your privilege of using the school farm. Please read through these expectations with your parent/guardian. This contract must be signed and returned to your project advisor before your project begins at the farm.

1. Instructors must have 24-hour notice before any projects are moved on or off the farm.
2. All project meetings and farm clean-ups must be attended. If you cannot attend, prior arrangements must be made with the instructors.
3. For breeding projects, students are responsible for purchasing their own feed. This means that the advisor is not responsible for making sure that there is feed available for the animal(s).
4. All animals must be fed at the agreed feeding times. In emergency situations, instructors must be notified and other arrangements must be made.
5. All bills associated with the project must be paid and kept current, unless otherwise agreed upon with the instructor.
6. Any vet bills that are incurred on animals kept at the school farm will be paid for by the student.
7. The school farm is an extension of the school campus, therefore all school rules are in effect and proper behavior is expected at all times.
8. The farm must be kept neat and clean at all times. It is your responsibility to keep your project’s designated area clean and free of debris.
9. Record books must be current and meet the approval of the project advisor. (This rule applies to current students as well as graduates.)
10. In the event of any sick animals, the instructor must be notified as soon as possible, so that proper treatment is started in a timely manner. Students must never treat any animal without seeking the advice and supervision of the agriculture instructor.
11. In the event that an animal is abused (i.e. physical abuse, not being fed, neglected), your parent/guardian and school administration will be notified, and steps will be taken to correct the situation. If the problems continues, Animal Control will be notified.

I agree to follow the rules and advice of the agriculture instructors throughout the duration of this project. I understand that breach of this contract can result in forfeiture of farm use or the possibility of being removed from the Agriculture Program at Kingsburg High School.
Student Eligibility to Participate in Out-of-Class Activities

It is a policy at Kingsburg High School that all students participating in out-of-class activities including FFA, maintain academic eligibility. Therefore, any student not earning a 2.0 grade point average, not passing at least 5 subjects at the end of the grading period or who has been assigned permanently to the Responsibility Center is on academic probation and is ineligible from participating in out-of-class activities.

Grading Policy for FFA

All students enrolled in the Kingsburg High School Agriculture Program are members of the Kingsburg FFA Chapter and will be eligible to participate in the organization’s activities. Each course taught within the agriculture department will have 15% of the semester grade devoted to FFA participation. In order to receive that 15%, a student must attend at least 4 approved FFA activities each semester. Approved activities may include, but are not limited to: monthly chapter meetings, leadership conferences, judging team events, sectional activity nights, public speaking events, community service activities, fundraisers, etc.

Grading Policy for SAE

Every first year student will be taught about Supervised Agriculture Experience (SAE) programs and record keeping in his/her introductory agriculture class. As part of their class grade, he/she will develop an individualized plan for a future SAE project.

All returning students (second, third, and fourth year) will be required to have a quality SAE program approved by their agriculture instructor and documented in their CA Agriculture Education Record Book. This will account for 15% of the students’ overall semester grade in every agriculture class taught at Kingsburg High School.
The following list is eligibility requirements for students to exhibit animals through Kingsburg FFA at the Fresno Fair.

To Be Eligible:

Current Students (Grades 9-12 at the time of the Fair)

1) Students must be members in good standing with the Kingsburg FFA chapter (refer to the Kingsburg FFA constitution for guidelines).
2) Students cannot be on academic probation at the end of the previous school year. Summer school grades or credit do not count. If a project is already started and a student is placed on academic probation, then that project cannot be shown under Kingsburg FFA.
3) A student can not switch affiliations (FFA, 4-H, Independent) more than once within 12 months.
4) A student cannot exhibit more than one market specie per fair unless the species are separated by weeks. Ex. A student can show a market goat and a market hog, but they cannot exhibit a market hog and a market lamb or steer.
5) A student can show different species if one is breeding and the other is market. Ex. Breeding Swine and a Market Lamb or Breeding Sheep and Market Swine.
6) Students must satisfactorily keep record books up to date according to their assigned advisor.

Graduate Students

1) A graduate student of the program can exhibit at the Fresno Fair immediately following their graduation, but not after that.
2) A graduate student must have kept record books satisfactorily current according to their advisors.
3) A graduate student must be trying to achieve the goal of receiving their State or American FFA Degree in order to exhibit livestock, and this project will help them achieve their goal. In other words, there must be a purpose to this student exhibiting; they cannot show because they want to show.
4) If a graduate has been eligible to receive the above stated degrees before the fair in question and has not applied due to lack of effort, then that student shall be denied the opportunity to exhibit.
5) Graduate students will have last priority to use the school farm facility. If the facility is full, then it is the graduate’s responsibility to locate housing for the project.

The policy for Fresno Fair Eligibility was reviewed and adopted by the Kingsburg Joint Union High School District Board of Trustees in February 2005.
KINGSBURG HIGH SCHOOL
SCHOOL FARM CONTRACT

It is a privilege to keep and house a project at the school farm. Along with this privilege come certain expectations and responsibilities. The instructors are here to guide you with your project, not to maintain and care for the project. It is your responsibility to care for and manage your project.

You share the farm with fellow students; therefore, cooperation and teamwork are expected. Even though these are individual projects, it will take a group effort to ensure everyone’s success.

Below you will find a set of expectations that must be followed in order to retain your privilege of using the school farm. Please read through these expectations with your parent/guardian. This contract must be signed and returned to your project advisor before your project begins at the farm.

1. Instructors must have 24-hour notice before any projects are moved on or off the farm.

2. All project meetings and monthly farm clean-ups must be attended. If you cannot attend, prior arrangements must be made with the instructors.

3. All animals must be fed at the agreed feeding times. In emergency situations, instructors must be notified and other arrangements must be made.

4. All bills associated with the project must be paid and kept current, unless otherwise agreed upon with the instructor.

5. Any vet bills that are incurred on animals kept at the school farm will be paid for by the student.

6. The school farm is an extension of the school campus, therefore all school rules are in effect and proper behavior is expected at all times.

7. The farm must be kept neat and clean at all times. It is your responsibility to keep your project’s designated area clean and free of debris.

8. Record books must be current and meet the approval of the project advisor. (This rule applies to current students as well as graduates.)

9. In the event of any sick animals, the instructor must be notified as soon as possible, so that proper treatment is started in a timely manner. Students must never treat any animal without seeking the advice and supervision of the agriculture instructor.

10. In the event that an animal is abused (i.e. physical abuse, not being fed, neglected), your parent/guardian and school administration will be notified, and steps will be taken to correct the situation. If the problems continue, Animal Control will be notified.

I agree to follow the rules and advice of the agriculture instructors throughout the duration of this project. I understand that breach of this contract can result in forfeiture of farm use or the possibility of being removed from the Agriculture Program at Kingsburg High School.

Student Signature: __________________________________________ Date: ____________

Parent/Guardian Signature: __________________________________________ Date: ____________

Advisor Signature: __________________________________________ Date: ____________
Students are to be graded on their ability to perform different tasks relating to instruction received in the Agricultural Science program.

Rating scale:  4 - Competent, needs no supervision
               3 - Moderate competence, needs minimal supervision
               2 - Limited competence, needs regular supervision
               1 - Not competent, needs constant supervision
               0 - Not taught

AGRICULTURAL MECHANICS

   1. Demonstrate an understanding of local safety regulations.
   2. Demonstrate safe practices with all hand and power tools.
   3. Identify fifty different tools, equipment, and hardware used in the shop class.
   4. Make a scale drawing of at least one project to be constructed in class.
   5. Cut lumber to proper size.
   6. Properly assemble one wood project.
   7. Prepare ends of a rope to prevent unraveling.
   8. Tie a square knot, slip knot, manger hitch, half hitch, long splice, eye splice, and crown splice.
   9. Identify types and shapes of metals.
  10. Cut and thread a piece of round stock.
  12. Identify types of plumbing fittings.
  13. Demonstrate how to cut and join together galvanized, plastic, and copper pipe.
  14. Demonstrate how to replace a washer in a faucet.
  15. Demonstrate five safety features when working with electricity.
  16. Wire a light receptacle to a light switch.
  17. Make an extension cord using a three wire cord.
  18. Construct a simple form for a building or sidewalk.
  19. Determine the amount of sand, gravel, and cement for a job.
  20. Set up a surveying tripod and transit.
  21. Determine different elevations.
  22. Arc weld in the flat, horizontal, overhead, and vertical positions.
  23. Construct a simple metal project.
24. Gas weld in the flat, horizontal, overhead, and vertical positions.
25. Demonstrate proper operation and perform simple maintenance procedures on small gasoline engines.

AGRICULTURE COMPUTERS/BUSINESS

1. Complete a job application.
2. Construct a personal resume.
3. Prepare for and complete a job interview.
4. Complete at least three scholarship applications.
5. Prepare and give short speeches.
6. Complete a research assignment.
7. Outline five purposes of farm credit.
8. Complete an application for a farm loan.
9. Analyze an application for an agricultural loan.
10. Identify the four main types of business.
11. Outline the differences between a corporation and a cooperative.
12. Indicate the sources of financing of a cooperative.
13. Demonstrate ability to utilize word processing, data base, and spreadsheet programs.
14. Complete a computer project.

INTRODUCTION TO AGRICULTURAL SCIENCE

1. List the important agricultural enterprises in the community.
2. Chart the FFA organization from the local to national level.
3. Prepare and give a short speech.
4. Participate in parliamentary procedure demonstrations.
5. Outline a personal project program.
6. List different types of project programs.
7. Recite the FFA Creed.
8. Enter in at least one activity above the Chapter level.
9. Identify breeds of beef and dairy cattle, sheep, swine, and horses.
10. Explain the difference in terms for the various species of livestock.
11. Describe steps to consider when raising livestock.
12. Identify crops displayed.
13. Describe the steps to be considered in raising crops.
14. Understand the effect agriculture plays in environmental quality.
ORNAMENTAL HORTICULTURE

1. Identify thirty foliage plants by common name.
2. List the characteristics of monocots and dicots by comparing leaf, stem, and root systems.
3. Identify the basic parts of a plant and its flower.
4. Describe the conditions necessary for seed germination.
5. List four methods of asexual plant propagation and describe how each is accomplished.
6. Propagate plants by cuttings, division, and layering.
7. List plant growth needs with respect to air, water, temperature, humidity, and light.
8. Demonstrate the understanding in regards to care and maintenance of nursery stock with respect to fertilization, watering, pruning, and weed, disease, and pest control.
9. Identify basic nursery tools and describe their respective function.
10. List the basic elements of landscape design.
11. Using common names, identify twenty landscaping plants.
12. Design a landscape for a ten foot by twelve foot plot using common landscaping symbols.
13. Demonstrate pruning techniques on appropriate established plants in a landscape.
14. Demonstrate the correct procedure to use when planting a shrub or tree.
15. Identify twenty flowers by common name.
16. Identify ten tools used in florist industry.
17. Construct a ten loop bow using number nine and number forty ribbon.
18. List the principle design elements of floral arrangements.
19. List five common floral arrangements.
20. Construct a simple three-point informal arrangement.

PLANT AND ANIMAL PHYSIOLOGY

1. Visually identify the external anatomical parts of the swine, beef, sheep, horse, and poultry.
2. Identify the four major body tissues and describe two functions and locations of each.
3. Describe the chemical and physical properties of cells with respect to homeostasis.
4. Identify the location and function of the major components of the reproductive, nervous, digestive, circulatory, and respiratory
systems.
5. Identify plant parts and their functions.
6. Develop a taxonomic key for twenty plant samples.
7. Discuss the dynamics of water movement in plants.
8. Write out the basic chemical process of photosynthesis.
9. Identify the different cells within a single plant and their respective specialized functions.
10. Define phenotype, genotype, heterozygous, homozygous, recessive, and dominant.
11. Explain the processes of meiosis and mitosis.
12. Explain how traits are passed on from generation to generation and how traits are expressed by genes.
13. Identify problematic symptoms of animals using temperature, behavior, external signs, and discharges.
14. Perform simple vet practices including rectal temperature, bolus and injection medications, castration, and identification.
15. Analyze urine, fecal, and blood samples.
16. Identify the major types of pests and list respective controls of each.
17. Identify and mount a collection of ten different weeds.
18. Culture, describe, and identify major groups of plant/animal disease organisms.
19. Gain an awareness of the social aspects of pest control.

PLANT AND ANIMAL SCIENCE
1. Complete a research assignment.
2. Present an oral set of reasons for livestock selection.
3. Identify the main types of feed used in feeding livestock.
4. Identify the wholesale cuts of meat in beef, sheep, and swine.
5. Chart the heat and gestation periods in cattle, sheep, and swine.
6. Explain the difference in the various systems between cattle, sheep, swine, horses, and poultry.
7. Identify the three major types of soil.
8. Show water movement in the three major types of soil.
9. Identify the parts of a soil profile.
10. Identify the main fertilizers used in the area.
11. Take a soil sample to be used in a soil test.
12. Identify the nutrients tested for in a soil analysis.
13. Determine the difference between plant and animal cells.
14. Demonstrate methods of pruning vines and fruit trees.
15. Classify plants according to life cycle, structure, and use.
16. Identify weeds.
California Commission on Teacher Credentialing

Summary of a Public School Teacher’s Credentials

To view details about a credential, click on the document title in the Credentials Held section below. Please note: Search results are limited to credential records issued after 1989. If credentials were issued prior to 1989, they may not appear. For further information please contact the school district or the Commission on Teacher Credentialing Information Services at (888) 921-2682.

Name: SPERLING, JILL ASHLEY

Document Title                                      Expiration Date / Status
Clear Single Subject Teaching Credential             07/01/2010
Clear Specialist Instruction Credential (Agriculture) 07/01/2010
Clear Crosscultural, Language and Academic Development Certificate
Certificate of Clearance

* Jill has also been housed under the California provisions of the No Child Left Behind Act in the area of Biological Science.
California Commission on Teacher Credentialing

Summary of a Public School Teacher’s Credentials

To view details about a credential, click on the document title in the Credentials Held section below. Please note: Search results are limited to credential records issued after 1989. If credentials were issued prior to 1989, they may not appear. For further information please contact the school district or the Commission on Teacher Credentialing Information Services at (888) 921-2682.

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Kingsburg Joint Union High School District
Agriculture Department
1900 18th Avenue
Kingsburg, CA 93631
(559) 897-2248

2009-2010 Advisory Committee Roster

Tim Morris
Dave Wilson Nurseries
1357 Union Street
Kingsburg, CA 93631
(559) 897-2305
(559) 999-0945 Cell
tim@davewilson.com
Term Expires: June 2011

Nomie Kautz
Fresno Madera Farm Credit Assn.
5619 Chico Avenue
Kingsburg, CA 93631
(559) 897-5470
(559) 696-5369 Cell
nomie.kautz@fmfarmcredit.com
Term Expires: June 2010

Jeff Bortolussi
B & C Packing
2164 Avenue 400
Kingsburg, CA 93631
(559) 897-4764
(559) 859-6934 Cell
jiberto@hotmail.com
Term Expires: June 2010

Fred Swanson
UC Kearney Ag Research Center
P.O. Box 531
Kingsburg, CA 93631
(559) 646-6060
fswanson@uckac.edu
Term Expires: June 2010

Glen Billington
Parent/Elem. School Principal
2241 Skansen
Kingsburg, CA 93631
(559) 897-7960
jabillington@sbcglobal.net
Term Expires: June 2011

Frank Tebeau
College of the Sequoias
2245 S. Linwood
Visalia, CA 93291
frankt@cos.edu
Term Expires: June 2012

Ron McClain
FabTech, Inc.
P.O. Box 474
Kingsburg, CA 93631
(559) 217-3286
Term Expires June 2010
FabTech@sbcglobal.net

Nancy Gutierrez
Reedley College
995 North Reed
Reedley, CA 93654
(559) 638-3641 ext. 3530 Work
nancy.gutierrez@reedleycollege.edu
Term Expires: June 2012
Minutes of the Agriculture Advisory Committee Meeting
November 26, 2007

Members Present:
Gale Bamford
Jeff Bortolussi
Nomie Kautz
Ron McClain
Tim Morris
Dave Peters
Fred Swanson

Others Present:
Jill Sperling - Agriculture Department Chair
Brian Combes - Agriculture Instructor

The meeting was called to order by President Jeff Bortolussi at 5:34 pm.

I. The attendance sign-in sheet was passed around.

II. Our new agriculture teacher, Brian Combes, and our newest Advisory Committee member, Ron McClain, were welcomed. (Glen Billington and David Clark are also new to the committee but unfortunately could not be with us.)

III. The Advisory Committee reviewed the minutes from the May 31st meeting. A motion was made to accept the minutes by Dave Peters, seconded by Gale Bamford, the voice vote was unanimous.

IV. Brian Combes gave an update on the Kingsburg FFA Chapter:

1) Fresno Fair
   - In addition to having over 75 students exhibit livestock animals, we also had student entries in the Ag Mechanics division (trailers and hand tool repair) as well as students who entered succulent arrangements in the horticulture division.
   - Noteworthy Awards - Shelbi Kautz won Supreme Champion Market Lamb, James Walls won Champion Breeding Doe, Sarah Walls won Supreme Champion Dairy Replacement Doe, Ag Mechanics won the Sweepstakes Award

2) Sectional Opening & Closing Ceremonies Contest - We took over 50 students to Reedley College on November 14th to participate in this public speaking competition. We had 7 students recognized as outstanding individuals and 5 of the teams placed in the top 3.

3) The Ag Business class has re-started producing a newsletter to promote current and upcoming activities within the Kingsburg FFA Chapter. 3-4 editions of "The Ag-azine" are expected to go out to parents and community members this fall.
4) The Ornamental Horticulture class will be having their Fall Plant Sale on Friday, 11/30.
5) We started a new FFA fundraiser this year. We sold 326 Poinsettias and made nearly $2,000 in profit.
6) Our See's Candy fundraiser was successful again this year. We sold over 800 boxes of candy and made approximately $3,500 in profit.
7) We have the Sectional Banking and Best Informed Greenhand contests coming up next week.
8) We are gearing up for winter FFA events such as public speaking competitions, Parliamentary Procedure, State FFA Degrees, and proficiency awards.

V. Jill Sperling gave an update on department happenings. We started off the year with a bang! Obviously, we have had some major changes since Mike Mederos left and we hired Brian Combes. The transition has gone smoothly and we are off and running. Last spring, we applied for an Equipment & Supply Grant through the CA Department of Education. We were approved for funding and expect to be able to spend those funds this spring to purchase a data projector and an instructor computer for the agriculture computer lab.

VI. Our next item of business was to discuss the student enrollment numbers for this year. Currently, we have 204 different students enrolled in agriculture classes. That is a decrease of 8 students from last year. However, over the summer, Jill had to meet with the counselors and move students OUT of the program (we had too many students signed up to fit into the number of sections that we could teach). At that time, over 50 students were cut from the agriculture department. (These were incoming freshmen and juniors/seniors who had never been in ag before.)

There are 21 freshmen who took Earth Science during summer school that signed up to take Ag Biology. As a general rule, we don't allow freshmen to take Ag Biology because they need to take either Introduction to Agriculture Science or Ag Mechanics I first to get a solid FFA & SAE project foundation. However, in an effort to avoid cutting more students OUT of the ag program, Jill decided to allow those 21 freshmen to take Ag Biology this year. That is going to pose some major curriculum problems which will have to be dealt with over the course of the school year. Jill has already met with Randy Morris (our new principal) and the counselors to figure out a solution to this problem for next year.

VII. The next item of business was to discuss our course offerings for 2008-09. A sequence of courses flow chart was distributed and discussed by the committee. Jill explained that we want to change the name of the Ag Science course to "Introduction to Agriculture". This change will help prevent confusion when incoming freshmen are signing up for courses. (Currently, they think that if they take Ag Science, it replaces Earth Science. That is not true. Ag Science is purely an elective course and does not receive laboratory science credit.) The committee agreed that this name change would make sense and went on record as supporting that decision.

Additionally, we would like to stop offering the current Plant & Animal Physiology course. Plant & Animal Physiology has been taught off and on over the years and really does not fit the needs of our students. Instead, we are proposing to offer a one-year ROP animal science course which can be rotated with our one-year ROP horticulture course. That way, over a 2-year time span, students in the agriculture science pathway would receive thorough instruction in both animal and plant science.
The committee agreed that this was a good idea and encouraged Jill to work with Valley ROP to get a course written that would meet our students’ needs.

The last course that was discussed was Ag Business. Jill briefly reviewed the content of the course and discussed how it has been taught over the past 8 years. In a nutshell, most seniors that take this class feel that it is boring. Although the content of the class is good . . . it is not structured in a way that excites students. Jill and Brian suggested keeping the class but changing the focus of the course to be more student-centered and engaging. Jill suggested changing the name of the course to Ag Sales & Marketing and placing a major emphasis on skills needed to market and sell agricultural products. We want this senior level class to provide students with hands-on instruction in sales, marketing, and product display as well as continue to work with them on scholarships, resumes, cover letters, interview skills, and career opportunities within the agriculture industry. The committee felt that these were good suggestions and agreed that a major overhaul of the current Ag Business course was needed. Jill will be working with Valley ROP to re-write the course outline and curriculum for the course.

VI. Brian Combes discussed the need to develop a plan for finishing Phase 2 of the school farm. He talked about the need for the farm to be educational, functional, manageable, aesthetically pleasing, and environmentally friendly while meeting student and community needs. Some ideas that he brought forth were:

a. Developing a pasture area and starting a farm flock for student projects and hands-on student laboratories
b. Planting an orchard and splitting responsibilities over different age groups of students (freshmen to plant the trees, sophomores to prune 2nd year trees, juniors to prune 3rd year trees, seniors to focus on the harvest)
c. Develop an area by the Horticulture Unit for raised garden beds

We would like to spend some time during our spring meeting discussing the school farm and ways that it could be best utilized for optimal student use and success.

VII. Our next meeting will be held on Monday, February 25th at 5:30 pm.

VIII. Jeff Bortolussi adjourned the meeting at 7:40 pm.

Respectfully Submitted,

Jill Sperling
Agriculture Department Chair
Minutes of the Agriculture Advisory Committee Meeting
February 25, 2008

Members Present:
Glen Billington  Ron McClain  Dave Peters
Jeff Bortolussi Tim Morris  Fred Swanson
Nomie Kautz

Others Present:
Jill Sperling - Agriculture Department Chair
Brian Combes - Agriculture Instructor
Grace Nunes - Student Teacher, Fresno State University

The meeting was called to order by President Jeff Bortolussi at 5:45 pm.

I. The attendance sign-in sheet was passed around.

II. We welcomed Glen Billington to our committee. As an elementary school principal, Mr. Billington brings an extensive background of public education to our committee. Additionally, serves as our parent representative (his daughter, Nicole, is an extremely active member of our program). Our student teacher, Grace Nunes was also introduced to the group. Grace is a graduate of Hanford High School where she was an active member of the Hanford FFA chapter. She is a graduate of Fresno State University where she is currently working on her teaching credential. Grace is currently teaching 3 classes - Ag Biology, ROP Horticulture, and Ag Mechanics 1. She will be filling in as Jill’s long term sub starting after Spring Break when Jill goes on maternity leave.

III. The Advisory Committee reviewed the minutes from the November 26th meeting. A motion was made to accept the minutes by Dave Peters, seconded by Tim Morris, and unanimously passed by voice vote.

IV. Brian Combes gave an update on the Kingsburg FFA Chapter:

1) Sectional Banking Contest - Kingsburg had the 1st place team and the top 3 individuals.
2) Sectional Best Informed Greenhand Contest - Kingsburg had the 5th place individual.
3) We had 11 students participate in the Made for Excellence & Advanced Leadership Academy FFA Leadership Conferences held January 25-26 at the Visalia Holiday Inn.
4) We have 10 students who received their State FFA Degree this year.
5) We had 7 students win Sectional Gold awards in their Proficiency Award categories. Proficiency awards are given to students who excel in their
Supervised Agriculture Experience projects. Of those 7 students, 3 went on to represent Kingsburg in the regional competition. They were: Andre Alves (Ag Mechanics Design & Fabrication), Jesus Urueta (Ag Mechanics Energy Systems) and Adam Avedikian (Emerging Ag Technology). We are waiting to hear if they are state finalists in their areas.

6) Our Fruit Tree Pruning team placed 2nd at their first competition of the year. They ended up winning the State Championship title a week later (winning the contest by over 100 points)!!! The team consisted of: James Walls (1st high individual), Casey Berberian (2nd high individual), Ashley Hennesey and Ben Zentner. Special thanks to Monte Pinheiro for volunteering his time and energy to coach the team for us again this year!!

7) Once again, Dave Peters made the commitment to coach a Vine Pruning team for us. Unfortunately, the team was plagued with issues from the start and Dave wasn’t able to get a strong commitment from the students. We ended up cutting the team before the contest season began - but it should be noted that Dave Peters is an outstanding coach, mentor and friend and was ready and willing to work with our students this year. Hopefully, we’ll have better luck with kids next winter and we’ll be able to convince Dave to help us out again.

8) The Ornamental Horticulture team competed at the Reedley College Winter Field Day and placed 5th overall.

9) We had 2 Creed speakers that competed in the sectional contest (Michelle Ritchie and Hali Burns). Michelle placed 4th overall and will be representing Kingsburg at the regional contest on March 14th.

10) We had 3 Extemporaneous speakers that competed in the sectional contest (Allie Brandon, Nicole Billington, and Shelbi Kautz). Nicole was 1st high individual, Allie was 2nd high individual and Shelbi was 4th high individual. All three girls will be representing Kingsburg in the regional finals on March 14th.

11) We had 3 Job Interview contest participants at the sectional level. They were: Brooke Helm, James Walls, and Andre Alves. Andre Alves won the sectional contest, earning him a spot in the regional finals on March 14th.

12) Sectional Cooperative Marketing Contest was held on Valentine’s Day at Kingsburg High School. Our team placed 1st and we had all of the top 5 individuals.

13) Brian started a Novice Parliamentary Procedure team this year. They will be competing in their first contest at UC Davis on Friday, Feb. 29th. Their sectional competition is March 6th and the regional competition is March 28th.

14) Jill’s Farm Records & Farm Business Management teams will be participating in their first contest of the year at UC Davis on March 1st.

15) Grace is coaching our Dairy Products team this year. Their first contest will be held in conjunction with the Great Western Field Day on March 8th.

16) Brian has 4 students who will be exhibiting their market steers at Great Western on March 8-9.

17) We have 15 students who will be attending the State FFA Leadership Conference in Fresno on April 19-22.

V. Jill Sperling gave an update on department happenings. The major item of discussion was the fact that Brian Combes has officially resigned his position due to personal reasons. He will be finishing out the school year and is officially contracted with the district until June 30th. We will be opening a position for a full-time agriculture teacher to replace Brian on or before March 1st. Jill expects the application deadline to close around April 15th and interviews to be conducted shortly thereafter so that we can get someone hired by the end of April (their official start date won’t be until July 1st).
VI. The next item of business was to review the changes made to the “Sequence of Courses” diagram. Quick recap - the name of the Agriculture Science class has been officially changed to “Introduction to Agriculture”, we are offering a new course next year (ROP Advanced Animal Science), and we changed the old Ag Business course to “ROP Agriculture Sales & Marketing”.

VII. The final item of business was to review the course outline for the new ROP Agriculture Sales & Marketing course. This class was a major topic of discussion at the Nov. 26th meeting. We basically did away with our old ROP Agriculture Business course and replaced it with this new and improved class. Specifically, we eliminated some of the redundant units that are taught in other required courses on campus (i.e. economics), refocused the class to be centered on sales & marketing, gave the class a more hands-on learning approach, and changed the name to ROP Agriculture Sales & Marketing.

After reviewing the new course outline, Dave Peters moved “to approve the curriculum and new course outline for the ROP Agriculture Sales & Marketing course.” The motion was seconded by Fred Swanson and passed by voice vote. Fred Swanson also suggested that we re-evaluate this course next year to determine if the changes have been positive for students and if additional changes in curriculum need to be made.

Jill mentioned that she may be asking Advisory Committee members for recommendations of people within the ag business field that may work well as guest speakers for this course. Nomie Kautz suggested Kathleen Roberts (Farm Credit) and Joe Slagel (Agriculture Attorney who understands cooperatives well).

VI. Our next meeting will be held on Monday, May 19th at 5:30 pm.

VII. Jeff Bortolussi adjourned the meeting at 6:38 pm.

Respectfully Submitted,

[Signature]

Jill Sperling
Agriculture Department Chair
Minutes of the Agriculture Advisory Committee Meeting
June 9, 2008

Members Present:
Glen Billington
Jeff Bortolussi
Nomie Kautz
Ron McClain
Tim Morris
Fred Swanson

Others Present:
Jill Sperling - Agriculture Department Chair

The meeting was called to order by President Jeff Bortolussi at 5:38 pm.

I. The attendance sign-in sheet was passed around.

II. The Advisory Committee reviewed the minutes from the February 25th meeting. A motion was made to accept the minutes by Ron McClain, seconded by Tim Morris, and unanimously passed by voice vote.

III. Jill Sperling gave an update on department happenings:

1) We would like to thank Mr. Combes for all of the contributions that he made to our agriculture program this year. He worked diligently to continue the success of our Agriculture Mechanics program while offering some new opportunities to our students - including Extemporaneous Public Speaking and Novice Parliamentary Procedure. We appreciate EVERYTHING that he did and wish him well as he pursues a new teaching position in the agriculture department at Hanford HS.

2) We would like to thank Miss Nunes for all of the hard work and effort into helping to make the spring semester a success for our students! As a final student teacher and long term sub for Mrs. Sperling, she took on many more responsibilities than she was required to. She was an excellent role model for our students and will definitely be missed. She has signed a full-time contract to teach Floral and Computer Applications in Agriculture at Washington Union HS next year. Congratulations Miss Nunes!

3) We are pleased to announce our new hire - Brian Donovan. Mr. Donovan did his final student teaching with us during the Spring of 2007 through Fresno State. He spent last year teaching agriculture mechanics at Mt. Whitney HS in Visalia. His areas of strength include agriculture mechanics and animal science. He is very excited to be coming back to the community and have the opportunity to work with our students. We are thrilled to have him on board starting July 1st!
IV. Jill Sperling gave an update on the Kingsburg FFA Chapter:

1) The Novice Parli-Pro team placed 10th in the state during the state speaking finals in April. This was an outstanding job and was the first time that Kingsburg has had a team in the competition since the 1980's!!! The 7 students on the team, along with their coach Mr. Combes, spent countless hours practicing and studying for this competition. We are all very proud of them for making it to the semi-final round in the state competition!

2) Shelbi Kautz was elected to Regional FFA Office. She will serve as President of the East Fresno Madera Section. Additionally, we had 2 other students elected to serve as Sectional FFA Officers - Nicole Billington and Megan Stone. With 1/2 of the sectional officers coming from Kingsburg, next year will surely be a success!

3) We had 3 students win State Proficiency Awards. This was a record number for Kingsburg FFA!! They are as follows:
   - Adam Avedikian - Emerging Ag Technology
   - Andre Alves - Ag Mechanics: Design & Fabrication
   - Jesus Urueta - Ag Mechanics: Energy Systems
   They will be submitting their applications to the National FFA Organization for consideration for a national award. We should find out in early August if any of them are selected to represent California at the National competition in October.

4) The State FFA Judging Finals competition was held on Saturday, May 3rd at Cal Poly, SLO. We had 3 teams compete. The Cooperative Marketing team (coached by Mr. Combes) placed 3rd in the state, with Travis Helm placing as the 5th high individual. The Dairy Products team (coached by Miss Nunes) also received 3rd place in the state. Karly Behymer was the 5th high individual in that contest. The Farm Business Management team (coached by Mrs. Sperling) won the State Championship and will be representing California at the National FFA Judging Finals in October! Alex Branden was the 4th high individual and Nicole Billington was the 1st high individual. All of our students worked very hard to get to state finals and we are proud of their efforts and successes!

5) Our annual FFA Awards Banquet was held on May 14th at Reagan Elementary School. This was an outstanding event with a packed house and over 120 students taking the stage to receive awards for their efforts this year. Jeff Bortolussi was recognized with an Honorary Chapter FFA Degree recipient as a thank you for all of the time he spends to help support and promote the Kingsburg High School Agriculture Program.

6) We have 10 graduates who received their American FFA Degree. They will be traveling to Indianapolis, Indiana in October to attend the National FFA Convention to receive their degree on stage in front of 15,000 people.

V. The next item of business was to look at the enrollment numbers for next year. As of right now, the numbers are very high. The proposal that Jill is sending to Randy Morris (principal) is as follows:

<table>
<thead>
<tr>
<th>JILL SPERLING</th>
<th>BRIAN DONOVAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Ag (cap at 30)</td>
<td>Ag Mechanics 1 (26)</td>
</tr>
<tr>
<td>Ag Biology (24)</td>
<td>Ag Mechanics 1 (26)</td>
</tr>
<tr>
<td>Ag Biology (24)</td>
<td>Ag Mech 2,3,4 (25)</td>
</tr>
<tr>
<td>ROP Ag Sales (17)</td>
<td>ROP Animal Science (31)</td>
</tr>
<tr>
<td>Project Supervision Period</td>
<td>Project Supervision Period</td>
</tr>
</tbody>
</table>
If the master schedule can be arranged with this format for the ag department, we would only have to cut 11 students out of the program and both teachers would have the benefit of having a project supervision period. Project supervision periods are key in building in time devoted to working with students on their Supervised Agriculture Experience programs outside of the regular school day. There have been many years when the ag department has only had one project supervision period (split between the two teachers) and some years when no project supervision period has been allotted. Although no one likes to cut students from the program, with the large number of students that we have interested in the program, we simply cannot meet the needs of everyone. The members of the Advisory Committee at this meeting were in support of this plan.

VI. Our next meeting will be held in September. The exact date has not been determined.

VII. Jeff Bortolussi adjourned the meeting at 6:42 pm.

Respectfully Submitted,

Jill Sperling
Agriculture Department Chair
Minutes of the Agriculture Advisory Committee Meeting
February 25, 2009

Members Present:
Gale Bamford  Jeff Bortolussi  Ron McClain  David Peters
Glen Billington  Nomie Kautz  Tim Morris  Frank Tebeau

Others Present:
Jill Sperling - Agriculture Department Chair
Brian Donovan - Agriculture Teacher/FFA Advisor

The meeting was called to order by President Jeff Bortolussi at 5:30 pm.

I.  The attendance sign-in sheet was passed around.

II.  A master copy of the Advisory Committee Roster was passed around. Everyone was asked to review their contact information and make appropriate changes.

III.  The Advisory Committee reviewed the minutes from the February 25th meeting. A motion was made to accept the minutes by Tim Morris, seconded by Gale Bamford, and unanimously passed by voice vote.

IV.  Jill Sperling gave an update on department happenings by presenting a PowerPoint slideshow that the Kingsburg FFA Officer Team prepared. (Please see attached printout.)

V.  Brian Donovan gave an update on the budget situation. Basically, the state is in very poor financial shape. That means that things aren’t good at the local level for schools and other state entities. The Agriculture Department is primarily funded through two grants - the Agriculture Incentive Grant (State) and the Carl Perkins Vocational Education Act (Federal). In total, we receive approximately $50,000 in funding which pays for all of our department expenses (excluding the salaries & benefits for the two ag teachers which are paid for by the district). We are going to act conservatively in these tough economic times but will be able to continue on fairly normally, at least through the end of this school year.

VI.  Jill Sperling reviewed the agriculture department’s enrollment numbers for 2008-2009. We have 198 students enrolled in 8 sections. That # is only 6 less than last year. Each teacher has a project supervision period in addition to their normal prep period.

<table>
<thead>
<tr>
<th>Course</th>
<th>Students (Sections)</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Agriculture</td>
<td>32 students (1 section)</td>
<td>Sperling</td>
</tr>
<tr>
<td>Applied Ag Biology</td>
<td>46 students (2 sections)</td>
<td>Sperling</td>
</tr>
<tr>
<td>Advanced Animal Science</td>
<td>25 students (1 section)</td>
<td>Donovan</td>
</tr>
<tr>
<td>Ag Sales &amp; Marketing</td>
<td>20 students (1 section)</td>
<td>Sperling</td>
</tr>
<tr>
<td>Intro to Ag Mechanics</td>
<td>50 students (2 sections)</td>
<td>Donovan</td>
</tr>
<tr>
<td>Advanced Ag Mech</td>
<td>25 students (1 section)</td>
<td>Donovan</td>
</tr>
</tbody>
</table>

VII. Our next meeting will be held on Tuesday, May 26th at 5:30 pm.

VIII. Jeff Bortolussi adjourned the meeting at 6:35 pm.
Minutes of the Agriculture Advisory Committee Meeting
June 2, 2009

Members Present:  
Nomie Kautz  
Tim Morris  
Fred Swanson

Others Present:  
Jill Sperling - Agriculture Department Chair  
Brian Donovan - Agriculture Teacher/FFA Advisor

The meeting was called to order by Jill Sperling at 5:45 pm.

I. The attendance sign-in sheet was passed around.

II. The Advisory Committee reviewed the minutes from the February 25th meeting. A motion was made to accept the minutes by Tim Morris, seconded by Nomie Kautz, and unanimously passed by voice vote.

III. Brian Donovan gave an update on the many spring activities and accomplishments of Kingsburg FFA members. (Please see attached printout.)

IV. Jill Sperling reported that we were lucky to have Jean Terry with us this semester as a full-time student teacher from Fresno State University. She taught one section of Applied Ag Biology all semester as well as units in our other classes including Introduction to Ag Mechanics, Advanced Animal Science and Ag Sales & Marketing. She did a great job and we wish her well as she continues to apply for teaching positions in agriculture education!

We will be getting another full-time student teacher from Fresno State this fall. His name is Carlos Reis and his area of expertise is in the mechanics field. We are looking forward to meeting Mr. Reis and working with him next fall.

V. Jill Sperling also gave an update on the school farm. With the massive amounts of construction on our campus over the past year and a half, there has been a lot of excess dirt that has needed a home. The back part of the school farm met that need. So, since March of 2008, various construction crews have been moving massive amounts of dirt onto the school farm facility.

As we look toward gearing up for Fresno Fair next fall, we are concerned about the lack of security at the school farm (since construction crews took down part of the fence along the ponding basin and often fail to re-lock the drive thru gates once leaving the facility). Jill spoke with Linda Clark about the dirt, the downed fence and the gates being left open. Linda was great! She understood the issue about security, did not realize that part of the fence had been taken down, and did not realize that the gates were being left open. We talked about moving the dirt and the health issues that could arise from moving that amount of dirt in the middle of summer (dirty air will cause the livestock to cough excessively and perhaps even have rectal prolapses which require medication attention to repair). Linda assured Jill that she would talk to the construction crews and find out when the dirt could be moved OFF THE FARM. We recommended that the move occur either before July 1st or after the animals go to the fair in October (for health reasons). Linda was
going to try to have it moved prior to July 1st but, if not, at least get the farm locked down, the fence put back up and work on keeping the dirt watered down so the air would be as clean as possible when the animals are housed at the farm.

VI. Jill gave a brief update on the budget situation. Basically, we don't know a lot of details because the State is changing the details multiple times each day. It looks like Kingsburg High School is going to take at least a $1.3 million hit - and that number is most likely going to increase before it is all said and done. As far as the agriculture department is concerned, we are going to continue to act conservatively in these tough economic times and will strive to continue on as normally as possible for our students. We will still receive our Agriculture Incentive Grant funding next year from the state (we think) and will definitely continue to receive Carl Perkins Grant Funding from the federal government. At this point, we are going to continue hoping for the best, but will expect the worst - just in case the Sacramento continues on its downward spiral.

VII. Jill Sperling reviewed the agriculture department's enrollment numbers for 2009-2010. We have 226 students enrolled in 9 sections. That # is an increase of 28 over last year. The teachers will split one section and a project supervision period (i.e. Donovan will have the supervision period in the fall while Sperling teaches the class; Sperling will have the supervision period in the spring while Donovan teaches the class).

<table>
<thead>
<tr>
<th>Course</th>
<th>Students (Sections)</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Agriculture</td>
<td>32 students (1 section)</td>
<td>Split class</td>
</tr>
<tr>
<td>Applied Ag Biology</td>
<td>64 students (2 sections)</td>
<td>Sperling</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>23 students (1 section)</td>
<td>Sperling</td>
</tr>
<tr>
<td>Ag Sales &amp; Marketing</td>
<td>22 students (1 section)</td>
<td>Sperling</td>
</tr>
<tr>
<td>Intro to Ag Mechanics</td>
<td>50 students (2 sections)</td>
<td>Donovan</td>
</tr>
<tr>
<td>Ag Mech 2: Welding</td>
<td>20 students (1 section)</td>
<td>Donovan</td>
</tr>
<tr>
<td>Advanced Ag Mech</td>
<td>19 students (1 section)</td>
<td>Donovan</td>
</tr>
</tbody>
</table>

VIII. We discussed making some changes to the Advisory Committee starting next year. We have 3 members who have served their full three year term - Gale Bamford, David Peters, and Frank Tebeau. We will be contacting them over the summer to ask if they want to renew their term or step off the committee. Any openings that need to be filled will be done next fall. We are sincerely grateful to all of our Advisory Committee members, especially those who have served their full term and appreciate all of the support, guidance and wonderful advice over the years!!!

IX. Our next meeting will be held at the beginning of the school year, probably in early September. We will solidify a date once we get our calendar set for the year and will let everyone know the date as soon as possible.

X. Jill Sperling adjourned the meeting at 6:19 pm.

Respectfully Submitted,

Jill Sperling
Agriculture Department Chair
Current Status of Articulation Agreements

At this time, the Kingsburg High School Agriculture Department is pursuing articulation agreements with two local community colleges – Reedley College and College of the Sequoias.

Courses that may possibly be approved for articulation include: Agriculture Mechanics 2: Welding Skills, Agriculture Mechanics 3: Fabrication, and Agriculture Sales & Marketing.

The Agriculture Department Chair will be meeting with representatives from the agriculture programs at both community colleges to further discuss the details associated with finalizing the articulation agreements for these courses.
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Graduate Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cody</td>
<td>Dylan</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Amanda</td>
<td>Shane</td>
<td>Four Year College-Ag Major</td>
</tr>
<tr>
<td>Natalie</td>
<td>Rachel</td>
<td>Four Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Brian</td>
<td>Iris</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Dylan</td>
<td>Chris</td>
<td>Four Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Nick</td>
<td>Jamie</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Dillon</td>
<td>Angie</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Amber</td>
<td>Hank</td>
<td>Employed - Parttime-Non-Ag Job</td>
</tr>
<tr>
<td>Eric</td>
<td>Celeny</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Tanner</td>
<td>Veronica</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Chris</td>
<td>Ben</td>
<td>Employed - Fulltime-Ag Job</td>
</tr>
</tbody>
</table>

Printed: 10/27/2009 2:50:23 PM
Count: 22
# CA0119  Kingsburg
Kingsburg HS
1900 - 18th St.
Kingsburg, CA 93631

Printed: 10/27/2009 2:50:29 PM

<table>
<thead>
<tr>
<th>Total Seniors (Year=2008):</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Seniors having completed</td>
<td>22</td>
</tr>
<tr>
<td>3 or more years of Ag Instruction:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Completer Status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Year College Ag Major</td>
<td>6</td>
</tr>
<tr>
<td>Two Year College Non-Ag Major</td>
<td>5</td>
</tr>
<tr>
<td>Four Year College Ag Major</td>
<td>5</td>
</tr>
<tr>
<td>Four Year College Non-Ag Major</td>
<td>2</td>
</tr>
<tr>
<td>Employed - Parttime Non-Ag Job</td>
<td>1</td>
</tr>
<tr>
<td>Employed - Fulltime Ag Job</td>
<td>1</td>
</tr>
<tr>
<td>Military</td>
<td>2</td>
</tr>
</tbody>
</table>
June 15, 2009

Dear KHS Agriculture Department Graduate,

First of all, I would like to congratulate you on your achievements here at Kingsburg High School over the past four years. As you prepare to take the next step towards your future goals, please take a few moments and fill out the enclosed survey. As we continue to make changes to the KHS agriculture program, your input will help us shape the opportunities offered to the next generations of KHS students. Once you have completed the survey, please mail it back to me in the envelope that has been provided.

If you have any questions, please call me at 897-2248. Thank you again for your time and feedback.

Sincerely,

Jill Sperling
Agriculture Department Chair
Kingsburg 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 KHS.

_____ I am using some of the skills I learned in vo-ag program at KHS

_____ I am not using any of the skills I learned in the vo-ag program at KHS
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 SOEP(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
- [ ] 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; SOEP (Supervised Projects); teaching methods used; facilities/equipment.
**Program Completer Follow-up Results**

The following indicates information gathered from Program Completers of the Kingsburg 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 KHS.
- [ ] I am using **some** of the skills I learned in the vo-ag program at KHS.
- [ ] I am not using any of the skills I learned in the vo-ag program at KHS.

How the student rated the training & career guidance/counseling they received in the KHS vo-ag program.

<table>
<thead>
<tr>
<th>Training</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career guidance/counseling</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 SOEP (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 KHS for the vo-ag program.

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overcrowded</td>
<td>Modern</td>
</tr>
<tr>
<td>Modern</td>
<td>Well-maintained</td>
</tr>
<tr>
<td>Adequate square space</td>
<td>Poorly maintained</td>
</tr>
<tr>
<td>Out-of-date</td>
<td>Out-of-date</td>
</tr>
<tr>
<td></td>
<td>Adequate amount of equipment for all students in class</td>
</tr>
<tr>
<td></td>
<td>Other: Not adequate equipment</td>
</tr>
</tbody>
</table>
List of Active Placement Sites

Agriculture Mechanics
- Kingsburg Cultivator – Clint Erling
- Wildwood Express – Mark Woods
- Fab Tech, Inc. – Ron McClain
- Premier Trailer

Agriscience
- Dellevalle Laboratories
- USDA Research Station – Chuck Burks
- UC Kearney Research Center – Laura Vanderstay
- Syngenta

Ag Services
- B & C Packing – Blake Carlson; Jeff Bortolussi
- Bujuilian Packing
- HMC Packing
- Family Tree Farms
- Valhalla Packing
- Sun Valley Farms
- Perez Farms

Small Animal Production
- Doolittle’s Pet Grooming – Kelly Okland
- Kingsburg Feed Station – Regina

Agriculture Business
- Kingsburg Federal Land Bank – Scott Anderson
- Kingsburg Insurance – Scott Carlson; Danny Cates
Description of Recruitment Activities

Each spring (late March – early April), the Kingsburg FFA Chapter Officer team visits each of the four schools that feed into Kingsburg High School. These feeder schools are: Rafer Johnson Junior High School, Clay Elementary School, Kings River Elementary School, and Traver Elementary School. The purpose of these visits is to meet with the 8th graders (incoming freshmen) to discuss the many opportunities available to them within the agriculture department and Kingsburg FFA.

During these presentations, the chapter officers break the students into groups. Through interactive games, the officers are able to introduce the array of agriculture courses taught at KHS and expose students to the FFA component of the agriculture program. Prospective students are then shown a PowerPoint slideshow, documenting many of the fun activities that Kingsburg FFA participates in each year. Additionally, examples of student work (agriculture mechanics projects, OH bedding plant arrangements, etc.) are taken in so that students can see the type of hands-on projects that agriculture students are able to work on.

At the end of each presentation, all prospective students are asked to complete an “Interest Card”. This card asks for the student’s name, address, and phone number so that they can be contacted as registration gets closer. Additionally, the interest card asks students to mark their level of interest in the agriculture program (using a scale from 1-5) and asks if they are more interested in the Ag Science class or Ag Mechanics I. This helps us to better anticipate where the incoming freshmen are going to sign up.

After the recruitment presentations, the chapter officer team helps the agriculture teachers mail out packets to each 8th grader. The packet includes a letter to students and parents explaining the program as well as the course sequence charts for both the Ag Science & Ag Mechanics clusters. Additionally, we include a sheet that explains the many FFA opportunities available to students within the agriculture program. These packets are mailed shortly after the recruitment presentations, giving students and their parents plenty of time to review the materials before the high school counselors sign kids up for classes.
Recruitment Presentation Outline
Rafer Johnson Junior High

1. WELCOME (5 minutes)
   - Represent the Agriculture Program at KHS
   - Here to give an overview of our program and discuss some options that you have for classes at KHS
   - Introductions (name, grade, current ag class, 2 ag facts)

2. PROGRAM OVERVIEW
   - Ag Science Pathway (5 minutes)
     - Intro to Agriculture (California agriculture, animal science, plant science, FFA, SAE, public speaking)
     - Ag Biology (counts for same credit as regular biology)
     - Ornamental Horticulture
     - Advanced Animal Science
     - Agriculture Sales & Marketing

   - Ag Mechanics Pathway (5 minutes)
     - Ag Mech I (electricity, plumbing, concrete, woodworking, welding, shop safety, tool ID) SHOW EXAMPLES!!!
     - Ag Mechanics: Welding Skills
     - Ag Mechanics: Fabrication & Construction

   - FFA (5 minutes)
     - Leadership development
     - Monthly meetings & activities, leadership conferences, community service, fundraisers, public speaking (Creed, Opening/Closing), judging teams (dairy products, farm records,)
• SAE (5 minutes)
  ○ Types of projects – ag mechanics, fair animals, paid or unpaid jobs (packing sheds, Wildwood Express, vet clinics, landscaping, ag research facilities)

3. OUTDOOR STATIONS
• Welding (5 minutes)
• Branding (5 minutes)
• Animal & Plant ID (5 minutes)
• Teambuilding Activity (Flip the Mat) (5 minutes)
• Gunny Sack Races (5 minutes)
• Teambuilding Activity (Human Table) (5 minutes)

4. SLIDESHOW PRESENTATION (5 minutes)
• PowerPoint with music

5. INTEREST CARDS (5 minutes)
• Everyone needs a card
• We want to know how interested you are in the agriculture program
• Info used to mail home a packet of info to your family
• Please print neatly

General Supplies:
• Laptop
• Data projector
• Slideshow & music
• Radio/Ipod
• Interest Cards
• Examples of Ag Mech I projects
• Candy

Outdoor Activity Items:
• small table
• tape
• 2 sets ID cards
• 110 welder
• 2 extension cords
• welding table
• scrap metal to weld
• 7 welding helmets
• 7 coveralls
• 7 safety glasses

• 4 gloves
• 50 gallon drum
• electric brander
• wood pieces (4x4ish)
• rug
• stopwatches (2)
• 4 chairs
• 4 burlap sacks
Name:  
Street Address:  
City:  Zip Code:  
Home Phone #:  
Interest in Ag Program: 0 1 2 3 4 5  
(None ----> Little ----> Medium ----> High ----> Very High)  
Which class would you be more interested in taking next year:  
(circle one)  Introduction to Ag  Ag Mechanics  
Name:  
Street Address:  
City:  Zip Code:  
Home Phone #:  
Interest in Ag Program: 0 1 2 3 4 5  
(None ----> Little ----> Medium ----> High ----> Very High)  
Which class would you be more interested in taking next year:  
(circle one)  Introduction to Ag  Ag Mechanics  
Name:  
Street Address:  
City:  Zip Code:  
Home Phone #:  
Interest in Ag Program: 0 1 2 3 4 5  
(None ----> Little ----> Medium ----> High ----> Very High)  
Which class would you be more interested in taking next year:  
(circle one)  Introduction to Ag  Ag Mechanics  
Name:  
Street Address:  
City:  Zip Code:  
Home Phone #:  
Interest in Ag Program: 0 1 2 3 4 5  
(None ----> Little ----> Medium ----> High ----> Very High)  
Which class would you be more interested in taking next year:  
(circle one)  Introduction to Ag  Ag Mechanics
March 3, 2009

Dear Parent/Guardian:

We are pleased that your child will be attending Kingsburg High School next year. This packet contains promotional material for the Agriculture Program at KHS. With two energetic instructors and quality facilities, the agriculture program at Kingsburg High School is ready to help your child achieve success!

Enclosed you will find information regarding the opportunities available to students enrolled in agriculture courses. You will find course sequence sheets for both of the clusters offered in the agriculture department—Agricultural Science and Agricultural Mechanics. Additionally, you will find a sheet that explains the many leadership opportunities available to students through participation in the FFA Organization. We hope that this information will assist you and your child as you begin to make decisions regarding their high school experience.

We would like to take this opportunity to explain the FFA component of the agriculture program at Kingsburg High School. The FFA is a premier leadership organization for students involved in agriculture programs throughout the nation. One of the most important areas of emphasis is the development of critical thinking and leadership skills such as public speaking, decision-making, responsibility, and self-confidence, in combination with hands-on classroom education. Students involved in the agriculture program are consistently recognized as some of the high school’s most articulate speakers and best leaders. Additionally, the agriculture program assists in the development of career goals along with tremendous scholarship opportunities for four-year program completers.

As we begin to make preparations for the new school year, we look forward to working with you and your child. We hope that you will look over the enclosed materials and discuss the opportunities available with your child. If you have any questions regarding this packet, or would like more information about the agriculture program, please feel free to contact the agriculture department.

Sincerely,

Jill Sperling
Agriculture Department Chair
897-2248
jsperring@kjuhsd.k12.ca.us
Kingsburg High School Agriculture Department
Sequence of Courses

AGRICULTURE SCIENCE PATHWAY

Introduction to Agriculture

Applied Agriculture Biology

ROP Ornamental Horticulture

ROP Advanced Animal Science

ROP Agricultural Sales & Marketing

AGRICULTURE MECHANICS PATHWAY

Agriculture Mechanics I

Agriculture Mechanics II Welding Skills

Agriculture Mechanics III ROP Welding Construction

Agriculture Mechanics IV ROP Welding Fabrication

Special Note to Students & Parents:

Incoming freshmen who are interested in taking an agriculture course should register for either Introduction to Agriculture or Agriculture Mechanics I.

We often have incoming freshmen who want to be involved in the agriculture program and also want to take a summer school class (to help them free up space for an additional elective during the school year).

The summer school courses offered to incoming freshmen this year include:
- Health & Wellness
- Weightlifting/PE
- Algebra 1B
# Kingsburg High School --- Agriculture Department
## Sequence of Courses for the Agriculture Science Cluster

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. 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>
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<tbody>
<tr>
<td>English 1</td>
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<td>English 3</td>
<td>English 4</td>
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<tr>
<td>Math</td>
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<td>Math</td>
<td>Civics/Economics</td>
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<tr>
<td>Earth Science</td>
<td>World History</td>
<td>U.S. History</td>
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<tr>
<td>Health and Wellness</td>
<td>Physical Education</td>
<td>Art</td>
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<tr>
<td></td>
<td>Introduction to Agriculture</td>
<td>Ornamental Horticulture or Advanced Animal Science</td>
<td>ROP Ag Sales &amp; Marketing</td>
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### Agriculture Science Cluster -- Course Descriptions

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<tr>
<th>COURSE NAME</th>
<th>DESCRIPTION</th>
<th>SEQUENCE</th>
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<tbody>
<tr>
<td><strong>Introduction to Agriculture</strong></td>
<td>This introductory course focuses on animal and plant science as well as developing essential leadership skills through participation in the FFA.</td>
<td>Recommended as the first agriculture course to take. Provides foundation for other agriculture science courses. Prerequisites: None. Recommended for grade 9.</td>
</tr>
<tr>
<td><strong>Agriculture Biology</strong></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>Recommended as the second course in the agriculture science cluster. Usually taken in 10th grade, but can be taken 10-12. Prerequisites: Introduction to Agriculture, Agriculture Mechanics I or teacher approval; Earth Science, Algebra 1 with a 'C' or higher</td>
</tr>
<tr>
<td><strong>ROP Ornamental Horticulture</strong></td>
<td>Learn the basics in growing and caring for ornamental plants. Specific topics include: plant identification, propagation, greenhouse management, soils, fertilization, common pests, landscaping and design.</td>
<td>Recommended for agriculture students interested in plant science. Usually taken in 11th grade, but can be taken 11-12. Prerequisites: Introduction to Agriculture, Agriculture Biology or teacher approval</td>
</tr>
<tr>
<td><strong>ROP Advanced Animal Science</strong></td>
<td>Offers specific instruction in many key areas of the animal science industry. It will provide information, activities and skill development in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics and production management.</td>
<td>Recommended for agriculture students interested in animal science. Usually taken in 11th grade, but can be taken 11-12. Prerequisites: Introduction to Agriculture, Agriculture Biology or teacher approval</td>
</tr>
<tr>
<td><strong>ROP Agriculture Sales &amp; Marketing</strong></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>Recommended for grade 12. Prerequisites: Previous enrollment in agriculture courses such as Introduction to Agriculture, Agriculture Biology, Ornamental Horticulture, Advanced Animal Science, and Agriculture Mechanics are highly recommended.</td>
</tr>
</tbody>
</table>

Agriculture Mechanics Cluster Chart on Back →
Kingsburg High School — Agriculture Department
Sequence of Courses for the Agriculture Mechanics Cluster

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>
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<td>Health and Wellness</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>Agriculture Biology</td>
<td>Agriculture Mechanics II</td>
<td>ROP Ag Sales &amp; Marketing</td>
</tr>
<tr>
<td>Agriculture Mechanics I</td>
<td>Agriculture Mechanics II</td>
<td>ROP Ag Mechanics III</td>
<td></td>
</tr>
</tbody>
</table>

### Agriculture Mechanics Cluster — Course Descriptions

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<th>COURSE NAME</th>
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</tr>
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<tbody>
<tr>
<td><strong>Agriculture Mechanics I</strong></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><strong>Agriculture Biology</strong></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-F&quot; requirements.</td>
<td>This course meets the biology requirement for KHS. Usually taken in 10th grade, but can be taken 10 – 12. Prerequisites: Introduction to Agriculture, Agriculture Mechanics I, or teacher approval; Earth Science, Algebra 1 with a 'C' or higher,</td>
</tr>
<tr>
<td><strong>Agriculture Mechanics II: Welding Skills</strong></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 I with a grade 'C' or higher or teacher approval.</td>
</tr>
<tr>
<td><strong>ROP Agriculture Mechanics III: Welding Construction</strong></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.</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.</td>
</tr>
<tr>
<td><strong>ROP Agriculture Mechanics IV: Welding Fabrication</strong></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.</td>
</tr>
<tr>
<td><strong>ROP Agriculture Sales &amp; Marketing</strong></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: Previous enrollment in agriculture courses such as Introduction to Agriculture, Agriculture Biology, Ornamental Horticulture, Advanced Animal Science, and Agriculture Mechanics are highly recommended. Recommended for grade 12.</td>
</tr>
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</table>

Agriculture Science Cluster Chart on Back ➔
Kingsburg High School --- Agriculture Department
Opportunities Available To Students Through Kingsburg FFA

By enrolling in agriculture courses at Kingsburg High School, students become members of Kingsburg FFA. The FFA is a national organization that promotes the development of leadership skills in students interested in agriculture. The FFA program at Kingsburg 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 15% of the total class grade). Students are required to participate in two approved FFA activities each quarter (4 per semester) to receive full credit in their FFA grade. Some of the approved activities are listed below:

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 Kingsburg FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Kingsburg community a better place to live and work.

☆ Adopt-A-Family Food/Clothing Drive  ☆ Chamber of Commerce Dinner
☆ Kingsburg Family Fun Night  ☆ Rotary Top 40 Dinner
☆ Swedish Festival  ☆ Washington Elementary Farm Day

Competitive FFA Judging Teams:

Throughout the year, members of the Kingsburg 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 Mechanics  ☆ Farm Records  ☆ Opening/Closing Ceremonies
☆ Cooperative Marketing  ☆ Public Speaking  ☆ Best Informed Greenhand
☆ Creed Speaking Contest  ☆ Job Interview  ☆ Vine & Tree Pruning

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 15% 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
Are you interested in showing livestock at the 2009 Fresno Fair?

If so, please make sure that you and a parent/guardian attend one of the mandatory meetings listed below:

Sheep – Wednesday, May 20 @ 6:00 pm – Room 52
Goats – Wednesday, May 20 @ 6:00 pm – Room 52
Swine – Wednesday, May 20 @ 6:00 pm – Library

---

Fresno Madera Farm Credit
Student Loan Workshops

Held immediately following the mandatory species meetings

- Make sure to come to this workshop if you are interested in learning about financing options available for your livestock project.
- Loan paperwork will be available to fill out to get the loan process started.
Jobs in Agriculture

ENTRY LEVEL CAREERS

Ag Equipment Operator  Feeder
Nursery Person  Irrigator
Crop Inspector  Ag Business Clerk
Garden/Groundskeeper  Sheet Metal Worker
Surveying Technician  Hatchery Worker
Laboratory Aide  Ranch Worker

ADVANCED LEVEL CAREERS

Nursery Manager  Landscape Designer
Diesel Mechanic  Equipment
Operator  Parts Salesperson
Welder
Ag Equipment Service Manager
Field Representative Technician
Manager: Production/Agribusiness
International Sales & Trade Technician
Animal Health Technician
Greenhouse Grower/Manager

PROFESSIONAL LEVEL CAREERS

Ag Teacher  Farm Advisor
Ag Business Owner/Operator  County Planner
Ag Engineer  Veterinarian
Pest Control Advisor  Ag Researcher
Landscape Architect  Geneticist
Soil/Water Manager  Land Surveyor
Irrigation Engineer  Nutritionist
Ag Lawyer

Agriculture
It's not just Cows, Plows
And Sows anymore!

Career Pathways

Ag Science
Introduction to Ag Science
Agricultural Biology
ROP Ornamental Horticulture (odd years)
ROP Advanced Animal Science (Even years)
ROP Ag Sales and Service

Ag Mechanics
Ag Mechanics 1- Introduction
Ag Mechanics 2- Welding
ROP Ag Mechanics 3- Construction
ROP Ag Mechanics 4- Design and Fabrication

Career Development Events

Opening and Closing
Parliamentary Procedure
Extemporaneous Speaking
Prepared Public Speaking
Best Informed Greenhand
Tree Pruning
Banking
Marketing

Kingsburg High School
Agriculture Department

1900 18th Ave Kingsburg CA 93631
(559) 897-2248

Brian Donovan
Jill Sperling
Agriculture Instructor
Agriculture Education

Make an investment
In your future!
There are over two hundred rewarding careers in Agriculture. Through your high school agriculture program, you can add much to the quality of your education. You will learn important job related skills and develop powerful leadership skills which will expand your opportunities in your future. Our world is being transformed, and exciting opportunities await those who are prepared. Tomorrow’s careers begin with high school agricultural education today.

Where are the Jobs?

Approximately 21 million people are employed in Agriculture careers. About 400,000 people are needed each year to fill positions in this field. Of those vacancies, only 100,000 are currently being filled by people trained in agriscience. That means there are many opportunities for YOU.

Classroom and Laboratory Instruction

~ A quality education is the framework for everyone’s successful future.
~ Through your classroom experiences you will develop a good base of agriculture knowledge and learn to apply your thinking skills to real world situations.
~ Students have the opportunity to gain experience in various agriculture areas given the facilities at Kingsburg High School

~ Agriculture Mechanics Shop
~ Agriculture Computer Science Lab
~ Greenhouses and Nursery Unit
~ 3 Acre school farm – Livestock facilities.

The FFA

This student group is part of all high school agriculture programs. Development of speaking, thinking, and leadership skills are cornerstones of the FFA. Plan on meeting new people and learning many new things in this organization. Expect to earn awards, participate in recreational activities, experience local and statewide competition, and have fun!

Supervised Agricultural Experience Program (SAE)

SAEP consists of all supervised agriculture experiences learned outside of the regularly scheduled classroom or laboratory. SAEP’s provide opportunities for learning by doing. They provide the means for you to learn with the help of your teacher, parents, employer, and other adults experienced in the area of your interests.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Professional Development</th>
<th>University Age Skills Week</th>
<th>Summer Conference</th>
<th>Fall Region Meeting</th>
<th>Spring Region Meeting</th>
<th>Region In-Service Day</th>
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**Teachers' Names**

Qualified and Competent Personnel

Professional development activities:

- Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- Four Section in-service meetings equals one Professional Development Activity.

**Criteria A**

Incentive Grant In-Service Activities Documentation

School: Kingstown

School Year: 2008-09

Criteria A

Based on the previous year's record, every agricultural teacher, teaching at least 1/2 time agriculture, attends a minimum of four of the following activities.
Department Meeting Minutes
August 24, 2009

New Topics:
- Student Data Sheets need to get completed this week so that Sperling can start working on the R-2. All returning students will complete the back side of the Data Sheets; new students will complete the front side only for now (will go back and do back side during FFA unit as they learn more about FFA/SAE opportunities).
- FFA Jackets are being ordered for new students and those who need them for Fresno Fair.
- Sperling will be updating the Fresno Fair Letter & Schedule that will be distributed to students & parents at the entry form meetings on Wednesday night.
- Donovan has been working with FFACHapters.net to build a new website for Kingsburg FFA. It should be up and running this week!!! :)

Weekly Schedule:
- FFA Officer Meeting – Monday at 3:00 pm
- Swine Showmanship – Monday from 5:00-7:00 pm
- Goat Showmanship – Tuesday from 5:30-6:30 pm
- Sheep Showmanship – Tuesday from 6:30-7:30 pm
- Fresno Fair Entry Form Meetings – Wednesday, 8/26
  - Swine & Beef Cattle – 6:00 pm in Library
  - Goats & Dairy Cattle – 6:00 pm in Room 52
  - Sheep – 7:00 pm in Room 52

Student Teacher Report:
- Carlos Reis will be with us this fall completing his final student teaching through Fresno State.
- He is currently teaching Ag Mechanics 2: Welding Skills.
- Carlos will be starting Ornamental Horticulture on Monday, 8/31.
- He will be gone on Thursday, 8/27 attending a Student Teacher Meeting & Resume Workshop at Fresno State.

Vehicle Concerns:
- Jill is checking with Andie to see where we should take the ag truck to get new tires put on.

cc: Randy Morris, Ken Harris, Danny Cates, Jill Sperling, Brian Donovan, Carlos Reis, Dept. File
Department Meeting Minutes
September 21, 2009

New Topics:
- Student Data Sheets are done, organized and ready to be used to complete the R-2 Report. Jill will be working on getting that completed this week.
- We have 4 students who will be applying for the PAL Program coordinated by Reedley College – Jill Bartel, A.J. East, Stan Hamilton and Patrick Jackson.
- The Kingsburg FFA website is up and running!! Thanks to Brian for taking the lead on that and working with the company to get it done. :) It is located at: www.kingsburgffa.org
- Jill will be taking Shelbi Kautz & Nicole Billington up to the FFA Center next Monday (9/28) to participate in the National FFA Delegate Training.
- Greenhand Conference applications are available starting today!! They will be distributed in all intro classes and can also be found on the website. Applications will be due by 3:15 pm on Friday, 10/2.
- We have our first Ag Advisory Committee meeting scheduled for next Wednesday, 9/30 from 5:30-6:30 pm.

Weekly Schedule:
- FFA Officer Meeting – Monday at 3:00 pm
- Swine Showmanship – Monday from 4:30-5:30 pm
- Back to School Night – Monday 6:00 pm
- Ag Boosters Welcome Back Reception – Monday 8:00 pm
- Goat Showmanship – Tuesday from 5:00-6:00 pm
- Sheep Showmanship – Tuesday from 6:30-7:30 pm
- Blackbeard’s Sectional FFA Activity – Wednesday 5:00 pm – 8:30 pm
- School Farm Workday – Saturday 8:00 am - Noon

Student Teacher Report:
- Carlos Reis will be with us this fall completing his final student teaching through Fresno State.
- He is currently teaching Ag Mechanics 2: Welding Skills and Ornamental Horticulture.
- He will be gone on Monday, 9/28 attending a Student Teacher Meeting at Fresno State.

Vehicle Concerns:
- Brian talked to Ted this morning about taking the ag truck to Lee’s Auto Service to have new tires put on. Ted is planning on taking it sometime this week.

cc: Randy Morris, Ken Harris, Danny Cates, Jill Sperling, Brian Donovan, Carlos Reis, Dept. File
Department Meeting Minutes
September 29, 2009

New Topics:

- Jill has started working on the R-2 report. She plans to complete it by Friday and get it submitted online.
- We have 4 students who will be applying for the PAL Program coordinated by Reedley College – Jill Bartel, A.J. East, Stan Hamilton and Patrick Jackson. The deadline has been extended to October 9th.
- Greenhand Conference applications will be distributed in all intro classes and can also be found on the website. Applications will be due by 3:15 pm on Friday, 10/2.
- We have our first Ag Advisory Committee meeting scheduled for this Wednesday, 9/30 from 5:30-6:30 pm.

Weekly Schedule:

- National FFA Delegate Training – Monday at the FFA Center
- FFA Officer Meeting – Monday at 3:00 pm
- Swine Showmanship – Monday from 5:00-7:00 pm
- Goat Showmanship – Tuesday from 5:00-6:00 pm
- Sheep Showmanship – Tuesday from 6:30-7:30 pm
- Sheep Shearing Day – Saturday from 8:00 until noon

Student Teacher Report:

- Carlos Reis will be with us this fall completing his final student teaching through Fresno State.
- He is currently teaching Ag Mechanics 2: Welding Skills and Ornamental Horticulture.
- He won’t be adding his third class until after Fresno Fair.

Vehicle Concerns:

- New tires have been put on the truck.
Department Meeting Minutes
October 19, 2009

New Topics:

- Brian is leaving on Wednesday for the National FFA Convention.
- Nicole Billington & Shelbi Kautz are our 2 National delegates. They left on Sunday for Indianapolis. Shelbi will be returning home on Saturday, Oct. 24th. Nicole will be traveling with the CA Delegation to Washington D.C. She will be returning home on Tuesday, Oct. 27th.
- Congratulations to Brian Donovan for being elected to serve as the newest member of the Kingsburg High School Curriculum Council!!! Way to volunteer!!

Weekly Schedule:

- Foggy Day Schedule (In-Service) – Monday
- Officer Meeting – Monday at 3:00 pm
- National FFA Convention (Donovan) – Wednesday though Saturday
- School Farm Work Day – Saturday 7:30 – 9:30 am

Student Teacher Report:

- Carlos Reis is currently teaching Ag Mechanics 2: Welding Skills and Ornamental Horticulture.
- He will be adding his third class, Applied Ag Biology (period 2) on Tuesday, Oct. 27th. He will be teaching Ch. 3 (cell biology).
- Dr. Vaughn is planning to visit later this week, if possible.

Vehicle Concerns:

- None at this time.

cc: Randy Morris, Ken Harris, Danny Cates, Jill Sperling, Brian Donovan, Carlos Reis, Dept. File
Department Meeting Minutes
October 26, 2009

New Topics:
- The school farm work day held on Saturday was a great success!! Nearly everyone that needed to be there showed up. All students had positive attitudes and worked diligently. We scoured, cleaned and stored for 2 hours and the farm looks beautiful once again!!
- Brian is home from National FFA Convention. We had 5 students receive their American FFA Degree: Andre Alves, Casey Berberian, Kevin Esau, Travis Helm, and James Walls. Everyone had a great time! The trip was a success!!!!
- Deep Pit Beef Fundraiser starts this week. $40 per bundle. 10 pounds (uncooked weight). Should feed about 10-15 people. Students get 1 FFA Activity Credit for every 2 deep pit orders that they turn in (max of 2 credits possible). Orders are due by 3:15 pm on Friday, Nov. 13th. Deep Pit Beef Prep Day will be Sunday, November 22. Distribution Day will be Monday, November 23 from 4-6 pm in the KHS Ag Department.
- Made for Excellence & Advanced Leadership Academy applications & money due by 3:15 pm on Friday.
- Ken Harris is visiting on Friday for our Ag Incentive Grant review. He will be here at 2:00 pm. Brian will be subbing Jill’s Intro to Ag class for the day so that Jill is freed up to meet with Ken.
- Jill will be taking a department day on Thursday to finalize paperwork for the AIG review. Carlos will be subbing for Jill all day.

Weekly Schedule:
- Officer Meeting – Monday at 3:00 pm
- October FFA Meeting/LazerQuest Activity – Wednesday at 6:00 pm
- Teachers’ Association Meeting – Thursday at lunch
- Ag Incentive Grant Review – Friday at 2:00 pm
- MFE & ALA applications & money due – Friday by 3:15 pm

Student Teacher Report:
- Carlos will be adding his third class, Ag Biology (period 2) on Tuesday
- We need to make the final plans for Carlos’ student teaching project. Ideas include: re-designing and repairing the sprinkler system in one of the planting beds in front of the ag building as well as installing a permanent irrigation line to the sequoia trees along the perimeter fence at the school farm.
- Carlos will be subbing for Jill all day Thursday (even schedule).
- He will be gone at a FSU Student Teacher Meeting on Friday.

cc: Randy Morris, Ken Harris, Danny Cates, Jill Sperling, Brian Donovan, Carlos Reis, Dept. File
<table>
<thead>
<tr>
<th>Equipment</th>
<th>Serial #</th>
<th>Model</th>
<th>Location</th>
<th>Source</th>
<th>Funding</th>
<th>Cost</th>
<th>Condition</th>
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<tr>
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<td>District</td>
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<td>4500</td>
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<td>Computer</td>
<td>Dell XPS</td>
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Kingbord Joint Union High School District Agriculture Department - Inventory List

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<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Quantity</th>
<th>Unit Price</th>
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<td>$14,197.25</td>
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</table>

**Notes:**
- All items are in good condition.
- All items are located in the school's computer lab.
- Funding for the items was provided by the district.
- The total cost includes freight and installation.
<table>
<thead>
<tr>
<th>Item</th>
<th>Room Size</th>
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<th>Year</th>
<th>Price</th>
<th>Item Details</th>
<th>Model</th>
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<tr>
<td>Compound Light Microscope</td>
<td>Excellent</td>
<td>Room 62</td>
<td>2003</td>
<td>$649.00</td>
<td>602871737</td>
<td>SW 138</td>
</tr>
<tr>
<td>Compound Light Microscope</td>
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<td>Room 55</td>
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<tr>
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<td>2004</td>
<td>$950.00</td>
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</table>
List of Courses that Qualify for Alternative Credit

The following A-G courses are approved:

- Applied Agriculture Biology – D “Lab Science”

ROP courses that are on the A-G list but are not currently offered:

- Environmental Horticulture Science – G “Elective”
- Veterinary Science – G “Elective”
q. one copy of each advisory committee minutes for current year.
Minutes of the Agriculture Advisory Committee Meeting
February 24, 2010

Members Present:
Nancy Gutierrez
Nomie Kautz
Ron McClain

Tim Morris
Frank Tebeau

Others Present:
Jill Sperling - Agriculture Department Chair
Brian Donovan - Agriculture Teacher/FFA Advisor
Jessica Barcellos - Student Teacher, Fresno State University

The meeting was called to order by Chairman Tim Morris at 5:50 pm.

I. We welcomed our spring student teacher, Jessica Barcellos, who is completing her full-time student teaching experience with us through Fresno State University. She is currently teaching one section of Ag Mechanics 1 as well as one period of Applied Ag Biology. Throughout the semester, Jessica will be teaching units in other classes including Ag Biology, Ag Mechanics: Welding Skills, Advanced Ag Mechanics and Ag Sales & Marketing.

II. The attendance sign-in sheet was passed around.

III. The Advisory Committee reviewed the minutes from the September 30, 2009 meeting. A motion was made to accept the minutes by Frank Tebeau, seconded by Nancy Gutierrez, and unanimously passed by voice vote.

IV. Brian Donovan gave an update on the many spring activities and accomplishments of Kingsburg FFA members. (Please see attached printout.)

V. Jill Sperling announced that the Ag Department had completed our annual recruitment effort with the 8th grade students at Rafer Johnson Junior High. Our officer team, led by Mr. Donovan, did a wonderful job! As usual, students seemed to be interested in our program and we are hopeful that our registration numbers for next year’s freshmen classes will be high. There are really no changes in the courses being offered during 2010-11 with the exception of the Advanced Animal Science class being offered in place of Ornamental Horticulture (due to the rotation order). We expect to have full classes with approximately 200 students in the program next year.

VI. With some changes coming down the pipeline within the next few years in the area of Industrial Technology, we have been encouraged to start exploring opportunities for growth within the ag department. Although we don’t know exactly how much growth this will allow, we need to start thinking about courses that we would like to add to our current offerings to provide additional opportunities for our students. At this point, we are thinking that we would like to offer some sections of Small Engines as well as some additional courses in the Agriculture Science pathway. This expansion possibility needs to be discussed further at a later date.
The dirt pile at the school farm remains. The Board of Trustees has agreed to drop the selling price to $60 per load with a minimum of 10 loads. Anyone interested in buying clean fill dirt at that price must haul it themselves. If you know anyone interested, please have them contact the Ag Dept for more information.

We need to add some additional members to our Advisory Committee to fill spots vacated earlier this year. The committee members present discussed some community members that they felt could be beneficial to our committee for various reasons. Those names include: Alan or Cindy Bishop, Darla Swanson, David Silva, Mike Visser and Ramon Perez. Further discussion will occur on this topic at our next Advisory Committee meeting in June.

Our next meeting will be held on Wednesday, June 2nd at 5:30 pm.

Tim Morris adjourned the meeting at 6:40 pm.

Respectfully Submitted,

Jill Sperling
Agriculture Department Chair
Minutes of the Agriculture Advisory Committee Meeting
September 30, 2009

Members Present:
Glen Billington
Nancy Gutierrez
Nomie Kautz

Tim Morris
Frank Tebeau

Others Present:
Jill Sperling - Agriculture Department Chair
Brian Donovan - Agriculture Teacher/FFA Advisor
Carlos Reis - Student Teacher, Fresno State University

The meeting was called to order by Chairman Tim Morris at 5:37 pm.

I. We welcomed our newest member to the Agriculture Advisory Committee, Nancy Gutierrez. Nancy is a graduate of Kingsburg High School, a resident of Kingsburg, a former State FFA Officer, and currently works as the Coordinator of the Ag/Natural Resources Industry Collaborative Grant housed through Reedley College. Nancy agreed to sit on our committee and is starting the first year of her three year term. Welcome aboard, Nancy!!

Jill Sperling reported that we were lucky to have Carlos Reis with us this semester as a full-time student teacher from Fresno State University. He is currently teaching one section of Ag Mechanics 2: Welding Skills as well as one period of Ornamental Horticulture. Throughout the semester, Carlos will be teaching units in other classes including Ag Biology, Introduction to Ag Mechanics, and Advanced Ag Mechanics. He has a strong background in the area of Ag Mechanics and we are fortunate to have him here with us this fall.

II. The attendance sign-in sheet was passed around.

III. Jill Sperling passed around a master copy of the Advisory Committee Roster and asked everyone to check their information for accuracy (any changes that need to be made should be noted on the master copy).

IV. The Advisory Committee reviewed the minutes from the June 2, 2009 meeting. A motion was made to accept the minutes by Nomie Kautz, seconded by Glen Billington, and unanimously passed by voice vote.

V. Brian Donovan gave an update on the many fall activities and accomplishments of Kingsburg FFA members. (Please see attached printout.)

VI. Jill Sperling reviewed the agriculture department's enrollment numbers for 2009-2010. We have 224 students enrolled in 9 sections. That # is an increase of 8 over last year. The teachers will split one section and a project supervision period (i.e. Donovan will have the supervision period in the fall while Sperling teaches the class; Sperling will have the supervision period in the spring while Donovan teaches the class).
VII. Jill Sperling also gave an update on the dirt at the school farm. Once fair is over, the district will be working on moving the massive dirt pile off of the school farm. This will be done at the expense of the school, not the agriculture department or the Kingsburg Ag Boosters. At this point, the district is unsure whether the dirt will be sold or moved elsewhere for storage; however, Linda Clark has assured us that the dirt would not be taking up permanent residence at the school farm. We have requested that the dirt be moved this winter/spring, before we start bringing in animals for next year’s fair.

VIII. Jill gave a brief update on the budget situation. Basically, we don’t know a lot of specifics about the budget. Things still look ugly at the state level, which trickles down to the local level as well. As far as the agriculture department is concerned, we are going to continue to act conservatively in these tough economic times and will strive to continue on as normally as possible for our students. We are still receiving our Agriculture Incentive Grant funding from the state (although it took a small cut) and will definitely continue to receive Carl Perkins Grant Funding from the federal government. At this point, we are going to continue hoping for the best, but will expect the worst - just in case the Sacramento continues its downward spiral. Right now, it looks like the Agriculture Department budget is as follows for 2009-2010:

<table>
<thead>
<tr>
<th>Grant Funding</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Incentive Grant Funding</td>
<td>$16,767</td>
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<tr>
<td>Carl Perkins Grant Funding</td>
<td>$26,071</td>
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</table>

Total: $ 42,838

IX. Our next meeting will be held on Wednesday, February 24, 2010 at 5:30 pm.

X. Tim Morris adjourned the meeting at 6:12 pm.

Respectfully Submitted,

Jill Sperling
Agriculture Department Chair
r. One copy of a completed student program plan.
## Student Progress Planning Form

By school year, please list all classes previously taken, currently being taken, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
<th>Class</th>
<th>Teacher</th>
<th>Class</th>
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<th>Teacher</th>
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</thead>
<tbody>
<tr>
<td>Ag Science</td>
<td>Sporling</td>
<td>Ag Bio</td>
<td>Sporling</td>
<td>EHT</td>
<td>Sporling</td>
<td>Ag Sales</td>
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<td>Health</td>
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<td>English</td>
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<td>Gov &amp; Econ</td>
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<td>Honors Math</td>
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<td>English</td>
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<tr>
<td>Earth Sci</td>
<td>U.S. Hist</td>
<td>World Hist</td>
<td></td>
<td>Calculus</td>
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<tr>
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<td></td>
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<tr>
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<td>Science</td>
<td>Elective</td>
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### Supervised Agricultural Experience Program (SAE program should be related to your career goal)

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<th>SAE</th>
<th>Size</th>
<th>SAE</th>
<th>Size</th>
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<td>1</td>
<td>Market Hog</td>
<td>1</td>
<td>Market Hog</td>
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</table>

### Leadership Development Activities (FFA)

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<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
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<td>Greenhand Conf</td>
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<td>MFE</td>
<td>MLA</td>
<td>CDLC</td>
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<td>State Conf</td>
<td>State Conf</td>
<td>State Conf</td>
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</tbody>
</table>

<table>
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<th>FFA</th>
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<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
s. Copy of proficiency standards or work in progress on proficiency standards.
Students are to be graded on their ability to perform different tasks relating to instruction received in the Agricultural Science program.

Rating scale:  
4 - Competent, needs no supervision  
3 - Moderate competence, needs minimal supervision  
2 - Limited competence, needs regular supervision  
1 - Not competent, needs constant supervision  
0 - Not taught

AGRICULTURAL MECHANICS

1. Demonstrate an understanding of local safety regulations.
2. Demonstrate safe practices with all hand and power tools.
3. Identify fifty different tools, equipment, and hardware used in the shop class.
4. Make a scale drawing of at least one project to be constructed in class.
5. Cut lumber to proper size.
6. Properly assemble one wood project.
7. Prepare ends of a rope to prevent unraveling.
8. Tie a square knot, slip knot, manger hitch, half hitch, long splice, eye splice, and crown splice.
9. Identify types and shapes of metals.
10. Cut and thread a piece of round stock.
12. Identify types of plumbing fittings.
13. Demonstrate how to cut and join together galvanized, plastic, and copper pipe.
14. Demonstrate how to replace a washer in a faucet.
15. Demonstrate five safety features when working with electricity.
16. Wire a light receptacle to a light switch.
17. Make an extension cord using a three wire cord.
18. Construct a simple form for a building or sidewalk.
19. Determine the amount of sand, gravel, and cement for a job.
20. Set up a surveying tripod and transit.
21. Determine different elevations.
22. Arc weld in the flat, horizontal, overhead, and vertical positions.
23. Construct a simple metal project.
24. Gas weld in the flat, horizontal, overhead, and vertical positions.
25. Demonstrate proper operation and perform simple maintenance procedures on small gasoline engines.

AGRICULTURE COMPUTERS/BUSINESS

1. Complete a job application.
2. Construct a personal resume.
3. Prepare for and complete a job interview.
4. Complete at least three scholarship applications.
5. Prepare and give short speeches.
6. Complete a research assignment.
7. Outline five purposes of farm credit.
8. Complete an application for a farm loan.
9. Analyze an application for an agricultural loan.
10. Identify the four main types of business.
11. Outline the differences between a corporation and a cooperative.
12. Indicate the sources of financing of a cooperative.
13. Demonstrate ability to utilize word processing, data base, and spreadsheet programs.
14. Complete a computer project.

INTRODUCTION TO AGRICULTURAL SCIENCE

1. List the important agricultural enterprises in the community.
2. Chart the FFA organization from the local to national level.
3. Prepare and give a short speech.
4. Participate in parliamentary procedure demonstrations.
5. Outline a personal project program.
6. List different types of project programs.
7. Recite the FFA Creed.
8. Enter in at least one activity above the Chapter level.
9. Identify breeds of beef and dairy cattle, sheep, swine, and horses.
10. Explain the difference in terms for the various species of livestock.
11. Describe steps to consider when raising livestock.
12. Identify crops displayed.
13. Describe the steps to be considered in raising crops.
14. Understand the effect agriculture plays in environmental quality.
ORNAMENTAL HORTICULTURE

1. Identify thirty foliage plants by common name.
2. List the characteristics of monocots and dicots by comparing leaf, stem, and root systems.
3. Identify the basic parts of a plant and its flower.
4. Describe the conditions necessary for seed germination.
5. List four methods of asexual plant propagation and describe how each is accomplished.
6. Propagate plants by cuttings, division, and layering.
7. List plant growth needs with respect to air, water, temperature, humidity, and light.
8. Demonstrate the understanding in regards to care and maintenance of nursery stock with respect to fertilization, watering, pruning, and weed, disease, and pest control.
9. Identify basic nursery tools and describe their respective function.
10. List the basic elements of landscape design.
11. Using common names, identify twenty landscaping plants.
12. Design a landscape for a ten foot by twelve foot plot using common landscaping symbols.
13. Demonstrate pruning techniques on appropriate established plants in a landscape.
14. Demonstrate the correct procedure to use when planting a shrub or tree.
15. Identify twenty flowers by common name.
16. Identify ten tools used in florist industry.
17. Construct a ten loop bow using number nine and number forty ribbon.
18. List the principle design elements of floral arrangements.
19. List five common floral arrangements.
20. Construct a simple three-point informal arrangement.
21. Construct a boutonnier and corsage.

PLANT AND ANIMAL PHYSIOLOGY

1. Visually identify the external anatomical parts of the swine, beef, sheep, horse, and poultry.
2. Identify the four major body tissues and describe two functions and locations of each.
3. Describe the chemical and physical properties of cells with respect to homeostasis.
4. Identify the location and function of the major components of the reproductive, nervous, digestive, circulatory, and respiratory
Identify plant parts and their functions.
6. Develop a taxonomic key for twenty plant samples.
7. Discuss the dynamics of water movement in plants.
8. Write out the basic chemical process of photosynthesis.
9. Identify the different cells within a single plant and their respective specialized functions.
10. Define phenotype, genotype, heterozygous, homozygous, recessive, and dominant.
11. Explain the processes of meiosis and mitosis.
12. Explain how traits are passed on from generation to generation and how traits are expressed by genes.
13. Identify problematic symptoms of animals using temperature, behavior, external signs, and discharges.
14. Perform simple vet practices including rectal temperature, bolus and injection medications, castration, and identification.
15. Analyze urine, fecal, and blood samples.
16. Identify the major types of pests and list respective controls of each.
17. Identify and mount a collection of ten different weeds.
18. Culture, describe, and identify major groups of plant/animal disease organisms.
19. Gain an awareness of the social aspects of pest control.

PLANT AND ANIMAL SCIENCE

1. Complete a research assignment.
2. Present an oral set of reasons for livestock selection.
3. Identify the main types of feed used in feeding livestock.
4. Identify the wholesale cuts of meat in beef, sheep, and swine.
5. Chart the heat and gestation periods in cattle, sheep, and swine.
6. Explain the difference in the various systems between cattle, sheep, swine, horses, and poultry.
7. Identify the three major types of soil.
8. Show water movement in the three major types of soil.
9. Identify the parts of a soil profile.
10. Identify the main fertilizers used in the area.
11. Take a soil sample to be used in a soil test.
12. Identify the nutrients tested for in a soil analysis.
13. Determine the difference between plant and animal cells.
14. Demonstrate methods of pruning vines and fruit trees.
15. Classify plants according to life cycle, structure, and use.
16. Identify weeds.
Selected Credential Held

California Commission on Teacher Credentialing

Selected Credential Held

The application status and credential information was last updated on 04/23/2010. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

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Top of Page

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California Commission on Teacher Credentialing

Selected Credential Held

The application status and credential information was last updated on 04/23/2010. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: DONOVAN, BRIAN WILLIAM

Document Title: Clear Single Subject Teaching Credential

Document Number: 090154568

Authorization Code(s): R142

This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

Renewal Code(s): R20

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

Issuance Date: 07/15/2009

Expiration Date: 08/01/2014

Date of Original Issuance: 07/15/2009

County of Employment: FRESNO

Recommendation Institution/Agency: FRESNO COUNTY OFFICE OF EDUCATION BTSA INDUCTION PROGRAM

< Return to Summary  New Search  Printer Friendly

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u. Department/Chapter calendar.
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<td>12 Haul Swine, Sheep &amp; Beef to Fair</td>
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National FFA Convention Trip — Indianapolis, IN
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Winter Break – Winter Break – Winter Break
## Kingsburg FFA

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# Kingsburg FFA

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<td>FFA Meeting 6:00 pm Little Theatre (Officer Elections)</td>
<td>EFM &amp; WFM CATA Planning Mtg @Kingsburg 5 pm EFM Sect. Officer Elections</td>
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<td>1 State FFA Judging Finals (Cal Poly)</td>
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**CA Summer Conference – San Luis Obispo**
A list of expected professional growth activities.
Professional Development Activities

New Professionals Institute
San Joaquin Regional Road Show
San Joaquin Regional Meetings
East Fresno Madera Section CATA Meetings
CATA Summer Conference
CATA Summer Skills Classes
Late Spring Quarter Classes @ Cal Poly

FCOE BTSA Training Workshops
Kingsburg High School Cornell Notes Training
x. Copy of current year’s R-2.
## FFA Roster

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<th>Zip</th>
<th>Year</th>
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https://cati-secure.atinet.org/R2/Scripts/Roster/PrintRoster.asp  
4/23/2010
y. Copy of extended contract rational/justification statement with is on file with the board.
Extended Contract

Both of the agriculture instructors are paid for 40 days above their regular salary. These days are paid at the daily rate for the teacher (varies depending on that individual’s salary).
z. Copy of completed travel plan submitted to administration/board.
To: Board of Trustees
Kingsburg Joint Union High School District

From: Jill Sperling
Agriculture Department Chair

Date: August 11, 2009

Re: 2009-10 Calendar of Events

The Kingsburg High School Agriculture Department is requesting board approval of the 2009-10 calendar of events. With exception of judging team practices, all activities are included in the calendar that is attached to this memo.

Here is a summary of the overnight trips that need to be approved for the upcoming school year:

- August 20-25: CA State Fair Jr Livestock Show – Sacramento
- Sept 18-19: Chapter Officer Leadership Conference – Reedley
- October 18-27: National FFA Convention (Delegate Trip) – Indiana
- October 21-24: National FFA Convention (American Degree Trip)
- February 12-13: MFE & ALA Leadership Conferences – Visalia
- March 5-6: UC Davis Field Day – Davis
- April 17-20: State FFA Leadership Conference – Fresno
- April 20-May 1: State FFA Judging Finals – San Luis Obispo

If you have any questions or concerns, I can be reached in the agriculture office (897-2248) or by cell phone (303-3148). Thank you.

cc: Linda Clark
aa. CATA membership card
CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

Brian Donovan

SERVING AGRICULTURE BY TEACHING
2009/2010 ACTIVE MEMBER
bb. Meeting reports submitted to administration.
Department Meeting Minutes
August 24, 2009

New Topics:
- Student Data Sheets need to get completed this week so that Sperling can start working on the R-2. All returning students will complete the back side of the Data Sheets; new students will complete the front side only for now (will go back and do back side during FFA unit as they learn more about FFA/SAE opportunities).
- FFA Jackets are being ordered for new students and those who need them for Fresno Fair.
- Sperling will be updating the Fresno Fair Letter & Schedule that will be distributed to students & parents at the entry form meetings on Wednesday night.
- Donovan has been working with FFAcapters.net to build a new website for Kingsburg FFA. It should be up and running this week!!! : )

Weekly Schedule:
- FFA Officer Meeting – Monday at 3:00 pm
- Swine Showmanship – Monday from 5:00-7:00 pm
- Goat Showmanship – Tuesday from 5:30-6:30 pm
- Sheep Showmanship – Tuesday from 6:30-7:30 pm
- Fresno Fair Entry Form Meetings – Wednesday, 8/26
  Swine & Beef Cattle – 6:00 pm in Library
  Goats & Dairy Cattle – 6:00 pm in Room 52
  Sheep – 7:00 pm in Room 52

Student Teacher Report:
- Carlos Reis will be with us this fall completing his final student teaching through Fresno State.
- He is currently teaching Ag Mechanics 2: Welding Skills.
- Carlos will be starting Ornamental Horticulture on Monday, 8/31.
- He will be gone on Thursday, 8/27 attending a Student Teacher Meeting & Resume Workshop at Fresno State.

Vehicle Concerns:
- Jill is checking with Andie to see where we should take the ag truck to get new tires put on.

cc: Randy Morris, Ken Harris, Danny Cates, Jill Sperling, Brian Donovan, Carlos Reis, Dept. File
Kingsburg Joint Union High School District  
Agriculture Department  
1900 18th Avenue  
Kingsburg, CA 93631  
(559) 897-2248

Department Meeting Minutes  
September 21, 2009

New Topics:
- Student Data Sheets are done, organized and ready to be used to complete the R-2 Report. Jill will be working on getting that completed this week.
- We have 4 students who will be applying for the PAL Program coordinated by Reedley College – Jill, A.J., Stan, and Patrick.
- The Kingsburg FFA website is up and running!! Thanks to Brian for taking the lead on that and working with the company to get it done. : ) It is located at: www.kingsburgffa.org
- Jill will be taking at least 2 students up to the FFA Center next Monday (9/28) to participate in the National FFA Delegate Training.
- Greenhand Conference applications are available starting today!! They will be distributed in all intro classes and can also be found on the website. Applications will be due by 3:15 pm on Friday, 10/2.
- We have our first Ag Advisory Committee meeting scheduled for next Wednesday, 9/30 from 5:30-6:30 pm.

Weekly Schedule:
- FFA Officer Meeting – Monday at 3:00 pm
- Swine Showmanship – Monday from 4:30-5:30 pm
- Back to School Night – Monday 6:00 pm
- Ag Boosters Welcome Back Reception – Monday 8:00 pm
- Goat Showmanship – Tuesday from 5:00-6:00 pm
- Sheep Showmanship – Tuesday from 6:30-7:30 pm
- Blackbeard’s Sectional FFA Activity – Wednesday 5:00 pm – 8:30 pm
- School Farm Workday – Saturday 8:00 am - Noon

Student Teacher Report:
- Carlos Reis will be with us this fall completing his final student teaching through Fresno State.
- He is currently teaching Ag Mechanics 2: Welding Skills and Ornamental Horticulture.
- He will be gone on Monday, 9/28 attending a Student Teacher Meeting at Fresno State.

Vehicle Concerns:
- Brian talked to Ted this morning about taking the ag truck to Lee’s Auto Service to have new tires put on. Ted is planning on taking it sometime this week.

cc: Randy Morris, Ken Harris, Danny Cates, Jill Sperling, Brian Donovan, Carlos Reis, Dept. File
Department Meeting Minutes
September 29, 2009

New Topics:

- Jill has started working on the R-2 report. She plans to complete it by Friday and get it submitted on-line.
- We have 4 students who will be applying for the PAL Program coordinated by Reedley College – Jill, A.J., Stan, and Patrick. The deadline has been extended to October 9th.
- Greenhand Conference applications will be distributed in all intro classes and can also be found on the website. Applications will be due by 3:15 pm on Friday, 10/2.
- We have our first Ag Advisory Committee meeting scheduled for this Wednesday, 9/30 from 5:30-6:30 pm.

Weekly Schedule:

- National FFA Delegate Training – Monday at the FFA Center
- FFA Officer Meeting – Monday at 3:00 pm
- Swine Showmanship – Monday from 5:00-7:00 pm
- Goat Showmanship – Tuesday from 5:00-6:00 pm
- Sheep Showmanship – Tuesday from 6:30-7:30 pm
- Sheep Shearing Day – Saturday from 8:00 until noon

Student Teacher Report:

- Carlos Reis will be with us this fall completing his final student teaching through Fresno State.
- He is currently teaching Ag Mechanics 2: Welding Skills and Ornamental Horticulture.
- He won't be adding his third class until after Fresno Fair.

Vehicle Concerns:

- New tires have been put on the truck.

cc: Randy Morris, Ken Harris, Danny Cates, Jill Sperling, Brian Donovan, Carlos Reis, Dept. File
Department Meeting Minutes
October 19, 2009

New Topics:

- Brian is leaving on Wednesday for the National FFA Convention.
- Nicole & Shelbi are our 2 National delegates. They left on Sunday for Indianapolis. Shelbi will be returning home on Saturday, Oct. 24th. Nicole will be traveling with the CA Delegation to Washington D.C. She will be returning home on Tuesday, Oct. 27th.
- Congratulations to Brian Donovan for being elected to serve as the newest member of the Kingsburg High School Curriculum Council!!! Way to volunteer!!

Weekly Schedule:

- Foggy Day Schedule (In-Service) – Monday
- Officer Meeting – Monday at 3:00 pm
- National FFA Convention (Donovan) – Wednesday though Saturday
- School Farm Work Day – Saturday 7:30 – 9:30 am

Student Teacher Report:

- Carlos Reis is currently teaching Ag Mechanics 2: Welding Skills and Ornamental Horticulture.
- He will be adding his third class, Applied Ag Biology (period 2) on Tuesday, Oct. 27th. He will be teaching Ch. 3 (cell biology).
- Dr. Vaughn is planning to visit later this week, if possible.

Vehicle Concerns:

- None at this time.

cc:  Randy Morris, Ken Harris, Danny Cates, Jill Sperling, Brian Donovan, Carlos Reis, Dept. File
Department Meeting Minutes
October 26, 2009

New Topics:

- The school farm work day held on Saturday was a great success!! Nearly everyone that needed to be there showed up. All students had positive attitudes and worked diligently. We scoured, cleaned and stored for 2 hours and the farm looks beautiful once again!!

- Brian is home from National FFA Convention. We had 5 students receive their American FFA Degree: Andre, Casey, Kevin, Travis, and James. Everyone had a great time! The trip was a success!!!!

- Deep Pit Beef Fundraiser starts this week. $40 per bundle. 10 pounds (uncooked weight). Should feed about 10-15 people. Students get 1 FFA Activity Credit for every 2 deep pit orders that they turn in (max of 2 credits possible). Orders are due by 3:15 pm on Friday, Nov. 13th. Deep Pit Beef Prep Day will be Sunday, November 22. Distribution Day will be Monday, November 23 from 4-6 pm in the KHS Ag Department.

- Made for Excellence & Advanced Leadership Academy applications & money due by 3:15 pm on Friday.

- Ken Harris is visiting on Friday for our Ag Incentive Grant review. He will be here at 2:00 pm. Brian will be subbing Jill’s Intro to Ag class for the day so that Jill is freed up to meet with Ken.

- Jill will be taking a department day on Thursday to finalize paperwork for the AIG review. Carlos will be subbing for Jill all day.

Weekly Schedule:

- Officer Meeting – Monday at 3:00 pm
- October FFA Meeting/LazerQuest Activity – Wednesday at 6:00 pm
- Teachers’ Association Meeting – Thursday at lunch
- Ag Incentive Grant Review – Friday at 2:00 pm
- MFE & ALA applications & money due – Friday by 3:15 pm

Student Teacher Report:

- Carlos will be adding his third class, Ag Biology (period 2) on Tuesday

- We need to make the final plans for Carlos’ student teaching project. Ideas include: re-designing and repairing the sprinkler system in one of the planting beds in front of the ag building as well as installing a permanent irrigation line to the sequoia trees along the perimeter fence at the school farm.

- Carlos will be subbing for Jill all day Thursday (even schedule).

- He will be gone at a FSU Student Teacher Meeting on Friday.

cc: Randy Morris, Ken Harris, Danny Cates, Jill Sperling, Brian Donovan, Carlos Reis, Dept. File
cc.  5 year acquisition plan
5 Year Acquisition Schedule
2009-2010

Year One 2009-2010
1) Expand hand tool selection in Ag Mechanics shop
2) Purchase 4 new work benches with storage lockers for Ag Mech shop
3) Purchase storage lockers for school farm
4) Purchase tables and chairs for portable classroom at school farm

Year Two 2010-2011
1) Replace fenders on aluminum gooseneck trailer
2) Purchase a Plasma Cam for the Ag Mechanics shop
3) Build raised planting beds at the Horticulture Unit

Year Three 2011-2012
1) Purchase tractor with a bucket for the school farm
2) Install bottom heat system inside greenhouse
3) Repair/replace science laboratory & shop equipment as needed
4) Update technology & software in the computer lab

Year Four 2012-2013
1) Build new storage facility for the Horticulture Unit
2) Build covered area over existing Ag Mech shop yard
3) Develop back part of school farm (orchard and/or pasture area)
4) Repair/replace science laboratory & shop equipment as needed

Year Five 2013-2014
1) Begin construction of new sheep/goat barn at school farm
2) Develop Small Engines shop and curriculum
3) Repair/replace science laboratory & shop equipment as needed
Advisory committee agendas for current year.
AGENDA

Agriculture Advisory Committee

Wednesday, June 2, 2010
5:30 pm - Ag Building, Room 52

1. Welcome - Tim Morris

2. Distribute sign-in sheet - Tim Morris

3. Approval of the Minutes from February 24, 2010

4. Department Report - Jill Sperling

5. FFA Update - Brian Donovan

6. Class Sizes for 2010-2011

7. Possibilities for Growth in 2011-2012

8. Additions to Advisory Committee?
   Alan or Cindy Bishop
   Darla Swanson
   David Silva
   Mike Visser
   Ramon Perez

9. Next Meeting - September 8th at 5:30 pm in Room 52

10. Adjourn
AGENDA

Agriculture Advisory Committee

Wednesday, February 24, 2010
5:30 pm - Ag Building, Room 52

1. Welcome - Tim Morris
2. Distribute sign-in sheet - Tim Morris
3. Approval of the Minutes from September 30, 2009
4. FFA Update
5. Recruitment & Courses for 2010-2011
6. Possibilities for Growth . . . how do we move forward?
7. Dirt pile at school farm
8. Suggestions for Additions to Advisory Committee?
9. Kingsburg FFA Awards Banquet - Wed, May 19th at 6:00 pm
10. Next Meeting - May/June?
   - May 25 or 26 (Tues/Wed)
   - June 1 or 2 (Tues/Wed)
   - June 7 (Mon), 8 (Tues) or 10 (Thurs)
11. Adjourn
AGENDA

Agriculture Advisory Committee

Wednesday, September 30, 2009
5:30 pm - Ag Building, Room 52

1. Welcome
2. Introduction of New Members and Student Teacher
3. Distribute sign-in sheet
4. Approval of the Minutes from June 2, 2009
5. FFA Update- Brian Donovan
6. Department Report - Jill Sperling
   - Student Enrollment #’s
   - Dirt on School Farm
   - Budget Situation
7. Suggestions for Additions to Advisory Committee?
8. Set Meeting Dates -- Jan/Feb and May/June
9. Adjourn
gg. Current year’s operating budget for Vo-Ag.
# Budget Details Report

**From 7/1/2009 thru 5/14/2010**  
**Restricted**

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* Indicates that either the working, revised or approved budget is reflected in the column.  
** Indicates the amount reflected in column is in millions with a single asterisk.
hh. Current year’s VEA district allocation.
## Budget Details Report

**From 7/1/2009 thru 5/25/2010**

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* Indicates that either the working, revised or approved budget is reflected in the column.
** Indicates the budget has reflected in accordance with a single activity.
# Budget Details Report

**From 7/1/2009 thru 5/25/2010**

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**400000** Totals

**520000** Travel and Conferences

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# Budget Details Report

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* Indicates that either the working, revised or approved budget is reflected in the column.

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ii. Description of district/department budget process.
The Kingsburg High School Agriculture Department receives two sources of funding, Carl Perkins funding and California Agriculture Incentive Grant. These two sources are used exclusively by the Agriculture Department. Jill Sperling as Department Chair has control over our budget. At the beginning of each year we discuss major purchases for the coming year. We collectively decide on how we will be spending our department’s budget throughout the year. If there is currently not enough money left in our budget, we look at purchasing it for the coming year. We also like to make sure we keep up with our 5 year acquisition plan, and review that at the start of each year.

We are very respectful as to the cash flow in and out of Kingsburg High School, therefore we try not to spend too much money at any one time, making sure that there is still money for other items that the district needs to purchase. Our business department approves any requisition that we submit, provided that there is enough money in the account. Our business department counts on us to locate the best price for the products that we are purchasing.

Because the entire district office is on our campus, it is simple to get a purchase order in an emergency. First I would write the requisition, I would have the Department Chair sign it, I would then take it up to the districts business manager and present it to her and she will sign. I can then walk it to the accounts payable/receivable clerk who can then print me up the purchase order, or order the materials right then and there. Our district has a number of credit cards at different merchants so I can check one out if needed. Currently, the district provides me with a Home Depot credit card, I just need to have the P.O. # to authorize the purchase.

The Valley ROP program also provides a small budget for the Agriculture Mechanics program. In this case a budget created by myself is submitted to the Valley ROP director in April. Once approved, I must submit requisitions through their office to purchase equipment or supplies. Any equipment that is purchased using their funds is property of Valley ROP and can be taken back at any time.

As an Agriculture Mechanics instructor I oversee the Agriculture Mechanics Material Fee. This Fee is paid to our ASB office and moved over to a district account. This account can be used to purchase materials and supplies for student’s projects. On an annual basis I have accounts set up at Valley Iron, Redneck Trailer Supply, Praxair, and Home Depot. Each student in an Agriculture Mechanics class pays a $30 Shop fee, I then create a budget of how the money will be spent. I need to take in to an account the price of Safety Supplies like Safety Glasses and Welding Gloves, as well as the price of materials like wood, and electrical wire. Any student who is constructing a large project for personal use must also pay for their materials. There is an additional 15% that I add to help cover the cost of the consumable wire, rod, gas and other materials that are purchased through the agriculture department.
kk. Copy of chart of responsibilities.
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<tbody>
<tr>
<td>Beef Cattle</td>
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<tr>
<td>Dairy Cattle</td>
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<tr>
<td>Goats</td>
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<td>Plants/Landscapes</td>
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<tr>
<td>Sheep</td>
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<td>Swine</td>
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<td>Work Experience</td>
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<tr>
<td><strong>FFA- GENERAL</strong></td>
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<tr>
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<tr>
<td>Advisor- Chapter Officers</td>
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<tr>
<td>Update Chapter Program of Work</td>
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<td>September</td>
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<td>November</td>
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<tr>
<td>January/Degree Ceremony</td>
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<td>February</td>
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<td>March</td>
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<tr>
<td>April</td>
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<tr>
<td>May/Awards Banquet</td>
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<td>Banquet Decorations</td>
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<tr>
<td>Banquet Meal</td>
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<td>Banquet Script</td>
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<tr>
<td>Banquet Awards – General</td>
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<td>Banquet Awards – Ag Mechanics</td>
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<tr>
<td>Banquet Slideshow – General</td>
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<tr>
<td>Banquet Slideshow – Senior Tribute</td>
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<tr>
<td>Banquet Slideshow – Retiring Officers</td>
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<td>Greenhand Conference</td>
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<tr>
<td>Made For Excellence Conference</td>
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<tr>
<td>Advanced Leadership Academy</td>
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<tbody>
<tr>
<td>Agriculture Banking (sectional contest)</td>
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<td></td>
</tr>
<tr>
<td>Best Informed Greenhand (sectional contest)</td>
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</tr>
<tr>
<td>Cooperative Marketing (sectional contest)</td>
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</tr>
<tr>
<td>Creed</td>
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<td>X</td>
</tr>
<tr>
<td>Farm Business Management</td>
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<tr>
<td>Farm Records</td>
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<tr>
<td>Fruit Tree Pruning (Co-Coach: David Silva??)</td>
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<tr>
<td>Grapevine Pruning (Co-Coach: David Silva??)</td>
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<tr>
<td>Job Interview</td>
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<td>Opening/Closing</td>
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<tr>
<td>Extemporaneous Public Speaking</td>
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<td>Prepared Public Speaking</td>
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<tr>
<td>Agriculture Mechanics</td>
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<tr>
<td><strong>FFA- FUNDRAISING</strong></td>
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<td>SPERLING</td>
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<tr>
<td>----------------------</td>
<td>---------</td>
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<tr>
<td>See’s Candy</td>
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<tr>
<td>Deep Pit Beef</td>
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<td>Farm Show/Truck Tickets</td>
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<th><strong>FFA- COMMUNITY SERVICE</strong></th>
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<td>Adopt-A-Family</td>
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<td>Rotary Top 40 Dinner</td>
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<td>Swedish Festival</td>
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<tr>
<td>Greenhand FFA Degree</td>
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<tr>
<td>Chapter FFA Degree</td>
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<tr>
<td>State FFA Degree</td>
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<tr>
<td>American FFA Degree</td>
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<td>Proficiency Awards</td>
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<td>Scholarships</td>
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<table>
<thead>
<tr>
<th><strong>DEPARTMENT FINANCE</strong></th>
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<tbody>
<tr>
<td>District Budget</td>
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<tr>
<td>Agriculture Incentive Grant</td>
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<tr>
<td>VEA Funding (Perkins)</td>
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<tr>
<td>FFA Funds</td>
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<tr>
<td>Ornamental Horticulture Account</td>
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<tr>
<td>Agriculture Mechanics Account</td>
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<table>
<thead>
<tr>
<th><strong>DEPARTMENT FACILITIES</strong></th>
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<tbody>
<tr>
<td>Agriculture Mechanics Shop Room 50</td>
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<td></td>
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<tr>
<td>General Agriculture Classroom Room 51</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Agriculture Science Classroom Room 52</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Agriculture Computer Lab Room 55</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Farm</td>
<td></td>
<td></td>
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<tr>
<td>Hog Barns</td>
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</tr>
<tr>
<td>Cattle, Sheep &amp; Goat Barn</td>
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<td>X</td>
</tr>
<tr>
<td>Show Ring</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Farm Shop</td>
<td>X</td>
<td></td>
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<tr>
<td>Ornamental Horticulture Area</td>
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<td>X</td>
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<tr>
<td>Vehicle Maintenance</td>
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<td>X</td>
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<td>Equipment Maintenance</td>
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<td>Transportation Requests</td>
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<tr>
<td>Program Website</td>
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</table>
II. Copy of substitute teacher procedures and plans.
If sick or emergency occurs, a telephone call to the sub-line needs to be made with as much notice as possible. Office attendance staff arrives around 6:30 and the Sub-line is the first thing they check. Upon arriving back after time off, instructors need to fill out the time off request and submit it to the business office.

If planning for a sub, for field trips or department activities, the proper form needs to be completed. You need to make sure you check the appropriate box as to the time of leave, and turn completed forms into the superintendent’s box for approval. A sub request form is given to the attendance clerks to schedule your substitute. Here you can request specific subs if you wish.

The Kingsburg High School Agriculture Department submits all of its sub request forms and district paperwork by semester. Usually all paperwork for the fall semester is turned in before the first day of school, likewise all paperwork for the spring semester is turned in before the start of the second semester. At any time, days can be added to the time off and days can also be subtracted if needed.
Wednesday March 10

Announcements

End of 3rd quarter this Friday.

FFA Meeting Wednesday March 17th Pizza and scavenger hunt

4th period Ag Mech 1

30-35 minutes to study, during this time students should have their study guides out, new ones will be present if needed. Students should also be completing assignments out of their packets.

Collect study guides after 30-35 minutes

Give students the wood working unit test

When students are done they can continue to work on their packets if needed, I don’t think anyone will need this, but they should hand in their wood working packets by the end of the class.

If time allows you can show them the Modern Marvels Lumber Yard DVD

If you have any questions please call my cell 559-352-1323

Thanks,

Brian Donovan
**Announcements**

Fair checks are starting to arrive. Make sure that you have your thank you letters to Donovan or Sperling and that all other requirements are passed. You will not receive your fair check until you have your thank you cards, your feed bill paid and your farm work day hours done. Additionally we need to check your record books as well. There will be no more make up hours until January. If student has a Feed bill they can pay tomorrow morning, break, lunch or after school.

Adopt a family - If a student brought an Item for the Adopt a family drive have my TA check their name off the list.

TA-2\(^{nd}\) Period Alex Brandon
TA-4\(^{th}\) Period Chris Wainwright
TA-6\(^{th}\) Period Alex Brandon (student in class)

Students can sign up to bring a warm winter jacket, a blanket, toy or Food for these families. Have the TA handle the Sign up sheets. This is the last opportunity for students to receive activity credits before the end of the semester.

No Students are allowed to work in the shop!

2\(^{nd}\) period Advanced Agriculture Mechanics

Please give announcements, See above.

Please give each student a copy of chapter 34/35. These chapters on Inspecting and Testing Welds and Welding Certification should be a review from work at the beginning of the year. Each student is to read the chapters and answer the chapter questions provided on a separate paper. Collect assignments that are done at the end of class. If students need additional time to finish they can take it home for homework but it will be do on Wednesday the 10\(^{th}\).

Students can keep the handout, It will be useful for them because their final on 12/17 will be on:

- Welding joints and design
- Bills of Materials
- Types of Materials
- Welding Certification
- Weld Testing and inspection.

4\(^{th}\) Period Introduction to Agriculture Mechanics

Please give announcements, See above

Students are learning about the FFA Organization. Today’s lesson talks about the Career Development Events (CDEs) that students can participate in. The Kingsburg FFA Chapter does not participate in all of these contests, however if enough students are interested there is the possibility of students participating in that contest.

Ask that students pair up with a partner. Give them 30 seconds to make their choice. Most students will choose a neighbor and that is fine they are a good class.

Give each pair of students a Career Development packet and 2 copies of the directions (Half sheet). Each pair of students will be creating a poster on a different Career Development Event. Each packet contains the Career Development Event description and rules. Please have students create an advertisement poster. Give each pair of students one piece of poster paper. Their finished poster should include the contest title, a picture, rules, and description.
Color pencils, markers, scissors and glue sticks will be left behind the teacher desk on the counter top.
Students can cut up old issues of the FFA New Horizons Magazine and use pictures on their advertisement.
Collect the posters 5 minutes before the end of the period. Please remind students to place the markers, color pencils, scissors and glue back into their proper boxes. Students should also check around their desks for trash and extra supplies that need to be returned.
Please also collect the Career Development packets so that they can be used in another class.

6th Period Advanced Animal Science
Please give announcements, See above.
On Thursday students learned about the mono-gastric digestive system. Today they will start to learn about the digestive system of a ruminant animal. Show students the DVD on the digestive track of a ruminant animal. The video should last approx. 41 minutes. Before starting the DVD, give each student a copy of the questions that go along with each section of the video (one packet of questions). You might need to pause the DVD after each section so that students can answer the questions on their worksheets. When students are done please collect the questions.
Break students up into groups of 6. Students can push tables together to give them a bigger area to create their poster, just have them return the desks at the end of the class. Give each group a copy of the digestive system pictures, as well as 4 pieces of poster paper. The students can use the same poster paper from the project the period before. There is no need for this class to use the scissors and the glue. Each group is to draw an exploded view picture of each chamber of the ruminant digestive track. One chamber on each of the 4 pieces of paper. They are also to write a description of what that chamber of the stomach does.
Students should take pride in their work, as for these posters will replace the safety posters hanging around the room.
Collect all materials and supplies at the end of the class, bins with markers, pencils, glue and scissors can be left on the front tables.
I have great students, they should not be an issue, however if you need an RC form they are some blank ones in the top right drawer of my desk.
How to use the VCR/DVD

Please note the following:

1. Make sure the room is clear before leaving.
2. Make sure the VCR/DVD is turned off.
3. The room should be kept clean.

Bathroom policy

Students are not allowed to use the bathrooms during the first 15 minutes of the first 15 minutes.

For other bathroom requests, please see the bathroom signs. In case of an emergency, students should use the nearest emergency exit.
mm. Proficiency for vocational agriculture students.
Advanced Agricultural Welding

COMPETENCIES

- Production Delivery
- WSE Welding Application
- Blueprint Reading
- Reinforcing
- Types of Rods & Wire
- Plasma Cutting
- Pipe & 4" Strip
- Circle Cut
- Straight Cut
- Part A. Plasma Cutting
- Part B. Plasma Cutter
- Part C. Overhead Position
- Pipe to Pipe 6011
- Fillet Weld Single Pass 6011
- Lap Weld 6013
- Bead Weld 6011
- Bead Weld Downhill 6011
- Running Straight 6011
- Part A. Vertical Position
- Pipe to Plate 6011
- "T" Weld 6011 & 6013
- Lap Weld 6011 & 6013
- Bead Weld 6011 & 6013
- Welding Pad 6011 & 6013
- Sniper Beads 6011 & 6013

Electrode Arc Welding:
Drilling, bending, cutting and shaping
Metal Working with Machines
Welding application
Welding theory
Gas welding
ArC welding application
Grinding
Shaping
Tool Room
Forging metal
Properties of metal
Hot metal work
ID of wrenches, drivers, pliers, punches, hammers
Nut and bolt sizes and characteristics
Need size and type
Fastener and hand tool identification
Materials calculation
Cutting materials
Building materials identification
Materials ordering and bill of materials
Blueprint reading
Technical reading
Measurement
Drawing
Knives
Scribes
Types of rope
Painting

Upon successful completion of this course, the student is proficient in:

BEGINNING AG MECHANIC
COMPETENCIES
Upon successful completion of this course, the student is proficient in:

BEGINNING AG MECHANIC

COMPETENCIES

- Metal Working with Machinists
- TIG Welding Application
- Metal Inert gas welding theory
- Arc welding application
- Welding theory
- Arc welding
- Cutting
- Cutting
- Cutting
- Bending
- Bending
- Gas welding
- Brazing
- Brazing
- Set up, shut down and safety procedures
- Gas welding, cutting, brazing, welding
- Handle replacement
- Sharpening
- Tool Realk
- Forging metal
- Properties of metal
- Hot Metal Work
- ID of welders, dies, punches, hammers
- Nut and bolt sizes and characteristics
- Nails and types
- Fasteners and hand tools identification
- Materials calculation
- Cutting materials
- Building materials identification
- Material taking and bill of materials
- Blueprint reading
- Technical drawing
- Measurement
- Drawing
- Knobs
- Splices
- Types of rope
- Ropes Work

Mixing, pouring and finishing
- Preparing forms, compounding pads and refinishing materials
- Identification of tools and raw materials for concrete work
- Concrete and Masonry
- Plumbing
- Installing branch circuits, wiring boxes, switches, lights and outlets
- Electric
- Brushes, rollers, paint pads, masking guards
- Painting
- Drilling, bending, Cutting and shearing
Upon successful completion of this course, students are proficient in:

**AG Mechanized/Welding Competencies**
nn. A 2+2 agreement with a college.
Current Status of Articulation Agreements

At this time, the Kingsburg High School Agriculture Department is pursuing articulation agreements with two local community colleges – Reedley College and College of the Sequoias.

Courses that may possibly be approved for articulation include: Agriculture Mechanics 2: Welding Skills, Agriculture Mechanics 3: Fabrication, and Agriculture Sales & Marketing.

The Agriculture Department Chair will be meeting with representatives from the agriculture programs at both community colleges to further discuss the details associated with finalizing the articulation agreements for these courses.
oo. Reimbursement for personal expenses
Teacher Reimbursement

Agriculture instructors are reimbursed for expenses incurred for FFA, SAE and professional development activities, provided that the activity was approved in advance or was an emergency (i.e. unexpected medical issues with animals at farm)

The process is as follows:

1. Requisition must be submitted to district office in advance of activity for approval

2. Upon return, instructor must complete the “Travel Expense Claim” form (attached)

3. Receipts are attached. (note: receipts must be itemized in order to be reimbursed!)

4. Payment usually takes 2 weeks to process.
**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT**  
1900 18th avenue • Kingsburg, California 93631

**Travel Expense Claim**

Name: ___________________________  School: ___________________________  Position: ___________________________

Street or P.O. Box Number: ___________________________  City/State: ___________________________  Zip: ___________________________

The following expenses were incurred for attending the following meeting.

**Meeting:**

City/State: ___________________________  Date: From ___________________________ to ___________________________

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<th>Lodging</th>
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<td>Lunch</td>
<td>Dinner</td>
<td>Describe</td>
<td>Amount</td>
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**TOTAL**

Reimbursement Total*

Mileage of employee’s car for this trip:

Total Claim for Mileage $ __________

TOTAL EXPENSE CLAIM $ __________

Balance Due $ __________

Employee’s Signature: ___________________________  Date: ___________________________

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*For reimbursement purposes only

White - Business Office  •  Yellow - Staff Member